ANALYSIS ON IMPROVING STUDENTS’ VOCABULARY THROUGH “SELF – DIRECTED LEARNING”
(A Case Study at 7A Level students of KUMON English Course Bintaro Utara)

A “Skripsi”
Presented to the faculty of Tarbiya and Teachers Training in partial fulfillment of the requirements For the degree of S. Pd. (Bachelor of Art) in English Language Education

Written by:
Lin Laelatul Fajriyah
104014000328

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
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ABSTRACT


Advisor: Drs. H. Sunardi Kartowisastro, DipEd

Key Words: Self-Directed Learning and Vocabulary.

The existence of language cannot be separated from the human life, and no single activity that can be separated from the language. Nowadays, English is more important for almost everyone in the world. It is the international language which is spoken by most of the people all over the world. In learning English, there are language sub skills. One of the language sub skills is vocabulary. All languages have word. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. So, the writer try to analyze how the vocabulary can be learned by the students with a method.

Self Directed Learning, which has its roots in adult education, is an approach that has also been tried with learners in elementary. There may be slight variations in how different educators define Self Directed Learning. But in this research, writer try to find how the Self Directed Learning was used in non formal education. We will know what is Self Directed Learning, the usefulness and how its method can be effectived to improve students’ vocabulary skill.

The aim of this research is to know the effectiveness of Self Directed Learning to improve students’ vocabulary skill. The samples of the research are the 7A level students of KUMON Bintaro Utara. The writer uses a descriptive analysis technique with visiting the course to do the research. Then, the writer analyze the students’ learning process. By analyzing the students’ learning process, the writer finally knows, why Self Directed Learning was effectiveness to improve students’ enrichment ins vocabulary.
ACKNOWLEDGEMENT

In The Name of Allah, the Beneficent, the Merciful
May peace and blessing of Allah be upon all of us

All praises be to Allah SWT, The Almighty, The Lord of the world, who has bestowed upon the writer in completing this “skripsi”. Peace and blessing be upon to our prophet Muhammad SAW, his family, his companions and his followers.

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The Writer
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CHAPTER I
INTRODUCTION

This chapter presents and discuss the background of study, Statement of the problems, The scope and Limitation of the Study, Objective of the Study, Significance of the Study and The definition of the Key Term.

G. Background of the Study

Language is important for human beings to communicate with each other. A. S Hornby said “Language is human and non instinctive method of communicating ideas, feeling, and desires by means of system of sound and sound symbols”\(^1\)

The existence of language cannot be separated from human life, and no activity can be separated from the language. Nowadays, English is more important for almost everyone in the world. Being an international language, English is spoken by most of the people all over the world. In learning English, there are language sub skills.

One of the language sub skills is vocabulary. All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages.

Vocabulary as one of the language aspects is supposed to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns a language. A learner of the foreign language will speak fluently and accurately, write easily, or understand what she reads or hears if she has enough vocabulary and has a capability of using it accurately. It is obvious that vocabulary is very important for learning a language, especially English, because the English vocabulary is extremely

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large and varies, therefore, it is highly essential for English teachers to help their students master vocabulary.

According to Alkufaishi, “vocabulary is one of the major problems confronting EFL learners”, especially in learning new words. There are some factors why vocabulary learning is difficult for the students:

1. Students often forget the words that have already been taught because most of their teachers only give the list of new words of English with their meanings in the students’ native language, such as:
   
   Example:  
   Sky  =  Langit  
   River  =  Sungai  

2. Students cannot pronounce the new words of English well, because they usually face unfamiliar symbols in pronunciation.

3. The English writing system is different with the pronunciation.

4. The learners who study English as a foreign language are difficult to differ the part of speech.

Of course these entire make the vocabulary learning become tedious for the students because many words need to be memorized one by one without any good technique. As a result, students always feel frustrated every time they learn new English words. Therefore, the writer tries to give an alternative technique of learning English vocabulary through Self-Directed Learning.

Self-Directed Learning, which has its roots in adult education, is an approach that has also been tried with learners in elementary level of education. There may be slight variations in how different educators define self-directed learning. But in this research, the writer will analyze how the self-directed learning is used in non formal education. We will know what self-directed learning, the usefulness is and how its method can be effective to improve students’ vocabulary skill.

The aim of this research is to know the effectiveness of self-directed learning to improve students’ vocabulary skill. The samples of the research

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are the 7A level students of KUMON Bintaro Utara. The writer uses a descriptive analysis technique by visiting the course to do the research. Then, the writer analyzes the students’ learning process. By analyzing the students’ learning process, the writer finally knows why Self-Directed Learning is effective to improve students’ enrichment in vocabulary.

In this case the writer will analyze how the vocabulary is learnt through self-directed learning. In self-directed learning the learner himself defines his objectives and the essential consequence of this will be the introduction of the learner’s specific personal dimension. In self-directed learning, the individual takes the initiative and the responsibility what they learn for. Individual select, manage, and assess their own learning activities, which can be pursued at any time. Teaching emphasizes through any means, at any age.

In this “skripsi”, the writer analyze how students try to improve their vocabulary through self-directed learning with some instrument, such as CD text book, tape recorder and work sheets. The technique is useful for learning vocabulary because it makes the students autonomous, so they can hold responsibility to their learning activities to their life. Because self directed learning in a descriptive model of life long learning based entirely on the focus of control for decision making about the objectives and means of learning.

H. Statement of the problems

The writer would like to conduct a study concerning the use of Self-Directed Learning on improving students’ vocabulary at 7A Level of KUMON English Bintaro Utara. This study can be formulated into more specific question as follow:

1. How is the implementation of Self-Directed Learning to improve students’ achievement on vocabulary.

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2. What are the problems faced by the teacher and students in using Self-Directed Learning?

I. **The scope and Limitation of the Study**

   This study focuses on implementation Self-directed Learning to improve students’ vocabulary at 7A Level of KUMON English Bintaro Utara. The learning English at KUMON English Bintaro Utara involves so many aspects that are impossible to cover everything in this study. This study attempts to describe the teaching learning process of English at KUMON English Bintaro Utara which comparese: (1) the implementation of using Self-directed Learning to improve students’ achievement on vocabulary, and (2) the problems which are faced by the teacher and students in using Sel-Directed Learning.

J. **Objective of the Study**

   This study is intended to know the use of Self-Directed Learning to improve students’ vocabulary. This study is purposed at describing:

   1. The implementation of Self-Directed Learning to improve students’ achievement on vocabulary.
   2. To describe the problems which are faced by the teacher and students in using Sel-Directed Learning.

K. **Significance of the Study**

   The results of this study are expected to contribute to (1) students, (2) English teachers and (3) further researcher.

   It is expected that the findings of this research may give contribution to the students useful information about the implementation of Self-directed Learning to improve students’ achievement in vocabulary mastery.

   Besides, it is an input for all the English teachers to improve their quality in teaching learning activity, especially in vocabulary.
More over, the result of this study can be used on the basic information or consideration for further researchers.

L. **The definition of the Key Term**

The following definitions are given to make readers have the same perception for some terms are used in this study. They are also expected to avoid misinterpretation. They are as follow:

1. Vocabulary is a list or collection of words or and phrases usually alphabetically arranged and explained or defined: **LEXICON**
2. Self Directed Learner is the one who is self motivated, one who takes the initiative, one who has a clear idea of what he wants to learn, and one who has his own plan for pursuing and achieving his goal.
CHAPTER II
THEORITICAL FRAMEWORK

This chapter presents the description of the theoretical framework used in the study. It includes the definition of Vocabulary, The Principles of Vocabulary, Kinds of Vocabulary and Vocabulary Learning. And besides that this chapter also description of Self Directed Learning, Responsibility and Autonomy and The purpose of Using Self Directed Learning.

A. General Concept of Vocabulary

In the process of the language learning, there two competences must be learnt by the learner, they are actional competence and linguistic competence. So vocabulary is one of the linguistic competence.

1. The Definition of Vocabulary

Vocabulary as one of the language aspects is supposed to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns a language. A learner of foreign language will speak fluently and accurately, write easily, or understand what he reads or hears if he has enough vocabulary and has a capability of using it accurately.

Everyone knows what a word is. And it may therefore appear unnecessarily to devote several pages of discussion to its definition, even in a book on vocabulary. Hornby defines vocabulary as “the total number words which (with rule for combining them) make up a language and (range of) words known to, or used by, a person, in a trade, profession, etc.”

4 A. S Hornby, Oxford Advanced Learner’s dictionary of current English language, (Oxford University Press, 1974) p. 959
According to Ronald Carter, an orthographic definition of a word is a partial common-sense definition. It says, quite simply, that a word is any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation mark.\(^5\)

According to Merriem-Webster’s Collegiate Dictionary vocabulary is:

a. A list or collection of words or and phrases usually alphabetically arranged and explained or defined: LEXICON

b. Some or stock of words employed by a language, a group, individual, or work or in a field of knowledge.

c. A supply of expressive techniques or devices (as of an art form).\(^6\)

From some definitions given above, it can be known that vocabulary is a total number of words used by a person, class, trade, and profession in communication as means of expression.

2. **Kinds of Vocabulary**

In function, vocabulary is classified into two kinds: active and passive vocabulary. *Active vocabulary* is of the words we use in when we speak or write, and *passive vocabulary* is of the words we hear or read them.\(^7\)

From the explanation above, we can conclude that active vocabulary is all the words used by particular person, socioeconomic group, profession etc. While passive vocabulary is all the words that are

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recognized and understood, although not necessarily used by a particular person.

Meanwhile, Aeborosold and Field also classifies vocabulary into two types, they are:

a. **Receptive Vocabulary** is the vocabulary that readers recognize when they see it but do not use when they speak or write.

b. **Productive Vocabulary** is the vocabulary that people actually use to speak or write.\(^8\)

Nelson Brooks has divided vocabulary into three, namely:

a. **Little or empty words** that have little meaning in themselves but serve to particularize items to each others as well as to change and guide the direction of the thought. Such words are *an, these, but, although,* and the like.

b. **Content words** that tell their own story. Such as: salt, ugly, holiday, etc.

c. **Clusters of words,** such as verbs that convey special concepts when used with given pronouns, or prepositions (for examples, call it off and go without).\(^9\)

According to Susan M. Gass and Larry Sclinker, vocabulary is classified into two kinds; they are Potential Vocabulary and Real Vocabulary. **Potential Vocabulary** consists of words learners will recognize even though they have not seen them in second language, and **the real vocabulary** is words the learners are familiar with after (and because of) exposure.\(^{10}\)

\(^8\)Jo Ann Aeborsol and Marry Lee Field. *From Reader to Reading Teacher.* (New York: Cambridge University Press, 1997), p. 139


From the explanation above, we can get the idea that potential vocabulary is words that learners have known before they learned, and the real vocabulary consists of the words that learners have known after they learned.

3. The Principles of Vocabulary

The reason why a word in a target language as well as in the native speaker knows it may mean the ability to:

b. Recognize it in its spoken or written form

c. Recall it at will

d. Relate it to an appropriate grammatical form

e. In speech, pronounce it in a recognizable way

f. In writing, spell it correctly

g. Use it with the words it correctly goes with, i.e. in the correct collocation

h. Use it at the appropriate level of formality

i. Be aware of its connotations and association.¹¹

The teacher has the job of so managing the learning that the learner can do some or all of these things with the target vocabulary that is to be learnt. What are the principles on which such learning is to be based?

4. Vocabulary Learning

a. The Symptoms of Bad Vocabulary Learning.¹²

   • Inability to retrieve vocabulary that has been taught. The student has been exposed to a vocabulary item at some stage, but cannot bring it to mind when he needs it.

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¹² Ibid, p. 9-13
• **Use of vocabulary inappropriate to the given situation.** The student knows a word which has the particular meaning required, but somehow doesn’t fit into the language situation in which he is operating.

• **Use of vocabulary at the wrong level of formality.** The words we choose have related to the formality of the situation in which we are speaking, and the relationship between the speakers.

• **Possessing the wrong kind of vocabulary for one's needs.** It will be much help to him to have a large reading vocabulary of words he can hardly pronounce.

• **Using vocabulary in an unidiomatic way.** The students may use it in an unidiomatic way.

• **Using vocabulary in a meaningless way.** It means that the student is using the target language, but he or she is not learning it, since no connection has been made between the vocabulary and meaning.

• **Incorrect use of a dictionary.** Some students are not aware of the most efficient way to use a dictionary.

• **Use of incorrect grammatical form, spelling, pronunciation, or stress.** Some students are not able to use English in good grammatical form, spelling, pronunciation, or stress.

b. **Approaches To Vocabulary Learning**

It is useful to make distinction between direct and indirect vocabulary learning. In direct vocabulary learning the learners do exercise and activities that focus their attention on vocabulary. Such exercises include word building exercises, guessing word from context when this is done as a class exercise, learning words in lists, and vocabulary games. In indirect feature, usually the massage is conveyed by a speaker or writer. If the amount of unknown vocabulary is low in such massage, considerable vocabulary learning
can occur even though the learners’ attention is not direct toward vocabulary learning.

Opportunities for direct vocabulary learning should occupy much more time in a language learning course than direct vocabulary learning activities.

c. How to remember the vocabulary.¹³

1) Repetition: The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory.

2) Retrieval: It means that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later.

3) Spacing: It is better to distribute memory work across a period of time than the mass it together in a single block.

4) Pacing: This may mean that the teacher allowing time during vocabulary learners to do memory book silently and individually.

5) Use: Putting words to use, it is the best way of ensuring they are added to long term memory. It is the principle popularly known as Use it or loses it.

6) Cognitive depth: The more decisions the learner makes about word, and the more cognitively demanding these decisions, the better the word is remembered.

7) Personal organizing: The judgments that learners make about a word are most effective if they are personalized.

8) Imaging: Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word.

9) **Mnemonics**: These are tricks to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. The best kinds of mnemonics are often visual.

10) **Motivation**: The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will play off in terms of memory.

11) **Attention/arousal**: A very high degree of conscious attention seems to correlate with improved recall.

12) **Affective depth**: Related to the preceding point, affective information is stored along with cognitive data, and may play an equally important role on how words are stored and recalled.

B. **Self Directed Learning**

1. **The Definition of Self Directed Learning**

   Self Directed Learner is the one who is self motivated, one who takes the initiative, one who has a clear idea of what he wants to learn, and one who has his own plan for pursuing and achieving his goal.  

   Since the late 1980s we have seen a proliferation of terms relating to this concept of self directed learning: autonomous learning, self monitoring, self assessment, learner strategies, self help learning strategies, strategic investment, learner training, and self-study, self-access learning. The key concepts that have emerged, however, and around which others pivot, are those of learner autonomy (which for our purposes can be taken as synonymous with self directed learning) as a goal for learners, and learner training, or the teacher’s encouragement of their efforts towards that goal.  

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15 *ibid*, p. 77
The label self-instruction is used to refer to situations in which a learner, with other, or alone, is working without the direct control of a teacher.\footnote{Leslie Dickinson. \textit{Self-instruction in Language Learning}. (Cambridge: Cambridge University press. 1987), p. 5}

Self direction refers to a particular attitude towards learning, one in which the learner is prepared to take responsibility for his own learning.\footnote{Ibid, p. 12}

So we can get the conclusion that self directed learning is viewed as a situation in which the students are compelled to go on learning without the help of teacher’s instruction.

2. \textbf{Responsibility and Autonomy}

Self instruction is concerned with responsibility in learning. Individuals who are involved in self instruction (as learners) have undertaken some additional responsibility for their own learning which in other circumstances would be held on their behalf by a teacher.

a. What makes an autonomous learner?

Autonomy describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of the teacher or an institution. And the learner is also independent of specially prepared materials.\footnote{Leslie Dickinson. \textit{Self-instruction in Language Learning}. (Cambridge: Cambridge University press. 1987), p. 11}
In theory, we may define autonomy as the freedom and ability to manage one’s own affairs, which entails the right to make decisions as well. In practice, the concepts are more difficult to distinguish.

b. Why should you develop responsibility and autonomy?

In order for learners to be actively involved in the learning process, they first need to realize and accept that success in learning depends as much as on the student as on the teacher. That is, they share responsibility for the outcome. In other words, success in learning very much depends on learners having a responsible attitude. No matter how much students learn through lessons, there is always plenty more they will need to learn by practice, on their own. Also, the changing needs of learners will require them to go back to learning several times in their lives: then again, they will need to be able to study on their own. The best way to prepare them for this task is to help them become more autonomous.  


c. How can you develop responsibility and autonomy?

1) **Motivation and self confidence:** Motivation is a prerequisite for learning and responsibility development alike. And self confidence contributes to the development of responsibility in its own right. The learners must be believed that they are capable of managing their own learning and they can rely on themselves, not any on the teacher.

2) **Monitoring and evaluation:** When we encourage students to focus on the process of their learning we help them consciously examine their own contribution to their learning. Self-evaluation requires the learners to go even further.
3) **Learning strategies** serve as tools to improve one’s language competence.

4) **Cooperation and group cohesion**: Promoting cooperation in the classroom affects learner attitudes in several ways.

5) **Sharing Information with the learner**: By sharing the information with students, teachers express respect and a willingness to regard learners as partners in working towards the common aim of learning a foreign language.

6) **Consistent Control**: You may find that, as long as you apply rules consistently, learners are willing to play by these rules.²⁰

### 3. The purpose of Using Self Directed Learning

#### a. Improving Learning Efficiency

Stern (1983:411) hypothesis is that good learners are likely to exhibit four basic sets of strategies:

1) **An active planning strategy**. Good language learners have the ability to select goals and sub-goals and recognize stages and developmental sequences.

2) **An academic (explicit) learning strategy**. Good language learners are able to view a language as a formal system with rules and regular relationships between language forms and meanings.

3) **A social learning strategy**. They seek communicative contact with target language users and the target language community: they develop techniques of coping with difficulties in the language.

4) **An effective strategy**. Good language learners cope effectively with the emotional problem of language learning.²¹

#### b. Wider Educational Goals

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1) Autonomy

We have been talking of autonomy as a mode of learning—one in which the individual is responsible for all of decisions connected with her learning, and undertakes the implementation of these decisions. However, autonomy is being used here with a much wider meaning than autonomy in learning, though it includes that meaning.

For older people, learning opportunities may also help the growth of autonomy, but in addition the learning mode adopted is likely to be the more successful if it recognizes and respects the adult as a self-directing individual.\(^{22}\)

2) Requirement for continuing education

There are economic, social and individual pressures and the educational system of a country to provide continuing education. The rate of change in modern society through technological developments, economic and commercial development and political groupings, may strain the ability of educational system to cope with.

They see demands for skills to operate and develop new activities created by technological advance, led today by developments in information technology and other computer development. There are needs for skills to deal with the increasing internationalization and mobility of economic and political life.

There is massive demand for opportunities for personal and cultural development, once again with implications for language learning. The strain on the agencies at present should provide continuing education which can be reduced by the adoption of continuing education frequently are just for those who are unable to fit into the normal schedules of educational institutions and so a self-

C. Media

1. Definition of Media

The term media is devided from the Latin word ‘medium’ which means ‘between’. It refers to anything that carries information between a source and a receiver. When media are used to carry messages with an instructional intent, they are considered as international.²³

Based on the definition above implies that the function of media to carry information from the source (teacher) and a receiver (students) and they are used to make communication between the teacher and the students run well and the materials explained are easier to understand, so media is all aids which may be used by the teachers and learners to attain certain education.

2. The Functions of Media

According to Davies, the functions of the media are as follows:

a. Aids to instruction

Media serves to help the teachers to manage instruction more efficiently. Media assist teachers to communicate more effectively and take over the operating role of instruction from teachers.

b. Aids to learning

Media serves to help students learn more efficiently. Media promote understanding, assist in the transfer of training, and assist in assessment. Media can be used in assessing mastery performance.²⁴


Brown states that the functions of media are:

a. to save time,
b. to stimulate interest,
c. to encourage students’ participation,
d. to provide a review,
e. to help students learn communicate ideas visually,
f. to provide medium for individual or group reports, and
g. to make a classroom dynamic, relevant, and attractive.25

3. Kinds of Media

In general, three kinds of instructional media. They are audio, visual and audio visual media. Audio media are media that can be listened to, while visual media are media that can be seen. The instructional media that can be seen and listen are audio visual media.

Based on the Oxford learner’s Dictionary, visual media are “pictures, films, video, maps, etc. used as teaching aids”. They can be also defined as things that can be seen which are used as teaching and learning visuals.

Finochiaro mentions some examples of the media for each type. The visual media may include blackboard, textbook, real object, picture, file, chart, pocket chart, flash card, word card, flannel or felt board, magnetic board, opaque projector, and transparency, kodachrome slide, filmstrip and miscellaneous materials.

The other suggestion of visual media presentation is suggested by Lubis, states the function of visual media can be used for motivation and they can also stimulate interest in a language teaching program.26

Furthermore, Lubis mention some functions of visual media, they are:

1) Support understanding when the students are listening,
2) Put across the meaning of vocabulary,


26 Yusnaneni Lubis, Developing Communicative Profeciency in English as a Foreign Language, (Jakarta: Bina Rupa Aksara, 1974), p.56
3) Prompt and support reading,
4) Provide a topic or visual focus to prompt speaking or writing,
5) Provide a visual link between first language and second language,
6) Provide support and motivation for early reading and writing English,
7) Provide ways around communication barriers.27

D. Issue of KUMON in English Teaching and learning

1. History of KUMON28

Kumon is an after-school supplementary study program offered to maths and English worksheets. What separates Kumon from each other is how the worksheets and instruction are deliberately provided according to the child’s ability/knowledge level (not their grade level). This raises learning ability as well as your child’s knowledge level leading to being confident and independent learning regardless of their age.

Mr. Toru Kumon started Kumon 50 years ago in Japan. It all started from a common experience when Mr. Kumon was a teacher and parent who wanted to help his son that studies at grade two do better in school. Every night Toru Kumon carefully prepared mathematics problems on a sheet of paper for his son to solve for 30 minutes the following afternoon. He carefully matched these worksheets to his son’s growing ability to help the boy think for himself and grasp the concepts with little or no assistance.

Toru Kumon saw his son effectively self-learning concept after concept, which improved his grades and quickly allowed him to learn comfortably well in advance of his school curriculum. Focusing everything on his son's actual ability, the unique instructional method he created was so successful that his son was able to do calculus by the time he was in the sixth grade.

27 Ibid, p.56
28 www.kumon.com
This proved to Toru Kumon that if education could truly match and nurture each child’s ability, he would be able to learn comfortably beyond expectations, beyond school curriculum, this leading to a more enjoyable school experience, opening up the child’s lives and strengthening his character.

Encouraged by the requests of many local parents, Toru Kumon decided to open a mathematics study centre in his home for children in his neighborhoods. He witnessed that these children also responded enthusiastically to his worksheets and learning method. It led to his firm decision; to help as many children as possible pursue their potential in the same way.

After enormous success with children across Japan, what evolved as "The Kumon Method" began to spread across the world from the early 1970's starting in New York, USA and Taipei in Taiwan. By 1984, with more than one million students enrolled, Kumon came to Sydney, Australia and grew in popularity across all states and territories.

Mr. Kumon provided universal evidence of his belief that every child possesses untapped abilities. Belief in every child's potential to excel remains central to our philosophy. In short, there is nothing a child can't do.

The Kumon Method was developed to unlock the potential in every child. This is what we believe. It's our mission and every day young Kumon students are accomplishing at 500 Kumon Centers in Australia and New Zealand.

With centers in 44 countries, Kumon has helped more students succeed worldwide than any other after-school program of learning has.

2. Vision and Mission of KUMON

a. Vision of KUMON

"World peace through education"

29 information@kumon.com.my
Our Vision is simple, and yet incredibly humanistic. We believe that by nurturing capable individuals who possess the skills necessary to overcome difficulties and apply their knowledge and expertise to promote a well-educated community, the state of world peace is within reach.

b. Mission of KUMON

By discovering the potential of each individual and developing his or her ability to the maximum, we aim to foster sound, capable people and thus contribute to the global community.

3. The Features of KUMON Method

Below are the basic features of the Kumon Method. These features all gear towards tapping the potential of each student and developing it to the fullest.

a. Individualized Learning

No two students are alike. Each one has a different set of abilities and vary on how they learn. In Kumon, children learn at their own pace. Unlike their day-to-day experience in regular school, children do not study a topic together with a class and move on to the next topic with the same class. Kumon allows the child more time in a specific topic if he needs it and lets him study advanced material if he has already mastered the previous topic. The program is tailored fit to every student.

b. Easy Starting Point or Small Step

After taking the Diagnostic Test, the child will begin at a level most comfortable for him. This level is called the Easy Starting Point. In

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this level, he would most often find himself getting a perfect score which is 100%. This will build his confidence and momentum for the next challenging levels. While at the Easy Starting Point, it would be the best time for the child to be trained to concentrate and work on his own.

An easy starting point ensures:

- There are no gaps in the child’s understanding of the subject. Having a previously undetected ‘hole in the foundations’ is unfortunately very common and leads to all manner of problems later on.
- Child builds confidence from day one. Self-confidence is vital to success in any area of life, as we all know, and we ensure that child experiences success right from the start.
- Child establishes a daily study habit. With difficult work, this habit is hard to ingrain, but a short, easy piece of work is manageable and will enable the child to get into a regular routine of studying Kumon. This habit, along with proven understanding and growing self-confidence, will provide the momentum your child will need to take on much more challenging work in the coming months.

c. **Self-Learning**

Because children have a vast potential, we believe that they can learn on their own. This is achieved through the design of the Kumon worksheets. The Kumon worksheets provide examples and are designed in minute steps so that in each lesson, the child can encounter a little of the new and a lot of the familiar. This way, his skills are solidified and his mastery is ensured. The instructors do not teach them but rather facilitate their learning, and assist only when they face difficulties. They guide the child to learn how to do his work on his own rather than do most of the work for him.

d. **Daily Study**
Students report twice a week to the KUMON centre for 30 to 45 minutes. For the rest of the week, they do their Kumon worksheets at home. This is why it is important that the child has a regular study time at home. Children need to be trained to study everyday because this discipline will benefit them throughout their life. Kumon aims to build in them this discipline.

e. Repetition

Mastery is developed in Kumon through practice. Repetition of worksheets help train the child to master each topic and achieving a perfect score before proceeding to the next topic. This way, the child will have adequate time to consolidate and excel in each area covered in the program. This will enable him to succeed and build in him a strong foundation in calculation and reading comprehension as well as perseverance and motivation.

f. Standard Completion Time (SCT)

Each set of worksheets (10 pages back-to-back) has a Standard Completion Time (SCT) that has been thoroughly tested and is within the competent student's reach. It is not racing against the clock. If the SCT is reached with the student working at a normal pace, writing accurately and neatly, the child is ready to move on to the next. If the worksheet is not completed within the SCT, the student will need a review. Remember: speed and accuracy are not only good measures of the student's mastery but is also a way to train him to concentrate and do his work carefully.

4. The KUMON English (EFL)\textsuperscript{31}

The EFL programmed was developed to cater for the needs of students who study English as a foreign language. The project of

\textsuperscript{31} \texttt{www.kumon.com}
producing the KUMON EFL program started in 2002. One of the unique features of the EFL materials is that the mother tongue of the students is minimally used in the materials to explain key points as needed. The EFL Materials Development Team has already finished producing levels 7A – L materials in March 2007. They are now working hard to produce levels M and above.

a. The Goal of KUMON English (EFL) program

The study goal of Kumon English (EFL) is the ability to understand standard written English by means of reading and listening. Through home education using the English (EFL) program, students will acquire the ability to read/listen to understand standard written English and have the opportunities to be exposed to English everyday. Therefore, they will soon acquire a higher level of ability to speak and write English.

b. The KUMON English curriculum

The English curriculum has two key learning objectives:

- To develop each student’s ability to read and understand a wide variety of language.
- To nurture in each student a life-long habit of reading for both education and enjoyment.

The essence of the Kumon Method is the curriculum of distinct skill levels broken down into smaller blocks. The materials span the entire spectrum from preschool right through to university level. Preschool and early primary students flourish with progress through the levels in small, manageable increments.

It is our experience that achieving these objectives will make the biggest contribution to success at school and at work, and this is why we focus so strongly on developing fundamental knowledge and skills.
c. **Significant benefits of the KUMON Method**  

1) **Self-motivated Learning**

In Kumon, students never fail and our instructors would encourage them to find and correct the mistakes made by themselves. Students would then be given full marks and this will motivate them to achieve a higher progress.

2) **Concentration and Speed Enhancement**

Each worksheet level has a standard completion time, which students have to record their time when working on the worksheets. All Kumon worksheets are designed to improve students’ learning abilities by stimulating their efficiency, thus enhancing their concentration and timing concept, which also benefit their daily life.

3) **Analysis and Logical Thinking Advancement**

The specifically designed Kumon learning method can enable students to reinforce their foundation skills in listening, oral, reading, writing and calculation. With these skills, they do not only improve their Mathematics, English and Chinese results easily, but also their analysis and logical thinking. Thus, they can develop flexible and strong thinking abilities, which can facilitate their adaptation to other academic subjects.

4) **Surpassing Academic Targets**

Kumon believes every student has unique abilities and potential, which should not be restricted by the general school grades. Under a flexible and unlimited learning system, students

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32 www.kumon.com
can surpass their academic targets without difficulty and pressure.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of the research method that used in the study. It includes research design, place and time of the research, unit of the analysis, the research instruments, technique of data collecting and data analysis.

G. Research Design

The design of this study is Descriptive Qualitative at 7A level of KUMON English Bintaro Utara. The Descriptive study is designed to obtain the currents status of phenomena and is direct toward determining the nature of situation as it exists at the time of study that is in KUMON English Bintaro Utara.

Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variable.\(^{33}\)

H. Place and Time of Research

The research was conducted to 7A level students of Kumon English Course Bintaro Utara on Jl. Bintaro Utara Q1 no. 11, Bintaro Jaya, Sektor 1 Jakarta Selatan. The research started on June 30, 2008. the writer did an observation and then interviewed the teachers as well as the students.

I. Subject and Source of data

1. Subject

The subject of this study were the students of 7A level of KUMON English Course North Bintaro, which consists of 55 students. All of the them be handled by two English instructors that manage the teaching-learning activity for this level.

The KUMON strategy applied for teaching-learning activity is that all of the students did not come to the class at the same time. But they came to the class one by one and join the course based on their individual need.

Meanwhile, 7A level that consisting of 55 students was selected for the observation of this study.

There are 21 levels of English KUMON which taking the course in North Bintaro. That classified into seven stages. They are:

- **Stage 1 (Level 7A, 6A, 5A)**
  
  In this stage, students are familiar with listening and producing sounds. This is the first time that students connect the sounds with images through the process of listening to the CD and repeating after the CD while looking at the pictures.

- **Stage 2 (Level 4A, 3A, 2A)**
  
  In this stage, students learn to write letters and connect letters with sounds and images. Students also read aloud by themselves from the images and the letters.

- **Stage 3 (Level A, B, C)**
  
  In this stage, students listen to the CD and repeat the dialogue presented in the worksheet. Then the students write and recite the dialogs. The learning focus sentences in this stage are designed to match the social development of the students. These sentences are grouped by their function.

- **Stage 4 (Level D-F)**
  
  The students listen to the stories from the CD player and also pay attention on their worksheet. The students activity are treated to make the new simple sentences by using words range between 150 up to 250 words.
• **Stage 5 (Level G-I)**
  In this stage, grammar rules are explained to students throughout:
  > Enable students to understand and produce complex sentences and sentences that include infinitives, tenses and other grammar elements.
  > Enable students to read and understand 300-400 word short stories.

• **Stage 6-7 (J-O)**
  The students listen carefully to the story from the CD player and the students try to comprehend the spoken text.

2. **Source of Data**

   The data of this study were of two kinds: (1) the data about the implementation of Self-directed Learning to improve students’ achievement on vocabulary and (2) the data about the problems faced by the teacher and students in using Self-directed Learning.

   The data about the implementation and interview to answer the first research question. And the data about the problems faced by the teachers and the students in using Self-directed Learning were divided from the English learning activity by using Self-directed Learning to answer the second research question.

   So, the observation, the interpretation from the interview and the Teacher-Teaching performance by using Self-directed Learning to improve the students’ vocabulary mastery were used as a source of the data for this study.

J. **The research Instruments**

   The research Instruments utilized in this study are: The researcher as a main instrument, observation and interview. The observation sheet is used to observe the teaching learning process in conducting of using Self-directed Learning to improve students’ vocabulary at physical classroom. The
observation sheet includes the activities of the students in the classroom and the problems which are faced by them.

K. Technique of Data Collecting

1. Observation

The observation was done at 7A level students of Kumon English Course Bintaro Utara to see something concerning with the teacher and the students who deal with learning English through self-directed learning to improve students vocabulary. In this case, the writer acted as an observer who observe the learning process to know them classroom atmosphere or situation by using Self-directed Learning.

With the observation, the observer knows the implementation of Self-directed Learning to improve students’ vocabulary mastery and the difficulties faced by students.

2. Interview

The data of this study were also collected by using interview technique. This technique was used to supplements.

The writer interviewed Miss. Aisyah, the English teacher of KUMON English Course Bintaro Utara for level 7A-2A students and five students of level 7A are fully concerned at the beginning of the process until the implementation of Self-directed Learning for improving students’ vocabulary. The interview was taken on January 25, 2009. It has been analyzed to get information needed. The writer asks ten questions to the teacher and five questions to the students. The questions are related to the Self-directed Learning on improving students’ vocabulary.

L. Data Analysis
The data is analyzed qualitatively by using the Miles and Huberman Technique of analyzing data.  

1. Reduction of the Data: to select data that will be used by reducing things that do not have relation with using Self-Directed Learning to improve Students Vocabulary.

2. Presentation of the data: the data will be shown in this research is the data from at least three informants and have similarity of issue.

3. Verification of the data: its mean that important to be explain about condition.

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34 Burhan Bungin ed. Analisis Data Penelitian Kualitatif (Pemahaman Filosofis, dan Metodologis ke Arah Penguasaan Model Aplikasi), (Jakarta: Raja Grafindo Persada, 2005), p. 69
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of research based on the data gathered during investigation. In the line with the research problems, it presents and discusses the research findings as follow: (1) The implementation of Self-Directed Learning to improve students’ achievement on vocabulary, and (2) The problems which are faced by the teacher and students in using Self-Directed Learning. The findings are analyzed on the basis of the gathered data and the discussion is derived from the analysis of findings and theoretical framework discussed in Chapter II.

C. The Implementation of The Self Directed Learning to improve Students’ Vocabulary.

Self Directed Learner is the one who is self motivated, one who takes the initiative, one who has a clear idea of what he wants to learn, and one who has his own plan for pursuing and achieving his goal.  

The label self-instruction is used to refer to situations in which a learner, with other, or alone, is working without the direct control of a teacher.

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Table 4.1
The Students’ Score of Vocabulary Achievement before in using Self-directed Learning (Placement Test)


### Table 4.2
The Students’ Score of Vocabulary Achievement after in using Self-directed Learning

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Average 63.45

Average 86.27
While the learning process had the following steps:

1. The students enter the class saying hello to the teacher who is usually at the Feedback table.
2. Find their class folder, with their name on it, at the folder shelf (or class folders if you decide to have a separate folder for each subject)
3. Go to see the teacher. The instructor roughly checks whether homework was completed and times were recorded in order to decide whether that day’s class work has been appropriately assigned. Class work may need to be changed on the spot.
4. Find a seat in the students’ worksheet study area.
5. Students give their completed homework and take out their previous worksheets marked 100.
6. Take out their pencil and eraser and put away the student’s worksheet holder.
7. Do any corrections from the previously submitted homework first and place them aside for the teacher to mark.
8. Listen to the CD that corresponds to the worksheet level they are studying.
   Here the steps when the students listen the CD:
   a. Write the name, date and starting time on the class work.
   b. Listen the CD (skit track) while looking at the corresponding pages of the CD textbook.
   c. Listen to the CD (Learning focus track) while reading aloud the worksheets.
   d. Write the finishing time on the class work.
   e. Repeat after the instructor or the CD in front of the instructor.
9. Approach the instructor to discuss Feedback (evaluation, criteria, what to do the next)
10. Take the worksheet sets for homework based on the results of that day’s class work and marked homework if necessary.

11. Receive further guidance and instruction on worksheets as appropriately as possible.

12. Ensure homework is taken home.

13. Say good bye and leave the class.

D. The Problems are Faced by the Students and Teacher.

Problem is a state of difficulty that needs to be resolved. In English teaching and learning process, there are some problems faced by the students and the teachers.

After analyzing all the data, the writer would like to tell some problems of using Self-directed Learning on improving vocabulary at students of KUMON English Course Bintaro Utara level 7A which is based on the interview the writer did with the English teacher and also based on the observations as follow:

a. **Students’ proficiency of English.**

   In learning English at the KUMON English Course Bintaro Utara, it can be seen that the students’ ability are different. Each student has a different result of the Diagnostic test. The students having a good mark in the diagnostic test can easily improve their vocabulary. But the students with bad marks in the diagnostic test, they will get many problems in improving their vocabulary and they have to do the worksheet more than once.

   To overcome the problem with the students’ proficiency in English, before the students start to study English in KUMON, they get the Diagnostic Test to know the students proficiency in English. The purposes of Diagnostic Test are:

   a. To determine the student’s current ability at the time of enrolment and their future potential according to their personalized study projection.

   The suggested starting point from the diagnostic graph helps the
b. To show the study progress at the moment comparing to the last six months, the Diagnostic Test is held every six months and the result of the diagnostic test also can be used to make a projection for the second year and so on.

b. **Lack of the students’ self-confidence**

In the level 7A, the students mostly are under six years old or not get the English lesson yet in their school. So they have a problem in their self-confidence. They must be guided to do their worksheet and Self-learning was not effectively used yet.

To increase the students’ self-confidence, the teacher and the parents may give the motivation for the students. The parents always control their learning process when the students do their homeworks and the teacher checks the students ability in the classroom, and always gives the prize when they can finish the worksheets well. When the students are bored with their worksheet, the teacher gives encourages them to finish the level up to their class level, they can get the cup in this year. Whatever the teacher and parents do, that’s sosely to increase their ability in English through Self-directed Learning method.

c. **Lack of the students’ concentration.**

Learning process using Self-directed Learning method really needs more concentration. It is because the teacher didn’t help them in the learning process. They only study from the clue of the worksheet. If the class is very full, students will be difficult to concentrate.

In the classroom, students often lose their concentration in the learning process. That could happen when the students disturb each other.
Or maybe they get so many difficulties in their learning process, that they lose their concentration. In this case, the teacher must take the actions wisely. The teacher should give the advice that the students come to the class just to do their worksheets, not for otherwise.
A. CONCLUSION

The writer tries to give conclusion based on the explanation and description mentioned above. The process of improving students’ vocabulary through Self-directed Learning in KUMON English class is effective enough, although there are some problems, but all of the problems can be solved wisely.

According to the interview result, Self-directed Learning can improve students’ autonomous, because the teachers do not teach the students, the teachers are as facilitators when the students get the problems in their learning process and the facilities such as CD and worksheets make the students are more interested and enthusiastic.

So according to the research, the writer knows the effectiveness of self-directed learning in English learning process to improve students’ vocabulary.

B. SUGGESTION

Finally, the writer thinks that is necessary to give the suggestions from the result of the research based on the interview and explanation mention above about the process of learning vocabulary through Self-directed Learning and along with its problems.

These suggestions are as follow:
1. Motivate the students by making a challengeable environment among the students in the classroom.
2. Teacher should ask the students to use the language not only at the classroom but also in the real life.
3. The teacher has a good communication with the students about the materials for knowing the students’ ability in English.
4. Teacher and parents have to share about the students’ progress in learning English.

Those are some suggestions which offered especially to the teacher as an addition to complete the way of learning process in the classroom. The writer hopes that the suggestions are important to make Self-directed Learning better on improving students’ vocabulary.


Nation, I. S. P. *Teaching and Learning Vocabulary*. Boston: Heinle&Heinle Publisher. 1990


__________ *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press. 2000


