

THE INFLUENCE OF VOCABULARY JOURNAL IN TEACHING STUDENTS' VOCABULARY MASTERY

Dian Rakhmawati

English Department of STKIP Muhammadiyah Pringsewu
email: Dyanrakhma@yahoo.co.id

Abstract

The aims of this research is to find out the influence of vocabulary journal as media in teaching student vocabulary at the eighth grade students of SMP Al-Fajar. The quantitative method was conducted and this research is a population research, because all the member of population is taken as sample, which consisted of 30 students of eighth grade. To collect the data, the writer used pre-test and post-test, then the vocabulary test was used as the research instrument. To know whether there is an influence, the writer analyzed the data by using paired-sample T-test. The result shows that there is significant influence of vocabulary journal in teaching students' vocabulary mastery.

Keywords: *Influence, vocabulary journal, students' vocabulary mastery*

1. INTRODUCTION

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to the Indonesian learners from Junior High School up to University. The students should have four language skills such as listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure.

The communication among people from different countries requires an international language which can be understood by other people easily. English has been the most widely used as an international language. And now the

demand of English as tool of communication among people in the world is getting broader.

One of the elements of language that is important is vocabulary. Most of the students fail on the examinations because they are low on mastering vocabulary. The limitation of vocabulary makes them confused about what they have to say or write. Without a sufficient understanding of words students cannot understand others or express their own ideas.

Schmitt (2000) stated that vocabulary is important across the curriculum from language arts and social studies to mathematics and science. It is intimately connected to both effective

reading and writing skills, and these skills in turn are necessary for doing well in school.

Vocabulary has many advantages, such as , It gives the student ability to say what he or she means. By having several words at their disposal for describing an event or emotion, they can be explicit when sharing their ideas and opinions.

It helps the student understand what other people are saying and what she/he is reading. Vocabulary is the foundation for comprehension. Unfamiliar words become holes in the text, preventing the student completely understanding what he or she has just read. It bolsters their ability to grasp ideas and think more logically. The greater number of words that student has, the more he or she can interpret ideas from others, and express their own ideas.

It boosts students' power of persuasion. Having a rich vocabulary will help the students communicate in a more engaging way. Relying on one or two words to describe an idea will be repetitive and not as persuasive, as relying on a vocabulary of 10-15 similarly descriptive terms. It helps the students make a good impression on others. How articulate the student is

constitutes a big part of the impression she or he makes on others.

Vocabulary is part of relationships on language. It is the main element of language because human will do nothing for increasing language into practice without any words or vocabulary. It is relevant with Schmitt (2000) statement, he says that with grammar very little can be conveyed, and without vocabulary nothing can be conveyed”.

Vocabulary is of the components of language and that no language exists without words. Words are sign or symbol for ideas; they are the means by which people exchange their thought.

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies, Nation (2008).

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot

understand others or express their own ideas. Nation (2008) said that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

As Schmitt (2000) said that learners carry around dictionaries and not grammar books. Teaching vocabulary helps students understand and communicate with others in English.

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. The vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use (or cannot remember) in your own writing and speaking. Active vocabulary is all the words you understand, plus all the words that you can use yourself.

The writer saw that the level of vocabulary mastery of students at SMP Al-Fajar is still low. They felt difficult in comprehending the English text and difficult in memorizing the new words.

When the students have difficulties in receiving the lesson, a teacher should be creative to create the attractive teaching learning process. One thing that a teacher can do to utilize media as a mean of teaching pictures and other visual aids are essentials but represent “old fashioned” but effective teaching aids. Brown (2001).

There are so many techniques that can be used to teach vocabulary for the students, one of them is vocabulary journal. A Dugan (2010) stated that vocabulary Journal is an ongoing personal collection of key vocabulary terms that can be pre-taught by the teacher or self-selected by the student. In addition to recording the word and definition, vocabulary journals also ask the student to enter additional information such as an illustration, example of use, and synonyms/antonyms to deepen their understanding of the word as well as ensure that the student will use the word in their speaking and writing. Vocabulary Journals are extremely flexible and can be used effectively across grade levels and subject areas since students encounter both high-frequency vocabulary. Using a Vocabulary Journal can also increase the

engagement and motivation that students have in mastering vocabulary since the information is personally entered by the student and can be used as their own personal reference both inside and outside of the classroom, Dugan (2010). Vocabulary journal is a note-taking strategy for learning new vocabulary that uses a three-column format for definitions, examples, and a visual cue. Dugan (2010) The journal provides students with a structure to record new vocabulary as it is reinforced throughout a lesson or unit. Students also practice the skill of determining importance in this activity. While reading, students note unfamiliar words from the text. Students then work in teams to review all of their individual lists and determine which words may be essential to understanding the focus of the unit. The teams report out and defend their word selections to the whole group. Words are recorded on the board or chart paper. The teacher modifies the lists by deleting less important words or adding important words that were missed and explains the rationale for the deletion and additions. The resulting list now becomes part of the students' vocabulary journals.

2. RESEARCH METHOD

Creswell (2008) states, "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question. Research plays a vital role in addressing these issues. Through research we develop results that help to answer questions, and as we accumulate these results, we gain a deeper understanding of the problems. According to Sugiyono (2010) experiment is a way to find a causal relationship between the two factors that deliberately appeared by researchers with eliminate or reduce or set aside other factors that interfere. Experiment was always done with the intent to see the effect of the treatment. In this study, there is only one class as experimental group. This study uses Pre-test and Post-test group design. In Pre-test and Post-test design, observation is done twice, i.e. before and after treatment. First observation done before treatment is called pre-test and second observation done after treatment is called post-test (Suharsimi Arikunto, 2006).

A population is a set or collection of all elements processing one or more attributes of interest. The population of this research was the students of SMP Al-Fajar of the eighth grade, which consist of 30 students. Suharsimi Arikunto (2006) states that the population is limited and not too much subject.

Suharsimi Arikunto (2006) maintains, if someone wants to observe the entire of the element in the research area, this research is called population research. In this research, all the member of population is taken as sample, which consisted of 30 students of eighth grade; therefore this is a population research.

Descriptive analysis is a technique uses by a researcher to describe the difference between before and after a treatment by using a simple descriptive statistics (Sugiyono, 2010). The analysis was by mean, standard deviation, minimum and maximum score of both experimental and control class. Inferential analysis is used to analysis two samples whose result of test represent the sample. There are two kinds of inferential analysis, parametric and nonparametric statistics. Parametric is used if the data are normal, while nonparametric is used if the data are not normal (Sugiyono, 2010).

One of the base assumptions of statistic computation is that the data must fulfill the qualification of normal distribution. To analyze the normality distribution of the scores, the writer used Kolmogorov-Smirnov formula in SPSS in 16.0 for windows.

There are two kinds of data collected from the procedure of data collection. They are the scores of pre-test and the scores of post-test of vocabulary. According Sugiyono (2010: 274) data can be analyzed by giving the quantitative data. The writer uses Pair- Samples T-test formula in SPSS 16.0 for windows to know the influence of the Vocabulary Journal as media in teaching vocabulary mastery.

3. FINDINGS AND DISCUSSION

Pre-test

The obtained scores of pretest was analyzed by using SPSS 16.0 for windows to find the mean, the standard deviation, the maximum score, and the minimum score. The computation data distribution of pre-test is shown in table 1

Table 1 Data Distribution of Pre-test

Participants	Mean	Standard Deviation	Minimum Score	Maximum Score
30	63.66	5.48	54	70

In this research, the total numbers of the students is 30. The table above shows that the highest score in the pretest was 70 and the lowest score was 54. The mean score in the pretest was 63.66 and the standard deviation was 5.48.

Post-test

The obtained scores of post-test was analyzed by using SPSS 16.0 for windows to find the mean, the standard deviation, the maximum score, and the minimum score. The computation data distribution of post-test is shown in table 2.

Table 2 Data Distribution of Post-test

Participan ts	Mea n	Standar d Deviasi n	Minimu m Score	Maximu m Score
30	73.43	4.98	58	81

In this research, the total numbers of the students is 30. The table above shows that the highest score in the post-test was 81 and the lowest score was 58. The mean score in the post-test was 73.43 and the standard deviation was 4.98.

Normality

A normality test is used to analyze whether the data distribution is normal or not. It is decided to use 0.05 for the significant value in this test. The normality test was conducted by using

Kolmogorov-Smirnov formula test in SPSS 16.0 for windows. The result of the normality test for the pre-test and post-test can be seen in the following table.

Table 3 The normality test result of the pre-test and post-test

	Sig
Pre-test	0.405
Post-test	0.241

After the pretest scores had been calculated by using Liliefors (Kolmogorov-smirnov) formula in SPSS 16.0 for windows, the researcher found that the probability (Asymp.Sig.) of the pre-test was 0.405 which was higher than the level of significance (0.05). However, since the probability (p) is lower than the level of significance (0.05), the null hypothesis is accepted. While if the probability (p) is higher than the alpha, so the null hypothesis is rejected. Based on the description above, it can be concluded the students' score in the pre-test were normally distributed. And for post-test, the probability (Asymp.Sig.) was 0.241 which was higher than the level of significance (0.05). It means that the null hypothesis is rejected in other word the students' score in the post-test were normally distributed.

3.4 Hypothesis Testing

To prove the influence of using Vocabulary Journal as media in teaching vocabulary mastery, the writer used Paired Sample T-test formula in SPSS 16.0 for windows. The result of the t-test is described in the table below:

Table 4 The Result of t-test

Resource	to	tt	Df	P(Sig.)	Result
Pre-test and Post-test	11.020	2.048	28	0.000	Significant different

According to the table above, it shows that t_{observed} was higher than the t_{table} ($11.020 > 2.048$), with degree of freedom 28 and level of significance 0.05. In other word, the probability (Asymp.Sig. 2 tailed) was lower than the level of significance ($0.000 < 0.05$). Because $t_{\text{observed}} > t_{\text{table}}$ and $p < 0.05$, it can be concluded that the null hypothesis of no difference was rejected. This result indicated that after the vocabulary journal was used to teach student vocabulary, the obtained of posttest scores were significantly different with pre-test scores. In the other words, there is a significant influence of vocabulary journal as media in teaching vocabulary.

4. CONCLUSION

Based on the results of the study show that the students' posttest scores is significantly difference with their pretest scores. The students' pre-test score is higher than their pre-test score with the Mean ($73.43 > 63.66$). and in the table of paired sample T-test, t observed is more than the t table ($11.020 > 2.048$), with degree of freedom 28 and level of significance 0.05. In the other words, the average scores of the pre-test and post-test were significantly different. It means that vocabulary journal that was used as media in teaching vocabulary has given good influence for the students especially in learning new words. Moreover, this strategy will help the teacher in improving the students' vocabulary and in memorizing the new words. In addition, vocabulary journal is interesting media that consist of some column , including the word, the definition, the example and the picture.

5. REFERENCES

- Arikunto, Suharsini. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktek (EdisiRevisi VI)*. Jakarta: PT. Rineka Cipta.

Brown, H. Douglas. (2001). *Teaching by Principles (An Interactive Approach to Language Pedagogy)*. New Jersey: Prentice-Hall. Inc.

Creswell, John.W. (2008). *Educational Research: planning,conducting and evaluating*.USA: Pearson.

Dugan, Christine. (2010). *Strategies for Building Academic Vocabulary in Science*. Huntington beach: Shell Education.

Nation, I.S.P.(2008). *Teaching Vocabulary: Strategies and Technique*. Boston: Heinle.

Schmit, H. Nobert. (2000). *Vocabulary in Language Teaching*. United Kingdom. Cambridge University Prress.

Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung : Alfabeta.