

INCREASING VOCABULARY MASTERY THROUGH SAY STRUCTURE CONTEXT DICTIONARY TECHNIQUE

Fermiaty Labugis¹, Jamiluddin², Abdul Waris³

Abstract

This research aimed at proving that the application of Say Structure Context Dictionary in teaching vocabulary can increase the students' vocabulary. The research was an experimental research. The population of this research was the seventh grade students of SMP Negeri 1 Binangga. The researcher took the students in class VII A and VII B by using cluster sampling technique. The data were collected by using pre-test and post-test. The pre-test was conducted to measure the students' ability before the treatment. Based on the result of both post, the result found t-counted is 3.56 by applying 2000 level of significance with $df N_x+N_y=21+21=42-2=40$ degree of freedom (df), the researcher found that t-table was 2.001. It showed that the t-counted value was higher than t-table. It means that the hypothesis of the research is accepted. In the word, the application of Say Structure Context Dictionary in teaching vocabulary effectively increased the ability of vocabulary to the seventh grade students of SMP Negeri 1 Binangga.

Keywords: Increasing; Vocabulary; Say Structure Context Dictionary.

INTRODUCTION

As a language in International communication, English is clearly needed by many learners to deliver thought and interact in a variety of situation. English teaching involves four language skill, they are listening, speaking, reading, and writing. There are four aspects that support four language skills above such as: grammar, vocabulary, spelling, and pronunciation that are also taught in English teaching and learning process.

English teaching involves four language skills; they are listening, speaking, reading, and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of important aspects in teaching language, as stated by Yang (2000) in his book: vocabulary is one of the important factors in all language teaching, student must continually learn words as they

¹ Email:

² Email: jamiluddininggris@yahoo.co.id

³ Email: abdulwaris@yahoo.com

learn structure and as they practice sound system. Concerning to the statement above, it means that students have to master the vocabulary because it is the base of learning language.

Students in Junior High School should learn English language more deeply in order to be able to use it in communication. It is based on Junior High School Curriculum, “Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat fungsional yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari” (KTSP, 2006:277). But, being able to use and apply English language in communication, the students need vocabulary. As mentioned before, it is because mastering vocabulary is one of language elements in learning a foreign language.

Based on the preliminary research that has been done, the researcher found that students at SMPN 1 Binangga, especially seventh grade students, have lack of vocabulary. Many students find difficulty in mastering English vocabulary. Some factors are they do not understand the English vocabulary, the meaning and how to relate in the sentence. Beside that they do not know to use vocabulary. Sometimes when they are making mistake, they are laughed by their friends who makes them have lack of confidence of their own abilities. In the class, most of the students are passive because the teacher used the old method in which teacher centered. After explanation, usually the teacher asked the students to answer the questions. So, when the teaching learning process, they do not pay attention and feel boring at the vocabulary subject.

One technique for teaching English vocabulary is by using SSCD technique. SSCD stands for Say Structure Context and Dictionary. It is a new technique to teach vocabulary. In this technique, students are asked to say the words that focus on their pronunciation, find the word structure by knowing about word part, know how to use the words in context or determining the word’s meaning looking at the context clues that compared with the meaning in dictionary. This technique focuses on the long term memory of the students because it asked the students to analyze the words and determine the meaning by themselves.

Using SSCD made the class turn into students’ centered because the students are asked to know the vocabulary, find the meaning, and understand how to use it in context. The teacher was guided them during the teaching learning process. In this research, the researcher made the material more attractive by applying simple game using SSCD technique in order to get the students’ attention.

Based on the explanation above, the researcher decided to use SSCD technique to increase students' vocabulary, especially seventh grade students at SMPN 1 Binangga. The researcher also was make the students enjoy their studying and increased their vocabulary continually and hopefully enjoy learning a foreign language. The researcher then formulates the problem statement into a research questions as follows: “*Can SSCD technique improve vocabulary mastery of the seventh grade students at SMPN 1 Binangga?*”. Based on the problem statement, the objective of this research is to prove whether SSCD technique can prove the vocabulary mastery of the seventh grade students at SMPN 1 Binangga or not.

METHODOLOGY

In conducting this research, the researcher stated the experimental and control group design by using the formula proposed by Arikunto (2006:87)

Where:

E : experimental group

K : control group

O₁ O₃ : pre-test

O₂ O₄ : post-test

X : treatment

E	O ₁	X	O ₂
K	O ₃		O ₄

The research taught vocabulary to the experimental class and control class by using SSCD technique and reading passage technique. Both classes given pretest before doing out the treatment and ended with post-test.

A population is any group of individuals that have one or more characteristics in common that are interest to the research (Best, 1981:8). According to Sukardi (2009), population is all the members of group that stay together in one place and on purpose be the research. So, all the eighth grade students of SMPN 1 Binangga is the population or research object. There were 12 classes with 270 students in this school.

To analyze the data of this research, the researcher used statistical analysis. Therefore, in analyzing the test, firstly, the researcher counted the individual score of the students by applying formula proposed by Purwanto (1991):

$$NP = \frac{R}{SM} \times 100$$

Where : NP : individual score
 R : raw score
 SM : maximum score
 100 : maximum range score

To get students' mean score individually, the researcher applied formula proposed by Arikunto (2006;272) as follows:

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

Where : X : mean
 N : number of students
 $\sum x$: total score

After computing all the formula above, the researcher proved the significance between the mean pretest and posttest of the two classes. The researcher used the formula as proposed by Sukardi (2009:90) as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where: X : the mean score
 SS : the square deviation
 N : number of students

RESULT

The posttest was given to the students after the treatment to compare the result with the pretest. The researcher also wanted to measure the effectiveness of the SSCD in teaching English process to increase the students' vocabulary. She also expected that not only students' vocabulary number that can be increased but also she expected that they can use the words in sentences based on the context.

The result of students' square deviation in experimental class is presented in table 4.5. The square deviation of control class can be seen in table 4.6.

Table 1: Square Deviation of Experimental Class

No	Initial Name	Pre-test X1	Posttest X2	Deviation (X2-X1)	X2
1	ARF	33	50	17	289
2	ARM	40	57	17	289
3	EGA	63	70	7	49
4	FAJ	50	63	13	169
5	FAT	40	67	27	729
6	FAU	43	70	27	729
7	GAU	43	63	20	400
8	IRZ	43	60	17	289
9	ITA	33	63	30	900
10	IYA	37	57	20	400
11	MIF	30	53	23	529
12	MUN	43	60	17	289
13	NAF	40	73	33	1089
14	RAN	37	53	16	256
15	RAV	33	47	14	196
16	RIZ	30	53	23	529
17	SHH	30	57	27	729
18	SYA	43	63	20	400
19	THK	40	63	23	529
20	ZAI	33	53	20	400
21	ZUR	37	63	26	676
Total		821	1258	437	9865

After having the result of square deviation in experimental class, the researcher continued to calculate the mean deviation by using formula as follows:

$$\begin{aligned} X1 &= \frac{\sum d}{N} \\ &= \frac{437}{21} \\ &= 20.8 \end{aligned}$$

The mean deviation of experimental class is 20.8

Table 2: Square Deviation of Control Class

No	Initial Name	Pre-test X1	Post test X2	Deviation (X2-X1)	X2
1	AGU	30	43	13	169
2	RAH	40	53	13	169
3	HER	40	47	7	49
4	GRA	33	50	17	289
5	IML	20	33	13	169
6	NJA	40	60	20	400
7	KAR	17	33	16	256
8	RIA	30	53	23	529
9	NRS	40	53	13	169
10	ZAK	43	47	4	16
11	ALI	33	57	24	576
12	FAD	33	57	24	576
13	FAH	40	57	17	289
14	IND	50	60	10	100
15	ISM	53	67	14	196
16	IZA	60	70	10	100
17	LAS	63	77	14	196
18	RIS	40	60	20	400
19	SAW	40	50	10	100
20	SUL	40	57	17	289
21	UMM	47	57	10	100
Total		832	1141	309	5137

After having the result of square deviation in control class, the researcher continued to calculate the mean deviation by using formula as follows:

$$\begin{aligned} X2 &= \frac{\sum d}{N} \\ &= \frac{309}{21} \\ &= 14.74 \end{aligned}$$

The mean deviation of control class is 14.74, before analyzing the data by using t-test formula, the researcher computed the sum of square deviation both experimental class and control are 771.24 and 590.29, and the researcher continued the computation to find out the significance scores of both of groups is 3.46.

To get the value of t-counted, the writer applied the t-test formula in order to find out the effectiveness both of the classes in increasing the vocabulary of students.

DISCUSSION

To have information about students knowledge in English, the research did the preliminary research and found that the students, especially the seventh year students in SMP Negeri 1 Binangga had lack of vocabulary. In the class, most of the students were passive because they did not know a lot of vocabularies. The teacher used the conventional method in which is teacher centered. After giving explanation, usually the teacher asked the students to answer the questions. The result, they gave no attention and felt boring when the teaching learning process.

In order to help the students increase their vocabulary, the research applied SSCD as a technique in the treatment. The treatment was done in eight times exclude pre-test and post-test. For the first meeting, students were introduced to SSCD as general. Then they started with learning noun, verb and adjective. They also had explanation of context clues as the element of SSCD. They learnt how to find the words meaning by looking on the context clues of the words in the sentences.

At the next meeting they were asked to make vocabulary notebook for them to write down all the words they had during the meetings. After that the students learnt slightly about prefix and suffix so they can guess the meaning by seeing the prefix or suffix. Pronouncing the words is always done in every meeting. In order to have them memorize the words, they were asked to make sentences using the words then find other meaning of the words in the dictionary.

After doing the eight times treatment, the researcher found the result of this research by giving the students test, pretest and posttest. In this case the researcher gave the tests to two classes; they are experimental class and control class. Then she computed the result by applying some formulas and found that there is significance different between experimental class and control class.

By observing the result of testing hypothesis, to test the significant difference between t-counted and t-table, the researcher applied 0.05 of significance for two tailed test with 40 degree of freedom where (df) calculated from $(n_1 + n_2) - 2 = (21 + 21) - 2 = 40$. As a result, the t-table value is 2.021. It showed that the value of t-counted 3.46 was higher than t-table value which 2.001. It means that the hypothesis of this research which the use of SSCD can increase the vocabulary of the seventh year students in SMP Negeri 1 Binangga is accepted. In other words, the use of SSCD is effective to increase students' vocabulary.

To the researcher's understanding, SSCD was suitably applied since it addressed the students' interest and needs. In learning process, based on their characteristics and interests, the students tended to study which involved challenge activities of the missing words technique, the researcher only included the materials which addressed their needs. In conclusion, SSCD was effective increasing students' vocabulary.

CONCLUSION AND SUGGESTION

After analyzing the data, the researcher draws conclusion:

1. Students' vocabulary can be increased through word association by using SSCD in which the students guess the words meaning looking at to the structure and context. Then use dictionary to have other meaning of the words.
2. Researcher used SSCD which followed by several techniques to support it, she taught context clues, affixes and how to use dictionary. Eventually students have to make vocabulary notebook.
3. Teaching vocabulary by applying SSCD was effective. It was indicated by the result of pretest in experimental class was low while the result on the post test was significantly increased. It also shows that the hypothesis of this research was accepted because students t-counted (3.56) was greater than t-table (2.001). There was also a progress value of students' mean score in experimental class which from 39.19 in the pretest was increased to 60 in the posttest.

The researcher would like to suggest for those who are involved in English learning-teaching process. The suggestions are presented as follows:

1. Teacher should use a teaching learning activity which involves the students actively. In this research, the researcher recommends the English teacher to apply SSCD for SMP students because it effectively improves the students' vocabulary.
2. Teacher should vary their teaching techniques through SSCD in order to prevent the students not to get bored.

3. The teacher should encourage the students during the teaching learning process.
4. The students should use the words they get from the game to have long term memory about the words.
5. The students should ask when they get difficult during the teaching learning process.

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