

STOP SAYING VERY: AN EXCEPTIONAL TEACHING STRATEGY TO ENHANCE STUDENTS' VOCABULARY MASTERY

*Anna Stasya Prima Sari*¹, *Irina Pinem*², *Dewi Anzelina*³,

*Rosa Maria Simamora*⁴, *Lies Dian Marsa Ndraha*⁵

^{1,2,3,4} Universitas Katolik Santo Thomas

⁵ Universitas Nias Raya

E-mail: annastasya3105@gmail.com

ABSTRACT

This Classroom Action Research (henceforth, CAR) was primarily carried out to prove that the use of Stop saying very teaching strategy is effective to enhance the students' vocabulary mastery on adjectives and to describe the students' responses towards the learning teaching processes of adjectives through the application of Stop saying very teaching strategy. There are two cycles in this CAR in which each cycle consisted of three meetings excluded the pre-test, formative test, and post-test. The research subjects of this CAR are the first semester students of the English Language Education, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas in the Academic Year of 2022/2023 consisting of 20 students. The instruments of collecting data in this CAR are test, observation sheets, questionnaire, and diary notes. The analysis of quantitative data shows that the mean of the students' score in the pre-test, formative test, and post-test increases continually after Stop saying very teaching strategy was implemented in teaching adjectives. The students' total score in the pre-test is 216 and the pre-test mean is 10.8. The students' total score in the formative test is 1.528 and the formative test mean is 76.4. The students' total score in the post-test is 1.708 and the post-test mean is 85.4. The analysis of qualitative data shows that the learning teaching processes of more advanced adjectives through the implementation of Stop saying very teaching strategy ran very well. The students gave positive responses towards the learning teaching processes of adjectives through the application of Stop saying very teaching strategy. They all agree that the application of Stop saying very teaching strategy helps trigger their curiosity and enhance their knowledge and vocabulary mastery on adjectives. The writers recommend that English teachers/lecturers apply Stop saying very teaching strategy to teach better and more impressive adjectives to their students.

Keywords: *adjectives, stop saying very, teaching strategy, vocabulary mastery*

Introduction

In Indonesia, the English language is purposely learnt as a foreign language. Teaching English as a foreign language is quite different from that as a second language. The English language as a foreign language means that the English language is not used in daily life; it is used limitedly in the classroom, not outside the classroom, whereas the English language as a second language means that the English language is used in daily life (Gulo, Sari, and Pangaribuan, 2018). As a matter of fact, learning the English language in the context as a second language is much easier than that in the context as a foreign language. It is because the environment helps and supports the students learn the English language outside the classroom activities. Having excellent English language proficiency is essential because it really helps people interact in the global

communication for different objectives, like academic purposes of business goals (Khalid, 2021).

In learning a language, the most fundamental aspect people should learn is vocabulary. One's proficiency in using a language either in spoken or written form is significantly affected by his vocabulary mastery. In other words, even though someone surpasses in sentence structure but if he does not have excellent vocabulary mastery, he keeps being unable to say or write anything and the grammar knowledge will be futile (Sari and Pandiangan, 2021). It is in connection with Wilkins' opinion (in Sari, Sembiring, and Wau, 2022) who says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In conclusion, vocabulary is the first and foremost

knowledge in learning a language. There are many ways that can be applied in order to enhance students' vocabulary mastery. One of the ways to learn vocabulary is memorizing some words but it needs a process. The other ways that can be used to learn vocabulary is in the form of making a note or list of words, or memorizing the words by practicing them continually.

When the first students asked the meanings of the adjectives **overjoyed**, **thrilled**, **ecstatic**, and **elated** to the first semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas in the Academic Year of 2022/202, they all kept silent and admitted that they did not know the meanings of those adjectives. They did not know that those adjectives are more advanced adjectives to say very happy. She continued asking the meanings of the adjectives **splendid**, **terrific**, **magnificent**, **incredible**, and **exceptional** to the students. They said that they did not the answers to her questions. In fact, splendid, terrific, magnificent, and incredible are better and more impressive adjectives to replace very good.

Based on the first writer's experience during teaching Basic Reading and Writing subject to the first semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas in the Academic Year of 2022/2023, it was found out that the students frequently use 'very plus adjectives' in expressing their ideas both in spoken and written forms, such as I feel **very happy** today, I am **very sad** today, My mother is **very pretty**, Your house is **very clean**, Your performance was **very good**, etc. In order to break up the students' habit of using very plus adjectives too often and to improve their vocabulary mastery, the two writers collaborated to carry out a Classroom Action Research (henceforth, CAR) by applying an exceptional teaching strategy, that is Stop saying very.

One surefire way to enhance the students' vocabulary mastery and to sound more impressive as they use the English language is to use better adjectives; better descriptive words in their sentences. In this CAR, the first writer taught the students more interesting and more impressive English adjectives so that they sound like a native just by avoiding one little word, that is very. Stop saying very good, very bad, very happy, very sad, very pretty, etc. For instances:

1) Stop saying, "I thought your performance was **very good**". The students are trained to say: I

thought your performance was **amazing/fantastic/magnificent/marvelous/excellent/splendid/awesome/great/terrific/fabulous/incredible/wonderful/exceptional**.

- 2) Stop saying, "The weather has been **very bad** lately". The students are trained to say: The weather has been **horrible/terrible/awful/dreadful** lately.
- 3) Stop saying, "I feel **very happy** today". The students are trained to say: I feel **overjoyed/glad/delighted/thrilled/ecstatic/elated** today.
- 4) Stop saying, "Susan did not win the English speech competition. She felt **very sad**". The students are trained to say: Susan did not win the English speech competition. She felt **disappointed/crestfallen/devastated/dejected**.
- 5) Stop saying, "You look **very pretty** in a purple dress". The students are trained to say: You look **beautiful/stunning/elegant/gorgeous/exquisite** in a purple dress.

At the end of learning teaching processes of vocabulary mastery on adjectives, the writers gave quizzes in order to test the students' recall relating to better and more impressive adjectives they had learnt from the first writer. By implementing Stop saying very teaching strategy in this CAR, the students are expected to have positive language attitudes towards the learning teaching processes of adjectives. It is essential to have positive language attitudes because the matter of a learner's attitude is acknowledged as one of the most crucial impacts on learning a language (Fakeye in Sari, 2016). The students are also expected to have opportunities to think of better and more impressive adjectives and use them to describe a person, an object, or a situation more naturally, particularly when they are asked to describe a person, an object, or a situation with limited words.

The problems of this CAR are: 1) Is the implementation of Stop saying very teaching strategy effective to enhance the students' vocabulary mastery? and 2) What are the students' responses after learning more advanced adjectives through the implementation of Stop saying very teaching strategy? Finding out the answers to the research problems is the main research objectives. Thus, the objectives of this CAR are: 1) to prove that the application of Stop saying very teaching strategy is effective to improve the students' vocabulary mastery, and 2) to describe the students' responses after learning better and more impressive adjectives through the application of Stop saying very teaching strategy.

This CAR is beneficial to be carried out.

The findings of the CAR are theoretically expected to be beneficial for giving a new perspective in relation to the teaching of better and more impressive adjectives through the application of Stop saying very teaching strategy. The findings of this CAR are practically expected to be beneficial for: 1) the writers to encourage them to be qualified and competent educators and researchers in the field of English Language Teaching (ELT); 2) the teachers/lecturers of the English language, as a reference to help them improve the quality of teaching vocabulary, particularly teaching more advanced adjectives by applying Stop saying very teaching strategy; 3) the students, particularly the first semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas in the Academic Year of 2022/2023 to help them upgrade their vocabulary mastery on better and more impressive adjectives. Through the application of Stop saying very teaching strategy, they are expected to learn better and more impressive adjectives and using them to describe a person, an object, or a situation more naturally in an amazing learning atmosphere; 4) the readers who want to learn or teach more advanced adjectives or upgrade their vocabulary mastery on better and more impressive adjectives through the application of Stop saying very teaching strategy; and 5) other researchers who are interested in carrying out similar studies. The findings of this CAR are expected to provide them valuable information about how to improve students' vocabulary mastery on better and more impressive adjectives through the implementation of Stop saying very teaching strategy and to use them in the appropriate contexts. Considering the research background, the writers were absorbed in carrying out a CAR entitled Stop Saying Very: An Exceptional Teaching Strategy to Enhance Students' Vocabulary Mastery.

Vocabulary

Vocabulary can be defined as (1) the total number of words in a language, (2) all the words known by a person or used in a particular book, subject, etc., and (3) a list of words with their meanings, especially one that accompanies a textbook in a foreign language. Nauth (in Sari, Sembiring, and Wau, 2022) depicts that vocabulary is a collection of words by a listener, a speaker, a reader, or a writer in the language competence which has a meaning or meanings. It means that a speaker constructs some words to make sentences for their communication with other people.

Vocabulary is not a syllabus but a list of

words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. What students need to know regarding vocabulary is the word meaning and the word use. Therefore, vocabulary has an essential role to help the students understand the meaning of words and how they are used in sentences.

Types of Vocabulary

Harmer (in Sari and Pandiangan, 2021) distinguishes two types of vocabulary. They are productive vocabulary and receptive vocabulary. The first type of vocabulary refers to the one that has been taught to students and students are expected to be able to use it. Meanwhile, the second one refers to the words which students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft (in Turnip, Rumapea, and Sari, 2017) elaborates these two types of vocabulary as follows:

Productive Vocabulary

Productive vocabulary is the words that learners understand and can pronounce them correctly and use them appropriately in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because learners can produce the words to express their thoughts to others (Stuart in Sari and Pandiangan, 2021).

Receptive Vocabulary

Receptive vocabulary is the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading texts but they do not use it in speaking and writing (Stuart in Sari and Pandiangan, 2021).

Vocabulary Mastery

Mastery is knowledge or skill that makes one master a subject. Subject in this case is vocabulary in a foreign language which is learnt by students. Referring to the concept of mastery, vocabulary mastery is someone's proficiency in using words and their meanings correctly either in spoken or written form. Having excellent vocabulary mastery helps students express their ideas precisely. By having many stocks of words, students will be able to comprehend reading materials, to catch up someone's talk, to ask and give opinions, and to write some kinds of topics.

Vocabulary has to be mastered by students in order to enhance the language skills, particularly in speaking and writing skills since without vocabulary nothing can be conveyed.

Therefore, success in learning the English language requires vocabulary acquisition. A large vocabulary cannot guarantee the students' competence in learning the English language but inadequacy of vocabulary will intrude his chance to make success in learning the English language. Resnick (in Sari, Sembiring, and Wau, 2022) argues that students should be intensively involved in acquiring vocabularies. Thus, vocabularies will be realized and internalized in their own cognitive systems that may be utilized in their social language interaction and academic activities.

Language learning cannot be separated from learning vocabulary. A good vocabulary is a vital part of effective communication (Langan in Limbong, Lumban Raja, and Sari, 2020). Vocabulary is the most important language component because it affects the four language skills (listening, speaking, reading, and writing) significantly. Vocabulary is the knowledge of meanings of words that a person knows or uses. Vocabulary mastery is essential in language learning because no language exists without vocabulary. When students just learn grammar without learning vocabulary, they cannot express anything (Br S Meliala, Sari, and Tarigan, 2022). In conclusion, the role of vocabulary cannot be ignored in learning and comprehending the target language.

The Importance of Vocabulary Mastery

One language element which ought to be taught before teaching other aspects of the language is vocabulary. It will be hard to master a language without mastering a certain number of vocabularies. It should be realized that students' competence to listen, speak, read and write is significantly determined by their vocabulary mastery. It makes vocabulary become the basic element to master the four language skills, that is listening, speaking, reading, and writing. Br Pinem, Pangaribuan, and Sari (2021) state, "The listening vocabulary is the basis for the development of the other vocabularies. The words that students have heard and understood will be the basis of their speaking, writing and reading". They will not use words that they do not understand when speaking or writing. Thus, the more vocabulary the students master, the stronger foundation for speaking or writing in a language they have. In listening, students are able to comprehend what people talk about if they have excellent vocabulary mastery.

Sinaga, Sari, and Sembiring (2021) state that the most challenge faced by a language learner is speaking skill. He is supposed to be a good speaker if he uses proper vocabularies in the

well-organized sentences and utter them in correct pronunciation and appropriate fluency. In speaking, vocabulary mastery helps students deliver their ideas orally. In addition, Sari and Br Sembiring (2019:p.508) say that one must have a large amount of vocabulary in order to be able to speak since nothing can be said without adequate vocabulary.

Sinurat, Sari, and Sembiring (2017) state, "Reading is not only about pronouncing written words correctly but also comprehending the text. It is not surprising that students have difficulties in reading comprehension". To gain information in a text, students are required to understand or comprehend the words that signify the concepts of ideas (Pamungkas, 2021). That is why, students must have excellent vocabulary mastery so that they are able to comprehend texts.

In writing, vocabulary mastery also plays an essential role. Gangal (in Barus, Sari, and Tarigan, 2020) states that writing is the most difficult skill for a learner to acquire. Gangal's statement is in line with the opinion of Sari and Pangaribuan (2018) who state that writing might be a very challenging language skill for learners to master in the context of English as a foreign language (EFL) and of English as a second language (ESL). As a skill, writing is often taken for granted. In reality, teaching writing is not an easy task because students often face some difficulties to write about what they think in their mind and state it on a piece of paper or on a computer screen (Sari and Pangaribuan, 2018). The fact shows that the thoughtful teacher usually faces a dilemma in deciding how much or how little correcting to do on the students' papers (Wishon and Burks in Sari and Pangaribuan, 2018).

Bram (in Sari and Pangaribuan, 2018) stresses that it is important for the learners to keep in mind that their use of English in writing will be judged (by the teachers and also by other readers). In order to help students express their brilliant ideas based on the topics given, vocabulary mastery should be well mastered by them. In brief, nothing can be conveyed without having great vocabulary mastery. It is in connection with the opinion of Manullang, Lumban Raja, and Sari (2018) who state that communication will not flow if one has only a small number of vocabularies. It is emphasized that vocabulary acts as the vital organ and the flesh of the language (Sudarmaji and Yusuf, 2021). Therefore, it is obligatory for him to develop his vocabulary for better communication.

Strategy

Strategy is a method or a plan chosen to

bring about a desired future, such as achievement of a goal or solution to a problem. Brown (in Tamba, Ginting, and Sari, 2022) defines strategy as specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Language teachers are expected to know how to incorporate implicit and explicit Vocabulary Learning Strategies (VLS) into their lessons. Implicit learning is typically defined as acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply, and without conscious operation. Explicit learning is characterized by more conscious operation where the individual makes and tests hypotheses in a search for structure.

There are a number of strategies in teaching the English language, particularly to improve students' vocabulary mastery (Tamba, Ginting, and Sari, 2022). They are (1) Mind mapping - This strategy teaches students the meaning of key concepts by helping them understand the essential attributes, qualities, or characteristics of a word's meaning, (2) Missing Words - An adaptation of the cloze procedure - engages students in reading a selection with certain words deleted, and then predicting in writing the missing words. It helps students learn to draw upon prior knowledge, use meta-cognitive skills, think inferentially, and understand relationships, (3) Vocabulary notebook or journal - After reading or discussing, students keep tracking their vocabulary development in a notebook or journal by recording how a word is used in different contexts, sketching what it means, and providing meaningful examples which link to their lives. Notebook and journals can be shared with peers, (4) Word wall strategy is organized alphabetically, with words printed on card stock, and taped or pinned to the wall/board. Teachers are encouraged to be creative in designing word wall so that it engages their students and enhances their learning. Building a word wall can be easily integrated into daily activities. Keywords and/or terminologies relate to the lesson or unit of study can be gradually added as they are introduced. Word wall should be organized in a way that is useful to students with additions reflecting the skills or concepts being taught.

Stop Saying Very Teaching Strategy

Strategy usually requires some sort of planning for setting goals. Teaching strategy is a teacher's activities in the learning teaching process in order to achieve learning objective(s). Ardiansyah and Herwiana (2022) state, "Teachers

should be familiar with the qualities of their students so that they are able to develop great procedures and appropriate learning material in order to achieve the learning objective(s)".

Based on the first writer's experiences when teaching Basic Reading and Writing subject to the first semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas in the Academic Year of 2022/2023, she found out that the students frequently use one word in order to present their ideas and thoughts, that is very. For instances:

- 1) I won the English speech contest last year. I was **very happy**.
- 2) His girlfriend just left him. He is **very sad**.
- 3) She looked **very pretty** as she came down the stairs in a purple dress.
- 4) The weather has been **very bad** lately.
- 5) We were so impressed when we got home. The house was **very clean**.

Through this CAR, the writers trained the students to stop saying very plus adjectives and taught them to replace very plus adjectives with better and more impressive adjectives so that they sound like a native and are capable of expressing their brilliant ideas and thoughts more naturally. If the five sentences above are changed with better and more impressive adjectives, they will be read like these.

- 1) I won the English speech contest last year. I was **overjoyed/glad/delighted/thrilled/ecstatic/elated**.
- 2) His girlfriend just left him. He is **heartbroken**.
- 3) She looked **beautiful/stunning/elegant/gorgeous/exquisite** as she came down the stairs in a purple dress.
- 4) The weather has been **horrible/terrible/awful/dreadful** lately.
- 5) We were so impressed when we got home. The house was **spotless**.

By using Stop saying very teaching strategy, the first writer taught the students appropriate adjectives to replace very happy, very sad, very good, very bad, very big, very small, very pretty, very dirty, very clean, very tired, etc. At the end of learning teaching processes of adjectives, she gave a quiz in order to test the students' understanding on the materials given by her and asked them to make their own sentences by using adjectives they had learnt.

Language learners should use appropriate strategies to improve their knowledge and skill (Firdayana, Reskiawan, and Suryadi, 2022). Thus, through the implementation of Stop saying very teaching strategy the students are expected to be able to upgrade their vocabulary mastery on more

advanced adjectives so that they are capable of speaking and writing in the English language more naturally.

Method

This is Classroom Action Research (henceforth, CAR). According to Mills (in Tambunan, Lumban Raja, and Sari, 2018), action research is any systemic inquiry conducted by a teacher, a researcher, principals, school counselors, or other stakeholders in the teaching and learning environment, to gather information about the ways that their schools operate, how they teach, and how well their students learn. This information is gathered with the goals of attaining insight, developing reflective practice, effecting positive changes in the social environment and improving students' outcomes and the lives of those involved. The action research needs teachers to explore how they teach and how well their students learn in order to decide what the future practice is done by them and enhance the quality of education for the teachers and their students.

CAR begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers explore and examine aspects of learning teaching processes and take action to change and improve their students' learning achievement. CAR is a method of finding out what works best in a teacher's own classroom so that he/she can improve his/her students' learning achievement. In other words, the main goal of CAR is to improve the quality of a teacher's own teaching in his/her own classroom.

Ndraha, Sembiring, and Sari (2022) say that CAR must be focused on or assess the things that take place in the classroom. CAR has three major characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things. It means that CAR can be done by a teacher in a classroom with the help of other teachers to discuss what and how to improve the classroom activities so that the students' achievement will be better.

Research Subjects

The research subjects are the first semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas in the Academic Year of 2022/2023. The numbers of students in that class are 20 students, consisting of 2 male students and 18 female students.

The Place of the Research

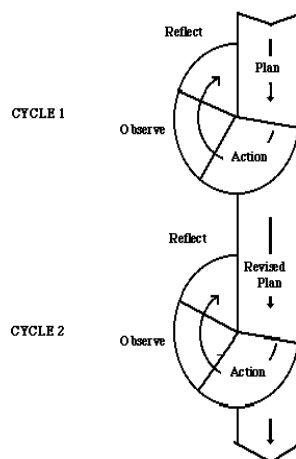
This CAR was carried out at the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas. Universitas Katolik Santo

Thomas is located at Jalan Setia Budi No. 479-F Tanjung Sari, Medan, Postal Code 20132. There are two reasons why the writers chose the university as the location of the research. They are: 1) The students need to upgrade their vocabulary mastery on better and more impressive adjectives so that they can describe someone, something, or a situation in the English language more naturally, 2) Based on the writers' knowledge, there has never been any research about improving students' vocabulary mastery on adjectives through Stop saying very teaching strategy at the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas.

The Procedures of Classroom Action Research

The CAR model that was used by the writers was developed by Kemmis & McTaggart (in Sari and Br Sembiring, 2019). This CAR was conducted in two cycles, namely cycle one and cycle two. There are four phases which were completely carried out in two cycles of this CAR. They are: planning, action, observation, and reflection. The CAR model can be seen in figure 1.

Figure 1. The Classroom Action Research (CAR) Model Developed by Kemmis and McTaggart



The following are the activities that were done by the writers in cycles 1 and 2.

Cycle I

Cycle one consists of four steps: planning, acting, observing, and reflecting. The four steps are elaborated as follows.

Planning refers to the proposed instructional techniques to be developed in the CAR in order to enhance the students' vocabulary mastery, in this case their mastery on adjectives. In this phase, the writers prepared everything which was needed during the CAR. They arranged the lesson plans related to the syllabus and prepared a questionnaire and observation checklists for the teacher and the students.

The activities of teaching adjectives were

carried out through the application of Stop saying very teaching strategy. There are six meetings in cycles one and two, excluded the pre-test, formative test, and post-test.

Observing was done at the same time with action. The collaborator (the second writer) observed the students' activities and takes notes of the situation in the class, including the students' participation when the activity was in progress. The collaborator also jotted down the problems which arose during the learning teaching processes of adjectives. All the notes were used as consideration to carry out the next cycle.

Reflecting is the final phase. After the observing phase, the writers made a reflection to know what happened during the CAR and to evaluate the results of the action so that they made a decision whether to stop the CAR or to continue it to the next cycle. Because the result of the first cycle was not highly satisfactory, the CAR was continued to the second cycle with the same procedures and some adaptations.

Cycle II

After conducting all the phases in cycle one, the writers conducted cycle two in order to make some better improvement. This cycle was focused on solving the problems found in cycle one. The second cycle also has four steps. They are: planning, acting, observing, and reflecting. It is revised from the first cycle.

The Instruments of Collecting Data

There are many methods that can be used to collect data. They are test, interview, observation, questionnaire, diary notes, and documentation. In this CAR, the writers used observation sheets, questionnaire, diary notes, documentation, and tests to collect data. Each instrument is elaborated as follows:

a. Observation

Observation is a convergence activity towards the object by using all the five senses. In conducting a research, observation can be done through test, observation sheet, questionnaire, picture record, sound record, etc. The writers used observation sheets to find out the students' progress in mastering adjectives through the application of Stop saying very teaching strategy. In this CAR, the objects of observation are the students' and the first writer's activities in the learning teaching processes of vocabulary mastery on adjectives through the implementation of Stop saying very teaching strategy.

b. Diary notes

Diary note is a note, which is made to record the learning teaching process while the treatment is being applied. Diary notes are used to write down the whole activities during the

learning teaching processes. The writers jotted down all the classroom activities. Diary notes were used to help the writers find out the progress of the students. In addition, the writers were able to see and take a note on the students' vocabulary mastery on adjectives.

c. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. It is the series of question or exercise or another instrument used to measure the skill, knowledge, intelligence, ability or the talent which is possessed by individual or group. The writers provided the pre-test to measure the students' vocabulary mastery on adjectives before Stop saying very teaching strategy was applied. Moreover, they gave the formative test and the post-test to measure the students' progress in mastering adjectives after Stop saying very teaching strategy was applied. The questions in the pre-test and in the post-test are similar, but the writers jumbled them.

Techniques of Analyzing Data

There are two techniques that were used to analyze the data in this CAR. They are:

a. Descriptive Technique

The writers used the descriptive technique in order to analyze the students' motivation, interest, and behavior during the learning teaching processes of vocabulary mastery. They elaborated the data based on the field notes and observation sheets. A descriptive technique functions to analyze the data, which are obtained from the field notes and observation sheets in each cycle, such as: the observation towards the first writer's and the students' activities in the learning teaching processes of adjectives.

b. Statistical technique

Statistical technique was used to calculate the results of the pre-test, formative test, and post-test. The writers applied the following formula to compute the students' score in order to measure the success of learning teaching processes of adjectives by using Stop saying very teaching strategy.

$$\text{Students' score} = \frac{\text{Achievement score}}{\text{Maximum Score (100)}} \times 100$$

To know the mean of the students' score for each cycle, the writers applied the following formula:

$$\bar{X} = \frac{\sum X}{N} \times 100 \%$$

Where:

\bar{X} = The mean of the students' score

$\sum X$ = The total score of the students

N = The number of the students

To categorize the number of students who passed the tests successfully, the writers applied the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of the students who get the point ≥ 75

R = the number of the students who get point ≥ 75

T = the total number of the students who take the test

Findings and Discussion

In this CAR, Stop saying very teaching strategy was applied to improve the students' vocabulary mastery on better and more impressive adjectives. The analysis of quantitative data shows that the mean of the students' score in the pre-test, formative test, and post-test increased continually after Stop saying very teaching strategy was implemented in the learning teaching processes of adjectives. The students' total score in the pre-test is 216 and the mean in the pre-test is 10.8. The students' total score in the formative test is 1.528 and the mean in the formative test is 76.4. The students' total score in the post-test is 1.708 and the mean in the post-test is 85.4.

The total score and the mean in the pre-test, formative test, and post-test can be seen in the following chart.

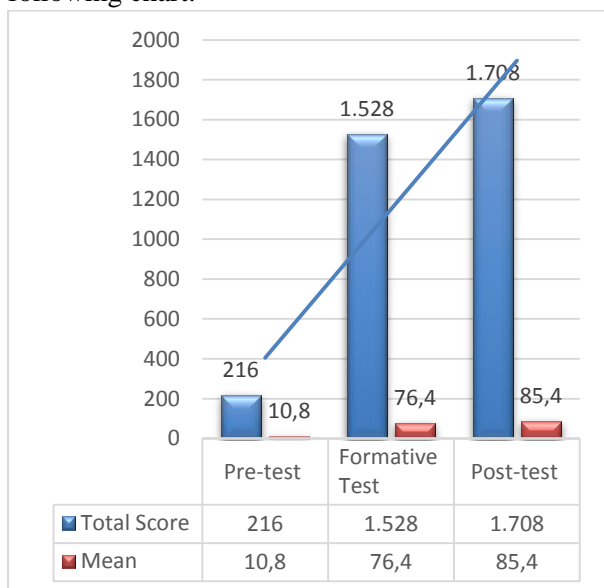


Chart 1 The Students' Total Score and Mean for the Pre-test, Formative Test, and Post-test

The questionnaire was given to the students after all meetings in the first and second cycles were completely carried out. The results of the questionnaire help the writers find out the students' responses towards the results whether Stop saying very teaching strategy is effective or not to enhance the students' vocabulary mastery on adjectives. The results of the questionnaire can be seen in the following table.

**Table 1
The Results of the Questionnaire**

No	Description	Agree	Disagree	Total
1.	I think it is exhilarating to learn vocabulary mastery on adjectives through the application of Stop saying very teaching strategy.	20	0	20
2.	The lecturer is capable of teaching vocabulary mastery on adjectives very well.	20	0	
3.	The application of Stop saying very teaching strategy helps me understand better and more impressive adjectives easily.	20	0	
4.	The lecturer gives chances to the students to ask questions during the learning teaching processes.	20	0	
5.	Stop saying very teaching strategy is quite appropriate to teach better and more impressive adjectives.	20	0	
Total		20	0	20
Percentage		100%	0%	100%

The learning teaching processes of more advanced adjectives through the application of Stop saying very teaching strategy ran very well. The analysis of qualitative data shows that the students gave positive responses towards the implementation of Stop saying very teaching strategy in the learning teaching processes of better and more impressive adjectives. They are more active and enthusiastic in the classroom activities.

Conclusions

The implementation of Stop saying very teaching strategy is able to enhance the students' vocabulary mastery on adjectives successfully. It can be seen from the analysis of quantitative data. The analysis of quantitative data shows that the mean of the students' score in the pre-test,

formative test, and post-test increases continually after Stop saying very teaching strategy was implemented in teaching adjectives. The students' total score in the pre-test is 216 and the mean of the pre-test is 10.8. The students' total score in the formative test is 1.528 and the mean of the formative test is 76.4. The students' total score in the post-test is 1.708 and the mean of the post-test is 85.4.

The analysis of qualitative data shows that the students gave positive responses towards the learning teaching processes of adjectives through the application of Stop saying very teaching strategy. They are more active and enthusiastic in learning and mastering better and more impressive adjectives after Stop saying very teaching strategy was applied. They all agree that the application of Stop saying very teaching strategy helps trigger their curiosity and enhance their knowledge and vocabulary mastery on adjectives.

Suggestions

English teachers or English lecturers teach better and more impressive adjectives by applying Stop saying very teaching strategy. The application of Stop saying very teaching strategy is able to create a wonderful learning atmosphere so that students feel motivated to activate their knowledge and trigger their interest and curiosity to master English vocabularies, particularly adjectives.

English students, especially the first semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Universitas Katolik Santo Thomas in the Academic Year of 2022/2023 learn and memorize more advanced adjectives they have learned. They are also suggested to use the adjectives in their spoken and written communication, particularly when they are describing a person, an object, or a situation.

Other researchers who are absorbed in carrying out much deeper researches about improving students' vocabulary mastery on more advanced adjectives through the implementation of Stop saying very teaching strategy. The findings of this CAR are expected to be able to provide them valuable knowledge and information about the implementation of Stop saying very teaching strategy to teach better and more impressive adjectives.

References

Ardiansyah, and Herwiana, S. (2022). A study of vocabulary learning for young learners at a private English course. *Journal of English Teaching and Applied Linguistics (JETAL)*, 3(2), pp.1-6. DOI: <https://doi.org/10.36655/jetal.v3i2.603>.

Barus, Y.K., Sari, A.S.P., and Tarigan, K.E. (2020). The use of Project Based Learning method to improve students' skill in writing descriptive texts to the eleventh grade students of SMA Swasta Santa Maria Kabanjahe in the academic year of 2020/2021. *Kairos English Language Teaching (ELT) Journal*, 4(2), pp.92-105. DOI: <https://doi.org/10.54367/kairos.v4i2.1139>.

Br Pinem, N.S., Pangaribuan, J.J., and Sari, A.S.P. (2021). Enhancing students' vocabulary mastery by applying Dictogloss technique to the eleventh grade students of SMA Deli Murni Bandar Baru in the academic year of 2020/2021. *Kairos English Language Teaching (ELT) Journal*, 5(1), pp.48-56. DOI: <https://doi.org/10.54367/kairos.v5i1.1444>.

Br S Meliala, L.N.B., Sari, A.S.P., and Tarigan, K.E. (2022). The application of Tiers words method in improving vocabulary mastery of the ninth grade students of SMP Swasta Anastasia. *Kairos English Language Teaching (ELT) Journal*, 6(2), pp.1-12.

Firdayana, Reskiawan, B., and Suryadi, R. (2022). The correlation between English language learning strategies and students' thinking style at the second grade of MAN 1 Koala. *Journal of English Teaching and Applied Linguistics (JETAL)*, 3(2), pp.25-32. DOI: <https://doi.org/10.36655/jetal.v3i2.661>.

Gulo, F.E., Sari, A.S.P., and Pangaribuan, J.J. (2018). Improving students' speaking skill through Presentation, Practice, and Production (PPP) method to the eleventh grade students of SMA Swasta Katolik Budi Murni 2 Medan. *Kairos English Language Teaching (ELT) Journal*, 2(3), pp.179-187. DOI: <https://doi.org/10.54367/kairos.v2i3.735>.

Khalid, T.M.H. (2021). The role of the portal to English syllabuses in developing the language skills of preparatory school students. *Journal of English Teaching and Applied Linguistics (JETAL)*, 2(2), pp.44-48. DOI: <https://doi.org/10.36655/jetal.v2i2.331>.

Limbong, A.E.U., Lumban Raja, V., and Sari, A.S.P. (2020). The correlation between the students' vocabulary mastery and their writing skill of the tenth grade students of SMA Negeri 1 Kerajaan in the academic year of 2020/2021. *Kairos English Language Teaching (ELT) Journal*, 4(2), pp.106-125. DOI: <https://doi.org/10.54367/kairos.v4i2.1140>.

Manullang, U., Lumban Raja, V., and Sari, A.S.P. (2018). Improving students' vocabulary mastery through Crossword Puzzle game to the eighth grade students of SMP Swasta Dharma Bakti Medan. *Kairos English Language Teaching (ELT) Journal*, 2(2), pp.128-142. DOI: <https://doi.org/10.54367/kairos.v2i2.729>.

Ndraha, J.P., Sembiring, N., and Sari, A.S.P. (2022). Improving the eighth grade students' speaking skill of SMP Anastasia through Somatic Auditory Visualization and Intellectual (SAVI) method in the academic year of 2021/2022. *Kairos English Language Teaching (ELT) Journal*, 6(1), pp.58-

- Pamungkas, N.A.R.** (2021). The effects of Wordle media on student' vocabulary mastery. *Journal of English Teaching and Applied Linguistics (JETAL)*, 2(2), pp.56-61. DOI: <https://doi.org/10.36655/jetal.v2i2.531>.
- Sari, A.S.P.** (2016). Tionghoa students' language attitudes toward the English language learning. *Jurnal Ilmiah (Juril) AMIK MBP*, IV(2), pp.37-50.
- Sari, A.S.P., and Br Sembiring, R.K.** (2019). Improving students' speaking skill through the combination of Presentation, Practice, and Production (PPP) method and Talking Stick method. *Jurnal LINER (Language Intelligence and Educational Research)*, 2(3), pp.68-76.
- Sari, A.S.P., and Br Sembiring, R.K.** (2019). Improving students' English speaking skill through the implementation of Talking Stick method to the fifth grade students of State Primary School 028226 Binjai. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(4), pp.507-513. DOI: <https://doi.org/10.33258/birle.v2i4.552>.
- Sari, A.S.P., and Pandiangan, S.R.** (2021). The application of Guessing strategy to improve students' vocabulary mastery on English phrasal verbs. *Jurnal Suluh Pendidikan (JSP)*, 9(1), pp.24-38. DOI: <https://doi.org/10.36655/jsp.v9i1.524>.
- Sari, A.S.P., and Pangaribuan, J.J.** (2018). The combination of Task-Based Learning (TBL) approach and audio-visual aids to improve students' academic writing skills. *Jurnal LINER (Language Intelligence and Educational Research)*, 1(3), pp.16-28.
- Sari, A.S.P., and Pangaribuan, J.J.** (2018). Using the list of Minimum Requirements to analyze students' errors in their English compositions. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 1(3), pp.359-372. DOI: <https://doi.org/10.33258/birci.v1i3.60>.
- Sari, A.S.P., and Pangaribuan, J.J.** (2018). The application of Task-Based Learning (TBL) approach to improve students' academic writing skill. *Jurnal Education and Development*, 6(2), pp.61-69. DOI: <https://doi.org/10.37081/ed.v6i2.710>.
- Sari, A.S.P., Sembiring, N., and Wau, K.** (2022). Improving students' vocabulary mastery on synonyms through the application of Think Pair Share (TPS) technique. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(2), pp.16466-16475. DOI: <https://doi.org/10.33258/birci.v5i2.5561>.
- Sinaga, P.D., Sari, A.S.P., and Sembiring, N.** (2021). The use of digital storytelling to enhance the speaking skill of the eleventh grade students of SMA Swasta Palapa Medan in the academic year of 2020/2021. *Kairos English Language Teaching (ELT) Journal*, 5(1), pp.25-34. DOI: <https://doi.org/10.54367/kairos.v5i1.1442>.
- Sinurat, T.M., Sari, A.S.P., and Sembiring, N.** (2017). Improving students' reading comprehension of the twelfth grade students of SMA Negeri 1 Batang Kuis through Group Investigation method. *Kairos English Language Teaching (ELT) Journal*, 1(2), pp.22-34. DOI: <https://doi.org/10.54367/kairos.v1i2.501>.
- Sudarmaji, I., and Yusuf, D.** (2021). The effect of Minecraft video game on students' English vocabulary mastery. *Journal of English Teaching and Applied Linguistics (JETAL)*, 3(1), pp.30-38. DOI: <https://doi.org/10.36655/jetal.v3i1.600>.
- Tamba, N., Ginting, F.Y.A., and Sari, A.S.P.** (2022). Improving students' vocabulary mastery through the application of Word Wall strategy to the tenth grade students of SMA GKPI Pamen Medan. *Kairos English Language Teaching (ELT) Journal*, 6(1), pp.47-57. DOI: <https://doi.org/10.54367/kairos.v6i1>.
- Tambunan, V.D., Lumban Raja, V., and Sari, A.S.P.** (2018). Improving students' speaking skill through Story Telling technique to the eleventh grade students of SMA Swasta Katolik Budi Murni 2 Medan. *Kairos English Language Teaching (ELT) Journal*, 2(1), pp.28-46. DOI: <https://doi.org/10.54367/kairos.v2i1.723>.
- Turnip, M.C., Rumapea, L., and Sari, A.S.P.** (2017). Improving students' vocabulary mastery by using pictures media to the seventh grade students of SMP Negeri 21 Medan. *Kairos English Language Teaching (ELT) Journal*, 1(3), pp.103-116. DOI: <https://doi.org/10.54367/kairos.v1i3.716>