

INCREASING VOCABULARY MASTERY OF VIII GRADE STUDENTS AT MTS. HAJI HAYYUN SALUMPAGA THROUGH VOCABULARY CARD

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ABSTRACT

This research is pre experimental research design consist of one group pre-test and post-test. The Population of this research is the Eight grade of MTs. Haji Hayyun Salumpaga in 2016/2017 academic year. The sample of this research is selected by using purposive sampling technique and the selected class is VIII B consisted of 24 students. In collecting the data, the researcher took from pre-test and post-test. The researcher analyzed the data by using SPSS program 16,0 . The result of the test showed that the students' mean score in posttest 88.58 is higher than pretest 44.42. To know the significant difference between pretest and posttest, the researcher compared the value of t-counted and t-table by applying 0.05 level of significance for two-tailed test with 23 degree of freedom ($24-1=23$), the researcher found that the t_{count} (11.956) is higher than t_{table} (2.069) and the hypothesis of this research is accepted. The researcher concluded that using vocabulary card can increase students' vocabulary mastery at Eight grade of MTs. Haji Hayyun Salumpaga.

Keywords: *Vocabulary Mastery, Vocabulary Card.*

ABSTRACT

Penelitian ini merupakan penelitian pra eksperimental yang terdiri dari satu kelompok pre-test dan post-test. Populasi penelitian ini adalah kelas Delapan MTs. Haji Hayyun Salumpaga pada tahun akademik 2016/2017. Sampel penelitian ini dipilih dengan teknik purposive sampling dan kelas yang dipilih adalah VIII B terdiri dari 24 siswa. Dalam mengumpulkan data, peneliti mengambil dari pre-test dan post-test. Peneliti menganalisis data dengan menggunakan program SPSS 16,0. Hasil pengujian menunjukkan bahwa nilai rata-rata siswa pada posttest 88,58 lebih tinggi dari pretest 44,42. Untuk mengetahui perbedaan yang signifikan antara pretest dan posttest, peneliti membandingkan nilai t hitung dan t tabel dengan menggunakan 0,05 tingkat signifikansi untuk uji two-tailed dengan 23 derajat kebebasan ($24-1 = 23$), peneliti menemukan bahwa t hitung (11,956) lebih tinggi dari ttabel (2,069) dan hipotesis penelitian ini diterima. Peneliti menyimpulkan bahwa dengan menggunakan kartu kosakata dapat meningkatkan penguasaan kosakata siswa di kelas Delapan MTs. Haji Hayyun Salumpaga.

Kata kunci: Penguasaan Kosakata, Kartu Kosakata.

1. Introduction

Vocabulary is one of most important part in communication, because communication cannot run well when people do not use the right words. Vocabulary must be mastered by students to get a success in learning English. They will find some difficulties in their learning process without mastering it, since most learning activities such as listening, reading, speaking and writing need a large and solid vocabulary. As it is stated by Michael Bennet (1991 : 63) : “Yet everyone, especially the English learners need a lot of vocabulary to succeed in their learning process because reading and listening are the ways they learn.

Vocabulary means a large collection of items. Thornburry (2002: 14) states that learning vocabulary is important because it enriches someones knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building (Malik, A.R: 2019).

Building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Cameron (2001:72). Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

Vocabulary is very important in communication both oral and written. In listening, speaking, reading, and writing, vocabulary into components that are very basic. As stated by Wallace (1989) that vocabulary is the word content of language function are studied so thoroughly that they become part of the child's understanding, speaking, and then read and write. Vocabulary is not just a collection of words but also has the function of making us recognize the language and we are able to remember it from our memory when we want to use.

Vocabulary is one of the basic aspects of language. It takes very important role to run communication well (Malik,A.R: 2020). When people have a lot of vocabulary they will easily get the point the message conveyed orally by other people. Besides that by having a lot vocabulary people can also freely express their ideas both oral and written to others.

Considering the fact that vocabulary is an important role to back up students to learn English. It is advisable for students to learn it from the first stage of learning. Napa (1978: 3) states “vocabulary should be recognize as a central element in language instruction from the beginning states that, it suggest that in teaching English, vocabulary must put in the central position in teaching and learning process for it as the fundamental requirements that can influence the students’ achievement in studying English.

There are some different types of vocabulary Lewis and Hill (1997: 44) argues “divide vocabulary into two types active and passive vocabulary. Vocabulary can improve speaking performance (Wael & Ashar, 2018). Active vocabulary is the words that the students can understand pronounce correctly. Passive vocabulary is words that students recognize and understand when they occur in context, but which learners cannot produce correctly themselves”.

There are many kinds of vocabulary according to some experts. Harmer (1991: 150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and

which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce

There are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading According to (Nation, 2001; Asnur, M.N.A; 2020) Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, letter, etc

In teaching vocabulary, teacher should be able to distinguish the students' level. He has to be able to manage the teaching vocabulary effectively in order to achieve a target. He has to select the suitable words to be taught. Haycraft (1983 : 44) stated that the choice of words.

Vocabulary card is a card made from any particular paper content of a word of target language in one side and the other side is the meaning of the word in the first language learner. Using vocabulary cards is a word learning strategy for independent learning in or out of class (Nasr, 1972:119). On one side of the card is written the word to be learned. On the other side is the word's meaning, usually in the form of a first language translation.

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Teaching by using vocabulary cards is one of the alternative ways to teach vocabulary in elementary school up to senior high school for independent learning in or out of class. Teachers can use various ways activities using Vocabulary like their peer teaching and testing, association games guess my word, the-vowel words, ghost writing, and other categories.

Most of the students in junior high school got difficulty to learn English, especially to vocabulary mastery. As a proof, the researcher has doing teacher training in MTs. Hi. Hayyun Salumpaga and the result showed that the English achievement of students was low. It was caused the students did not know the meaning of question when they do of tests. It was clear that they have lots of problems in vocabulary mastery. Most of the students were not easy to remember of English words.

Based on the phenomena above, the researcher tried to find the effective solution to improve the students vocabulary by using vocabulary card in the teaching

learning process. Vocabulary card helped students to facilitate them to improve their vocabulary, it is used as a personal dictionary for every student that can be as medium to improve their vocabulary, it is also easy to create, easy to bring and also can be the instrument to play game. This learning strategy is expected make the students more active in English class, motivated and enjoy in learning English.

2. Method of the Research

In conducting this research, the researcher used an experimental research. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class VIIIb MTs. Haji Hayyun Salumpaga in academic year 2016/2017. The total sample was 24 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

Before giving the treatment, The researcher administered test to the students. This test was pretest. The pretest was conducted by the researcher to know the students' Speaking skill used Interview about their activity and situation in School. The pretest was conducted on 03st April 2017. The results of pretest are shown below:

Table 3.1 The Result of Pretest

No	Initial Name of Students	Score	individual score	Classification	Category
1	AD	52	52	poor	failed
2	AL	36	36	poor	failed
3	AU	69	69	fair	successful
4	CHI	45	45	poor	failed
5	DA	26	26	poor	failed
6	HA	70	71	good	successful
7	IRW	29	29	poor	failed
8	KAR	49	49	poor	failed
9	MET	38	38	poor	failed
10	MIL	45	45	poor	failed
11	M.I	55	55	poor	failed
12	NA	71	71	good	successful
13	NU	33	33	poor	failed
14	N.H	52	52	poor	failed
15	N.I	56	56	poor	failed
16	RA	35	35	poor	failed
17	RAH	31	31	poor	failed
18	RM	50	50	poor	failed
19	RI	34	34	poor	failed
20	RO	20	20	poor	failed
21	SA	37	37	poor	failed
22	SU	61	61	poor	failed
23	SIN	46	46	poor	failed

24	SAP	26	26	poor	failed
TOTAL			1.066		

From the table above, pre test shows that there are 0 (0 %) student got excellent, 0 (0 %) students got very good, 2 (8 %) student got good, 1 (4%) student got fair, 5 (21 %) student got poor, and 16 (67 %) students got very poor.

3.2 The Result of Post-test

After giving the treatment, researcher administered test to the students. This test was called posttest. The posttest was given to know the effectiveness of technique which was applied during the treatment. The posttest was conducted on 8th May 2017. The result of posttest can be seen in the following table:

Table 3.2 The Result of Post Test in Experimental Class

No	Initial Name of Students	Score	individual score	Classification	Category
1	AD	83	83	very good	successful
2	AL	52	52	poor	failed
3	AU	91	91	excellent	successful
4	CHI	82	82	very good	successful
5	DA	82	82	very good	successful
6	HA	94	94	excellent	successful
7	IRW	94	94	excellent	successful
8	KAR	85	85	very good	successful
9	MET	55	55	poor	failed
10	MIL	80	80	good	successful
11	M.I	81	81	very good	successful
12	NA	93	93	excellent	successful
13	NU	54	54	poor	failed
14	N.H	91	91	excellent	successful
15	N.I	92	92	excellent	successful
16	RA	65	65	fair	successful
17	RAH	80	80	good	successful
18	RM	93	93	excellent	successful
19	RI	92	92	excellent	successful
20	RO	53	53	poor	failed
21	SA	93	93	excellent	successful
22	SU	75	75	good	successful
23	SIN	91	91	excellent	successful
24	SAP	83	83	good	successful
TOTAL			1934		

For more clear, the table above Post test shows that there are 10 (42 %) student got excellent, 6 (25 %) students got very good, 3 (12 %) student got good, 1 (4%) student got fair, 4 (0 %) student got poor, and 0 (0%) students got very poor

3.3 Discussion

The researcher discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this research. The discussion was intended to know whether the use of vocabulary card could increase students' vocabulary of grade VIII MTs. Haji Hayyun Salumpaga or not.

The first step of this research was conducted the pre-test. In pre-test data, the researcher got the students' scores of each student as sample. Based on the score, the researcher found that the most of the students got failed score. Total of data students who got failed score was 21 students and the students who got success was score was 3 students. The highest percentage of data in the pre-test were 88 % with 21 students and classified into poor grade the second highest was 12 % with 3 students and classified into fair grade.

In the second step of this research, researcher conducted the treatment. It was done in six meetings. Researcher explained the students as sample of this research by using vocabulary card. This technique was applied in order to train students increase their vocabulary.

Treatment conducted for six meetings. First meeting, the researcher explained the definition of vocabulary card. Then, the researcher gave example. After students understand how to proceed of the treatment, the researcher asked the students make a group and each group discussed different topics and the researcher instructs each group to make vocabulary cards. After that each group memorized the vocabulary they created. The second meeting the researcher command each group to exchange their vocabulary cards with other groups. Then they memorized. After that, each group comes to the fore of the class. The third to sixth meetings the researcher gave same activity.

After all of the treatment conducted in this research, the researcher conducted the post-test, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got failed score was 4 students. And the the students who got successful 20 students. The highest percentage of the data in the post-test were 42% with 10 student and classified into excellent, the second highest percentage was 25% with 6 student and classified into very good, the third highest percentage was 12% with 3 students and classified into good, the fourth highest percentage was 4% with 1 student and classified into fair, and the last percentage was 17% with 4 students and classified into poor grade.

The description of the data collected through the objective test showed that the students' Vocabulary had significant improvement. It also was supported by mean score of the students in pretest was 44.42 classified as very poor classification. And the mean score of students in post-test was 80.58 classified as good classification. The value of t-test was high than t_{table} ($11.956 > 2.069$) based on the t-test, the researcher could conclude that there was significant difference between the result of pre-test and post-test. It means that students' Vocabulary got improved. This implies that vocabulary card was one of the some effective ways to improve the students' Vocabulary

4. Conclusion

Vocabulary card may help students to facilitate them to improve their vocabulary, it is used as a personal dictionary for every student that can be as medium to improve their vocabulary, it is also easy to create, easy to bring and also can be the instrument to play game. This learning strategy is expected make the students more active in English class, motivated and enjoy in learning English..

In conclusion, by using vocabulary card the students of MTs. Haji Hayyun Salumpaga can increases their vocabulary and help them to remember about noun, verb, adjective, and adverb easily. It is expected to be positive atmosphere in the classroom. It is also can be an alternative way to keep the students' vocabulary

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