

DEVELOPING VOCABULARY MASTERY THROUGH WORD ASSOCIATION BY THE SECOND YEAR STUDENTS OF SMP MUHAMMADIYAH AL AMIN SORONG

Ruslan

*English Education Department
Faculty of Teacher Training and Education
University of Al-Amin Muhammadiyah Sorong*

Abstract

This research was conducted with the aim of proving that teaching English through word association can develop the vocabulary of the second year students of SMP Muhammadiyah Al Amin Sorong. The sample of the research was 31 students in VIII A class at SMP Muhammadiyah Al Amin Sorong. In collecting the data he used tests (Pre-test and Post-test). The research applied pre-test and post-test one group design. The instrument of data collection was a test. The data analyzed statistically. The result of the data analysis has shown that there was a significant difference between the results of pre-test and post-test. It was proved through the testing hypothesis, i.e. applying 0.05 level significance with 30 (31-1) the degree of freedom (df), the researcher found that t-test (7.3) was greater than the value of the t-table (1.697). In conclusion, the word association was effective to be used in teaching English Vocabulary.

Keywords: *Developing, developing vocabulary, word association*

INTRODUCTION

In the field of education in Indonesia, English is the only foreign languages taught from junior high schools up to the university level. Even it is, taught at elementary school, it is not taught as a compulsory subject, but also as a subject that is tested in the national examination. The English teaching at junior high school is emphasized on four skills, i.e. listening, speaking, reading and writing which are supported by the language elements, such as vocabulary, grammar and pronunciation. The teaching of English is directed to introduce English so that they know the English language skills in order to develop science and technology as well as to preserve the social culture in Western Papua.

The statement above explains that teaching English at junior high school is meant to integrate the four language skills, supported by language components like vocabulary, grammar and pronunciation. Vocabulary is the most important aspect to

teach. Someone will have difficulty to develop their target language if he or she lacks vocabulary.

Because English as a foreign language is not used in daily communication and there are many differences between Indonesia language and English terms of the pronunciation and grammar, it is difficult for the students to pronounce the English words as well as it is hard for them to memorize the meaning of the words.

To develop the student's vocabulary mastery, the English teachers at junior high school needs to be creative in teaching English. They are expected to rise the student's learning motivation and make them interested in learning English words. To raise their motivation, the teacher may use interesting and appropriate techniques in teaching. There are many techniques that can be applied in teaching English in the junior high school, particularly in teaching vocabulary, such as using pictures, flash cards and using word association.

The word association is expected to be able to develop the student's vocabulary when they see something or hear some word that comes to their mind. For example, the teacher said the word 'transportation' and asked the students to mention parts of the transportation. The students mention them such as 'car, bus, ship, motorcycle and pedicel'.

Based on the background above, the researcher conducts a research on developing vocabulary through word association. The objects of this research will be the second year students of SMP Muhammadiyah Al Amin Sorong. They became the research object because they already mastered English words rather than the first year. Therefore, it will be easier for the researcher to apply the words association technique. While the third year ones will prepare themselves for the national examination.

METHOD OF THE RESEARCH

This research uses a pre-experimental research design which was aimed at improving vocabulary through a word association technique.

The researcher applies one group of pre-test and post-test design. The pre-test was given a tested before the treatment while the post-test was given a tested after the treatment. The difference between pre-test and post-test was assumed as the effect of the treatment. The pattern of the research designed as proposed by Arikunto (1996: 84) as follow:

- O₁ Pre-test
- X Treatment
- O₂ Post-test

The population of this research is the second year students of SMP Muhammadiyah Al Amin Sorong. There are three classrooms which each classroom has consists of 29-31 students.

In this research, the researcher takes all of the second year students of SMP Muhammadiyah Al Amin Sorong. But, because the population is too large to cover. So, the researcher chooses only one class. It is VIII A class which consists of 31 students as the sample.

The research instrument in collecting data was a vocabulary test. To get the data needed in this research. The researcher was make use of test which consist of two tests, they are; Pre-test and Post-test. The pre-test was given in order to know the students vocabulary mastery before the treatment, while the post-test was given in order to know the improvement of their vocabulary mastery after was given to them.

In this thesis data of research procedure by the researcher is test. The test was divided into three types; i.e. matching pairs, word association and completion.

The matching pair consisted of 10 items and each item was scored 1. Then the word association consisted of 10 items and each item was scored 1. Finally, the completion consisted of 5 items and each item was score 1.

In quantitative research, there are two variables to be used, they are: independent variable and dependent variable. Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequent. In this research, the independent variable is word association and the dependent variable is vocabulary mastery.

In analyzing the data, firstly the researcher computed the individual score by using formula as follow:

$$\text{Students Score} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 10$$

FINDINGS AND DISCUSSIONS

Findings

The researcher applied two kinds of test, i.e. pre-test and post-test. The test was examined to the sampling class for the purpose of measuring their vocabulary development through the word association.

No.	Score	Classification	Post-Test	
			Frequency	Percentage (%)
1	8.0 - 10	Very Good	8	25.8
2	6.6 - 7.9	Good	9	29
3	5.6 - 6.5	Fair	14	45.2
4	4.0 - 5.5	Poor	-	-
5	0 - 3.9	Very Poor	-	-
Total (Σ)			31	100

The number of the students was 31 and all of them attended the pre-test and post-test. As stated in chapter III, the maximum score of the test was 25, consisting of three types of test, i.e. matching pairs, word association and completion. The matching consisted of 10 items with 1 scores for each correct answer. Then the word association consisted of 10 items with 1 score for each correct answer. Finally the completion consisted of 5 items with 1 score for each correct item. Therefore, the total score was 25.

Before analyzing the finding of the test through a statistical analysis, the researcher firstly presented scores type's pre-test as shown in the following is.

$$\begin{aligned} \text{Mean Score: } X &= \frac{\sum X}{N} \\ &= \frac{164}{31} \\ &= 5.2 \end{aligned}$$

This percentage has shown before being given the treatment, most of students had

poor ability in mastering vocabulary and was followed by those who were ability. Ideally there were much more students who had ability in mastering vocabulary than the poor students.

The researcher presented the scores type's post-test as shown in the following is.

$$\begin{aligned} \text{Mean Score: } X &= \frac{\sum X}{N} \\ &= \frac{222.8}{31} \\ &= 7.1 \end{aligned}$$

Based on the result of the post-test, it was found that the percentage of post-test was as follow:

Very Good	: 25.8%
Good	: 29%
Fair	: 45.2%
Poor	: -
Very Poor	: -

The mean score from pre-test

$$\begin{aligned} X &= \frac{\sum X}{N} = \frac{164}{31} \\ &= 5.2 \end{aligned}$$

The mean score from post-test

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{222.8}{31} \\ &= 7.1 \end{aligned}$$

The result of the computation has shown that the mean score of the students on pre-

test was 5.2 ($164 : 31 = 5.2$) and post-test was 7.1 ($222.8 : 31 = 7.1$).

Having looked at the mean score of pre-test and post-test, the researcher has assumed that the students had poor vocabulary mastery before the treatment. And then it increased significantly after they got the treatment.

Discussions

In this section, the researcher wanted to show that the use of *Word Association* technique can develop the students' vocabulary. The researcher applied two kinds of test, it is pre-test and post-test to be knew sampling class for the purpose of measuring their ability vocabulary through word association. The researcher consisting of three types of test, it is matching pairs, word association and completion. The maximum score of the test was 25. Consist of, the matching pairs is 10 items with 1 score for each correct answer, the word association is 10 items with 1 score for each correct answer, then the completion is 5 items with 1 score for each correct answer. And the score classification are 8.0 - 10 (very good), 6.6 - 7.9 (good), 5.6 - 6.5 (fair), 4.0 - 5.5 (poor), and 0 - 3.9 (very poor). This fact was based on the result of *t-test* of pre-test and post-test. The result of pre-test was 5.2 if classification includes *poor* categories. Based on the result of the pre-test, it was found that the percentage as follow:

Very good	: 10%
Good	: 19%
Fair	: 13%
Poor	: 35%
Very poor	: 23%

The researcher has initiated use the treatment. During the treatment using word association the students' responded enthusiastic. After the researcher give treatment to the students, the researcher use post-test, and the result of post-test was 7.1 if classification includes *good*

categories, or any developed of the students' vocabulary through word association. Based on the result of the post-test, it was found that the percentage as follow:

Very good	: 25.8%
Good	: 29%
Fair	: 45.2%
Poor	: -
Very poor	: -

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result findings and discussions in the previous chapter, the researcher would like to draw conclusion:

Word association technique can develop students' vocabulary mastery. Where pre-test is 5.2 and post-test is 7.1. It was proved through testing hypothesis in 31 degree of freedom (df) or $31 - 1 = 30$. The researcher found that *t-test* (7.3) is greater than *t-table* (1.697). In other words, the used of word association was effective to develop the students' vocabulary at the second year students of SMP Muhammadiyah Al Amin Sorong.

Suggestions

Based on the conclusion above, the researcher would like to offer some suggestions for those who are involved in teaching learning process. The suggestions are as follows:

1. Word association may apply in teaching vocabulary, because by applying word association can give opportunity for the students to practice the language. So that, train their tongue to pronounce the words.
2. The teacher should be creative in choosing the appropriate methods to facilitate his or her students in learning process because it is also determines the success of the English teaching learning process.

3. The teacher as the presenter should perform the teaching learning process more joyful to avoid the students being bored during teaching learning process.
4. To enrich the students' vocabulary the teacher should apply the word association technique as one of the technique in the classroom.

BIBLIOGRAPHY

- Arikunto, S. 1984. *Dasar-Dasar Evaluasi Pendidikan Bina Aksara*. Jakarta.
- Arikunto, S. 1996. *Prosedur Penelitian. Suatu Pendekatan Praktek*. Edisi Revisi III. PT. Rineka Cipta. Jakarta.
- Doff, A. 1993. *Teach English A Training Course for Teachers*. Cambridge University. New York.
- Fisher, C.J., Terry, C.A. 1977-1997. *Children's Language and the Language Arts*. Second Edition. Mc. Graw-Hill, Inc. United States of America.
- Himawan. 2004. *Start With English*. Erlangga. Jakarta.
- Hornby. AS. 1995. *Oxford Advance Learner's Dictionary of Current English*. Oxford University Press. London.
- Lyons, J. 1971. *New Horizon in Linguistics*. Penguin Books Ltd. Australia.
- Napa, P. A. 1991. *Vocabulary Development Skills*. First Edition, Kanisius. Yoyakarta.
- Imamah Nur. 2008. *Increasing Vocabulary of the Fifth Year Pupils of SDN Inpres Besusu*. University of Tadulako. Palu
- Palmquist, Balarisknan. 1988. *Research within IR Concerning Word Association*. The Word Association Methodology. 61.
- Papier, Cortelyou. 1962. *Research within IR Concerning Word Association*. The Word Association Methodology. 57.
- Richard & Rodger. 1986. *Curriculum Development in Language Teaching*. Cambridge University Press. United States of America
- Sutomo. 1985. *Tekhnik Penelitian dan Pendidikan*. Bina Ilmu. Surabaya.
- Vasiljevic Zorana. 2008. *Teaching Vocabulary to Advanced Japanese Students a Word Association Approach*. The East Asian Learner. 4, 1.
- Widayati Sri. 2002. *Happy With English*. Ganeca Exact. Jakarta