

Improving Students' Vocabulary Achievement Through Word Webbing Technique.

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ABSTRACT

This study attempts to Improving Students' Vocabulary achievement Trough Word Webbing Technique. The objective of the study is to discover whether the use of word webbing technique could significantly improving students' vocabulary. This study conduct by applying Classroom Action Research which was carried out in two cycles in six meetings. The subject of this study of SMPN 4 Takengon, Aceh Tengah which consisted of 40 students. The quantitative data were collected by using observation sheet, questionnaire sheet and diary field. Based on the vocabulary test score, students' score kept improving in every test. The mean of students' score cycle (80) was higher than the fist cycle (67,75) and orientation test (55.25). based on observation sheet, questionnaire sheet and diary field, it was found that teaching learning process ran well. The students were more active and more enthusiastic during the teaching learning process in the second cycle than the first one. The result of the research showed that is use of word webbing technique significantly improving students' vocabulary.

Keywords : *Word Webbing Technique, Action Research*

INTRODUCTION

The Background of the Study

Learning English is becoming more important nowadays, nobody can deny that statement language is a medium of communication which helps human being to convey ideas, feelings and thoughts to the listener or other people. Language is also reflection, behavior and situation.

Brown (2001:232) states that a study of language includes four skills, they are: listening, writing, speaking, and reading. These skills provide the ability to use language, but in fact there are many students failure to use the language because they do not have knowledge about the four language skills. So, the teacher should know the process of implementing the change in their teaching technique, especially in teaching language skill.

In the learning process, vocabulary and grammar are important by having sufficient vocabulary. The learner will be able to speak fluently and accurately, but in reality, most of students are able to speak English without having good grammar. They will be more enjoyable in learning grammar, because they having good vocabulary. So, the writer concludes that vocabulary is one of important parts in the learning language process. By having sufficient vocabulary, students will be able to communicate well, especially English.

Therefore, mastering vocabulary is in fact not easy as some people think. Based on the writer's observation in SMPN 4 Takengon, Aceh Tengah it is difficult for the students to mastering vocabulary.

The writer has done an interview and observation at SMPN 4 Takengon. Based on the writer's interview and observation in the school, the students' achievement in vocabulary was still low. It can be seen from their score in the last semesters first and second degree in SMPN 4 Takengon.

A good teacher has to encourage their students in mastering the vocabularies as many as possible in order to enable the students to communicate with others; the teacher must have a good technique in teaching. There are many ways in teaching English to increase the students' achievement in vocabulary. One of them is word webbing.

Therefore, the problem of the study is *“Is the word Webbing Technique significantly able to improve the students' vocabulary achievement?”*

METHODOLOGY

Research Design

This research was conducted by applying Classroom Action Research. According to Harmer (2003:334), action research is the name given a series of procedures teachers could engaged in either because they wish to improve aspects of their teaching, or because they wish to evaluate the success of certain activities and procedures.

John Elliot says that action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values they espouse; record their work in a form which is readily available and understandable by other teacher; and thus develop a shared theory of teaching by researching practice.

In other word, action research could be defined as a study of social situation with a view to improve the quality of action within in action research is done to make an improvement in the class.

According to Kurt Lewis (1990 in Zainal Aqib, 2006), action research concern to four phases namely: 1) Planning, 2) Action, 3) Observation, 4) Reflection. These phases were applied to each cycle. If the result for the first cycle failed, it was continued to the next cycle by renew the previous steps to find out the problem solving. The new cycle should improve the result of teaching. If the new planning increased young learners' vocabulary achievement, the cycle had to stop. If it would not increase the young learner's vocabulary achievement, the cycle will be continued on the next cycles until the result determined is reached. The model cycle of Classroom Action Research can be drawn as follows:

The Design of Research's Cycles

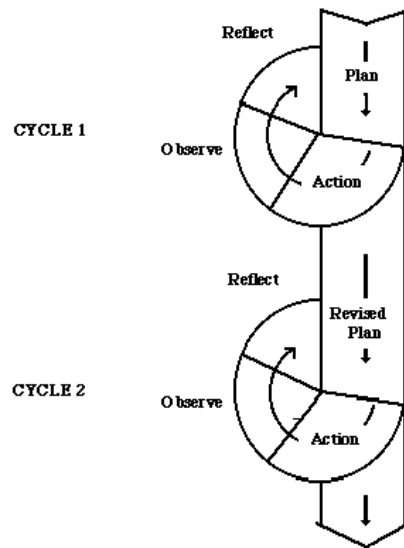


Figure 1: Action Research Protocol after Kemmis (cited in Hopkins, 1985)

This was an action research. It was the qualitative data that was used to describe the situation during the teaching process and the quantitative data is used to analyze the score of the students. The qualitative data was analyzed from the observation sheet and the quantitative data was analyzed the computation of the score of vocabulary test.

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

$$\bar{X} = \frac{\sum X}{N}$$

Where:

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

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

N = The number of the students

The test was scored by using score rank from 0-100 by counting the correct answer and applying the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of test

R = Number of the correct answer

N = Number of test items

To categorize the students who got up to 75 is calculated by applying the following formula:

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

Where:

P = Percentage of students who get the point 75

R = The number of the students who get point above 75

T = The total number of students who do the test

RESULTS AND DISCUSSION

The Data

The data in this research were taken from vocabulary test (multiple choices), diary notes, interview, and observation sheet. The research only to one class with two cycle included test. The data were taken from junior high school in class VII-B. The exact number of the students in the class was 40 students. They were never absent during the writer conducting the research from the first research until the last meeting.

The Quantitative Data

The quantitative data was taken from the students' vocabulary test result. There were three vocabulary results which were got for six meetings. In the first meeting, the writer gave the students the pre test. Then, in the second meeting until the sixth meeting the writer applied word webbing technique for the treatment, and after that in the end of each cycle, namely in the third meeting and the last meeting the writer gave the test as the post test I and post test II.

The Qualitative Data

The qualitative data were analyzed from the diary notes, interview sheet, and observation sheet. Diary note is used to evaluate the research about running class. Diary notes were written up by the researcher in every meeting during conducting the research. It contained the researcher's personal evaluation of applying Word webbing technique during the teaching-

learning process. The interview sheet was conducted by distributing interview sheet to the students. Interview sheet was used to analyze the students' difficulties in vocabulary.

The result of the observation is put on observation sheet. The researcher observes and investigates the students, the situation and problems or obstacles found during teaching and their achievement. The observation is done in the classroom while the teaching learning process done. It is about the attitude and all activities while giving the action.

The Data Analysis

Analysis of Quantitative Data

The students' score increased from the test I to test III as had been described in the table below:

The Students' Score from Pre-Test, the Post-Test in Cycle I and the Post-Test in Cycle II

| No | Initial name of students | Pre Test | Post-test of cycle 1 | Post-test of cycle 2 |
|-----------|---------------------------------|-----------------|-----------------------------|-----------------------------|
| 1 | NS | 65 | 70 | 85 |
| 2 | KA | 45 | 55 | 70 |
| 3 | TM | 45 | 65 | 80 |
| 4 | FK | 60 | 75 | 80 |
| 5 | IK | 65 | 75 | 80 |
| 6 | AR | 30 | 55 | 70 |

| | | | | |
|----|------------|----|----|----|
| 7 | MS | 60 | 65 | 85 |
| 8 | LH | 50 | 65 | 75 |
| 9 | SC | 65 | 75 | 80 |
| 10 | TA | 65 | 75 | 85 |
| 11 | AC | 60 | 70 | 85 |
| 12 | AW | 60 | 70 | 80 |
| 13 | FA | 50 | 65 | 80 |
| 14 | PH | 60 | 70 | 85 |
| 15 | LS | 60 | 75 | 85 |
| 16 | TS | 35 | 60 | 75 |
| 17 | WM | 40 | 50 | 65 |
| 18 | NI | 60 | 75 | 85 |
| 19 | ER | 60 | 75 | 90 |
| 20 | SL | 80 | 85 | 90 |
| 21 | SS | 40 | 50 | 65 |
| 22 | EES | 60 | 70 | 85 |

| | | | | |
|----|------------|----|----|----|
| 23 | TK | 50 | 60 | 80 |
| 24 | EW | 60 | 75 | 80 |
| 25 | HA | 50 | 65 | 85 |
| 26 | RR | 50 | 60 | 80 |
| 27 | BS | 70 | 75 | 85 |
| 28 | ZA | 65 | 75 | 80 |
| 29 | ME | 55 | 65 | 75 |
| 30 | AE | 60 | 70 | 80 |
| 31 | BS | 35 | 55 | 70 |
| 32 | TZ | 60 | 75 | 85 |
| 33 | WA | 60 | 65 | 80 |
| 34 | AQ | 50 | 75 | 85 |
| 34 | FW | 60 | 70 | 80 |
| 36 | FZ | 50 | 65 | 75 |
| 37 | AJF | 50 | 60 | 75 |
| 38 | MR | 70 | 80 | 90 |

| | | | | |
|----|-------------------------------------|-------|-------|------|
| 39 | MN | 55 | 65 | 75 |
| 40 | VS | 45 | 65 | 80 |
| | Total $\Sigma(X)$ | 2210 | 2710 | 3200 |
| | Mean X | 55.25 | 67.75 | 80 |

The increase of students' score in vocabulary test by using Word Webbing Technique can be taken from the mean of the students score in test I until III.

The students' score in the third test has variation score. In the first competence, the lowest score was 30 and the highest was 80. In the second competence test, the lowest score was 50 and the highest was 85. In the third competence, the lowest score was 65 and the highest score was 90.

Table 4

The Percentage of Students who Got Point up to 75

| Competence Test | Percentage |
|------------------------|-------------------|
| Pre-Test | 2.5% |
| Post-Test I | 12.5% |
| Post-Test II | 87.5% |

The result of percentage of students master during the research showed that percentage of students master improved in each test. In the pre-test there was only 2.5 % (one student) who got point 75. Because the teacher did not give the treatment to the students yet.

In the post-test I there was the improvement of percentage of students who got point up to 75 namely 12.5 % (5 students). In post-test one (Cycle I), the students did not get meaningful changes score from pre-test to post-test I, although the teacher had applied word webbing technique in teaching vocabulary. It was caused by some of the students still did not know how to make Word Webbing with the topic given because when the teacher explained Word Webbing they did not give attention. Many students were not seriously or active in doing the task because they did not know what to do even they just imitated their friends' task. Besides that, the lack of students' interest in learning English, lack of motivation and control of teacher, makes the students were not seriously. In observation sheet, interview and diary notes showed that many students were not respectful to the teacher's explanation about word webbing technique, they did not want to ask about the topic was given by teacher or did not confident to collect their work, and sometimes their voice disturbed the teaching and learning process, because lack the mastering topic in learning English.

And in the post-test II (Cycle II) there were 87.5% (35 students) who got the point up to 75. In the cycle II, not all students got point up to 75 but there were 5 students who did not get good point. Even though they did not get point up to 75, their score kept improving from pretest until post-test II. Because in this cycle, the teacher still applied word webbing technique and explained it more detail, and also did some additional activities based on the reflection done by the teacher and collaborator to prevent the same mistakes in cycle I and to get better improvement of students' score. Teacher motivated the students to generate their interest in learning English, gave punishment to the noisy student to sit in front, gave more change to the students, especially in learning English by using word webbing technique and attention to the students were not confident to present their work or to ask what they had not understand.

Research Finding and Discussion

Word webbing technique was applied to improve the students' vocabulary achievement. Word webbing technique was one of many techniques that could make the students easier in learning English especially in the vocabulary achievement.

This research had proved the effectiveness of applying word webbing technique. It was shown in table 3, the students' score from pre test, the post-test in cycle I and the post-test in cycle II. It was because the teacher controlled the class better, directly admonished the students who were noisy. So, the class become quitter and also provided more interesting activity in cycle II.

Students' data in the post-test of cycle II showed that the mean of students' score were higher than the mean of the students' score in post-test of cycle I and also better than the pre-test. In the last test of cycle II, there were 35 students who got the score about 75 point and only 5 students who got the score under 75 point and the highest score was 90.

This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview, diary notes and observation sheet.

Most of the students were more active and enthusiast during teaching learning process.

It implied that the use of word webbing technique could improve the students' vocabulary achievement and also help the teacher to teach vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

This research finally brought a finding that the score of the students were increased from the first cycle to the second cycle. There were six meetings in this research that consist of two meetings. This consisted of three tests whose score of each treatment kept improving continuously. It can be seen from the improvement of the students' mean score for orientation test (55.25); second test (67.75); and third test (80).

Therefore, Word Webbing Technique significantly improves students' achievement in vocabulary in SMPN 4 TAKENGON, ACEH TENGAH.

Suggestions

The result of this study shows that the application of word webbing technique can improve students' vocabulary achievement. Therefore, suggestions are stated in the following:

- 1) For English teacher, it is useful as one of the alternative techniques to teach vocabulary.
- 2) For the students, students feel more interested and motivated in improving their vocabulary.
- 3) For the reader, it is very useful as information for those who are interested in conducting research to this study.

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