

THE INFLUENCE OF WORD GROUPING ACTIVITIES TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE FIFTH CLASS OF SD
NEGERI I BAGELEN GEDONGTATAAN PESAWARAN

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ABSTRACT

Vocabulary is one of the key elements for understanding an entire subject. When the language is learn, students see what they have not seen before. So, they can communicate in ways that are unique from one subject to the next. A large vocabulary opens students up to a wider range of reading materials. Rich vocabularies also improve students' ability to communicate through speaking, listening and writing. In learning vocabulary, the teachers should give the chance to use vocabularies in the activity such as on the game, and the important thing, it should be appropriate with the curriculum and take the students' motivation on the lesson. The writer used total sampling technique in taking the sample. For the data collecting technique, the writer used objective test to get the students' vocabulary mastery, which is multiple-choice test consisting of 40 items with 4 options. In data analysis the writer used t_{test} formula. This research showed that the average score of students' vocabulary mastery who learn vocabulary through Word Grouping Activities was higher than those students who learn vocabulary through the conventional technique ($\bar{X}_1 = 66.26 > \bar{X}_2 = 56.32$). Then, the result of data calculation, t_{test} was higher than t_{table} ($3.12 > 2.39$). Therefore, the writer concluded that Word Grouping Activities gave positife influence towards students' vocabulary mastery at the fifth class of SD Negeri I Bagelen Gedongtataan Pesawaran in 2015/2016.

Keywords: Vocabulary, Word Grouping Activities

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INTRODUCTION

Communicating one to another and expressing ideas both in speaking and writing are the function of language. Everyone, as human being certainly needs the media in his or her daily social interaction. We have to use language that is considered as a tool of communication if we would like to interact to someone else. Language itself can be divided into two types, spoken language is used orally and written language is used orally.

There will be no interaction if there is no any language. Through language we can communicate one another like expressing ideas, feeling and thoughts. Language can also be used to acquire knowledge or skill, to take education or to establish relation to other. In communication with other people we need language, because language is a means of communication.

People use language in their communication. Shortly, language is the most important aspect of communication. With language people transfer new information that they never hear before into the brain. Also they can get such information by reading books, magazines, newspaper, etc. Language is a medium to convey the information between the writers to the readers and the listener to the speaker. However, we cannot understand what the other says if he/she does not know the language.

Human being who needs to communicate each other realizes that language is very important, because language is primarily an instrument of communication. It has an important role in communication either in spoken or written form. Moreover in international communication. English has been accepted to be used in many fields of studying and working. English has the ability to cope with the demands of a range of scientific, technical, commercial and industrial topics with both accuracy and interest have also ensured that English is a universal tool of communication.

The interaction among people from different countries requires an international language, which can be understood by each other easily. It is English that has been the most widely used as an international language. Now, demand of English is getting stronger as the interaction among people in the world become more frequent.

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English is first foreign language that must be taught as the compulsory subject starting from elementary school, junior high school, and senior high school up to university or other higher education institutions. It is hoped that the students are able to write, speak, or to write the English books prescribed at the university.

In learning and teaching English the students should be given a lot of practices in using language because by having practices they are going to be more active and able to speak or write English well. It is also expected that the purpose of teaching and learning in Indonesia is the students should have the ability or skillful to communicate either in spoken or write English well.

There are many components of English such as grammar, tense, vocabulary, etc. Vocabulary is important language component. Without having good mastery of vocabulary, it is impossible for students or learners to have better language skills. they can not understand a written text if they do not know the vocabulary. it means that vocabulary is a basic component to communicate.

Learning vocabulary is one of the first steps of learning a second language, yet a learned never finishes vocabulary acquisition. whether in one's native language or a second language the acquisition of new vocabulary is a continuous process. Many methods can help one acquire new vocabulary one of them is game. It is quite reasonable because learning vocabulary means learning meanings of word. It is has been stated before that ideally teaching and learning english should be fun until the students are able to enjoy English.

The game make use of a variety being important in language teaching. The simplest game are sorting, ordering or arranging games. Game can be used as a teaching technique in order to make the lesson more interesting and to encourage students' motivation in learning english activity.

Based on the writer's preliminary research of SD Negeri I Bagelen Gedongtataan Pesawaran, the writer found that the students' vocabulary mastery need to improved. The students' motivation in learning English especially in learning vocabulary need to be increased. The students get difficulties to use English words both in orall and written form. The writer

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also found that the situation of learning and teaching process is not interesting.

Language is important in human activity to communicate with other people. By language, people can do activity, interaction and get information from the other people. In every country they have their own language to communicate. so to make a relationship with other people from the different language, we must master more than one language like English as international language. Because international language is very important for helping people to communicate with other.

According to Brown (2007:6) "Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from general abilities to process information or behave intelligently. It means that every country in the world must use English to communicate so it can make us get news and information from other country. Because English as internasional language.

Language is very important for human because it is a tool to communicate in society. Language as a system of signs, symbols, gestures, or rules that used in communicating in the society. Teaching English as a foreign language there are listening, speaking, reading, and writing. it is generally taken apply the students who are studying general at school.

Language is used as a device of communication that enables human to transfer the information, thought and feeling. It is supported by Webster's New International Dictionary of the English Language in Brown (2001:4) that defined language as any means, vocal or other, of expressing or communicating feeling or thought ... a system of conventionalized signs, especially words, or gestures having fixed meanings.

A language, however, has its meanings only in the culture, as Newmark in Choliludin (2006:17) state that a language is partly the repository and reflection of a culture different languages may contain different cultures or different ways of thinking.

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METHOD

The writer used experimental method. In this research the writer took two classes namely experimental class and control class. The experimental class was taught by using Word Grouping Activities. Whereas the control class was taught by using the conventional technique. The populations on this research were the students at the fifth class of SD Negeri I Bagelen Gedongtataan Pesawaran in 2015/2016. It is consisted of 70 students in 2 classes.

To determine reliability of the test, the writer used Split-Half Technique with the following steps:

1. Try out the instrument test item to the learners out of the sample of research. In this case, the writer conducted try out at SD Negeri 4 Bagelen.
2. Divide the result to odd items and even items.
3. Analyzes the result by using Product Moment Formula.
4. The next steps, the writer calculated the reliability of the item by using spearman.
5. Then the result of r_{gg} is consulted to the criteria of reliability as follows:
 1. Reliability coefficient 0.800-1.000 is very high
 2. Reliability coefficient 0.600-0.88 is high
 3. Reliability coefficient 0.400-0.600 is fair
 4. Reliability coefficient 0.200-0.400 is low
 5. Reliability coefficient 0.00-0.200 is very low.

The next step is find out the average score of students' vocabulary mastery in experimental class (\bar{X}_1) as follows:

$$\bar{X} = \frac{\sum f_1 X_1}{f_1}$$

$$\bar{X} = \frac{2319}{35}$$

$$\bar{X} = 66.26$$

The next step is find out the Standard Deviation (S) of students' vocabulary mastery in experimental class as follows:

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$$S_1^2 = \frac{n(\sum f_1 x_1^2) - (\sum f_1 x_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{35(160209) - (2319)^2}{35(35 - 1)}$$

$$S_1^2 = \frac{5607315 - 5377761}{1190}$$

$$S_1^2 = \frac{229554}{1190}$$

$$S_1^2 = 192.90$$

$$S_1 = \sqrt{192.90}$$

$$S_1 = 13.88$$

The next step is determining the expected frequency (E_i) and observed frequency (O_i) :

1. Delimited the boundary of the class (X) by subtracting the lowest score in the class by 0.5 calculating Z for the boundary of the class with the

formula $Z = \frac{X - \bar{X}}{S}$

2. Calculating width of interval class by looking Z_1 , value list.

3. Calculating expected frequency (E_i) by multiplying the width of every interval with the total of the data : $E_i = L.n$

$$= \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

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$$\chi^2_{\text{ratio}} = \frac{(3-1.37)^2}{1.37} + \frac{(3-3.87)^2}{3.87} + \frac{(6-7.20)^2}{7.20} + \frac{(8-8.78)^2}{8.78} + \frac{(8-7.38)^2}{7.38} + \frac{(7-4.07)^2}{4.07}$$
$$\chi^2_{\text{ratio}} = 4.56$$

The testing criterion:

$$\text{Rejected } H_0 \text{ if } : \chi^2_{\text{ratio}} \geq \chi^2(1-\alpha)(K-3)$$

For the significance level of 5% ($\alpha = 0.05$) obtained:

$$\begin{aligned} \chi^2_{\text{ratio}} &= \chi^2(1-0.05)(6-3) \\ &= \chi^2(0.95)(3) \\ &= \mathbf{7.81} \end{aligned}$$

For the significance level of 1% ($\alpha = 0.01$) obtained:

$$\begin{aligned} \chi^2_{\text{ratio}} &= \chi^2(1-0.01)(6-3) \\ &= \chi^2(0.99)(3) \\ &= \mathbf{11.3} \end{aligned}$$

Based on the calculation above, it was found at significance level of 0.05 and 0.01 that:

$$\chi^2_{\text{ratio}} < \chi^2_{\text{table}}$$

So the hypothesis is accepted, it means the data have normal distribution.

THE RESEARCH REPORT

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In this research, the hypothesis tes used t_{test} formula as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_2 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Based on the previous calculation, the writer got the data as follows:

$$n_1 = 35$$

$$n_2 = 35$$

$$\bar{X}_1 = 66.26$$

$$\bar{X}_2 = 56.32$$

$$S_1^2 = 192.90$$

$$S_2^2 = 158.44$$

Before the data was included into t_{test} formula, the writer used the following formula :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(35 - 1)192.90 + (35 - 1)158.44}{35 + 35 - 2}$$

$$S^2 = \frac{(34)192.90 + (34)158.44}{70 - 2}$$

$$S^2 = \frac{6558.6 + 5386.96}{68}$$

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$$S^2 = \frac{11945.56}{68}$$

$$S^2 = 175.67$$

$$S = \sqrt{175.67}$$

$$S = 13.25$$

After got the result of Standard Deviation above, then the writer counted the data by using t_{test} formula as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{66.26 - 56.32}{13.25 \sqrt{\frac{1}{35} + \frac{1}{35}}}$$

$$t_{test} = \frac{9.94}{13.25 \sqrt{0.03 + 0.03}}$$

$$t_{test} = \frac{9.94}{13.25 \sqrt{0.06}}$$

$$t_{test} = \frac{9.94}{13.25(0.24)}$$

$$t_{test} = \frac{9.94}{3.18}$$

$$t_{test} = 3.12$$

The Testing of the Equality of the Average Score

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- $H_01: \mu_1 = \mu_2$ (There is no influence of Word Grouping Activities towards students' vocabulary mastery at the fifth class of SD Negeri I Bagelen Gedongtataan in 2015/2016)
- $H_1: \mu_1 \neq \mu_2$ (There is an influence of Word Grouping Activities towards students' vocabulary mastery at the fifth class of SD Negeri I Bagelen Gedongtataan in 2015/2016)

The criteria is accepted if H_a if $t_{test} > t_{tab}$ at significance level 5% and 1%.
For the significance level 5% ($\alpha=0.05$) obtained:

$$\begin{aligned}t_{tab} &= t_{(1-0.05)(35+35-2)} \\ &= t_{(1-0.05)(68)} \\ &= t_{(0.95)(68)} \\ &= 1.67\end{aligned}$$

For the significance level 1% ($\alpha=0.01$) obtained:

$$\begin{aligned}t_{tab} &= t_{(1-0.01)(35+35-2)} \\ &= t_{(1-0.01)(68)} \\ &= t_{(0.99)(68)} \\ &= 2.39\end{aligned}$$

Based on the result above, it was found that t_{test} was higher than t_{table} with significance level 5% and 1% ($3.12 > 1.67 > 2.39$). It means that there is an influence of Word Grouping Activities towards students' vocabulary mastery at the fifth class of SD Negeri I Bagelen Gedongtataan in 2015/2016.

The Testing of the Difference of Two Average

- $H_02: \mu_1 < \mu_2$ (The average score of students' vocabulary mastery who are taught by using Word Grouping Activities is lower than that of those who are taught through the conventional technique at the fifth class of SD Negeri I Bagelen Gedongtataan in 2015/2016)
- $H_a2: \mu_1 > \mu_2$ (The average score of students' vocabulary mastery who are taught by using Word Grouping Activities is higher than that of those who are taught through the conventional technique at the fifth class of SD Negeri I Bagelen Gedongtataan in 2015/2016)

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The alternative hypothesis (H_a) is accepted on this research.

The criteria is accepted is H_{a1} if $t_{test} > t_{tab}$ at significance level 5% and 1%.

For the significance level 5% ($\alpha = 0.05$) obtained:

$$\begin{aligned}t_{tab} &= t_{\left(1-\frac{1}{2}0.05\right)(35+35-2)} \\ &= t_{(1-0.025)(68)} \\ &= t_{(0.975)(68)} \\ &= 2.00\end{aligned}$$

For the significance level 1% ($\alpha = 0.01$) obtained:

$$\begin{aligned}t_{tab} &= t_{\left(1-\frac{1}{2}0.01\right)(35+35-2)} \\ &= t_{(1-0.005)(68)} \\ &= t_{(0.995)(68)} \\ &= 2.66\end{aligned}$$

Based on the result above, it was found that t_{test} was higher than t_{table} with significance level 5% and 1% ($3.12 > 2.00 > 2.66$). It means that the average score of students' vocabulary mastery who are taught by using Word Grouping Activities was higher than that of those students who are taught through the conventional technique.

DISCUSSION

Vocabulary is one of the key elements for understanding an entire subject. When the language is learnt students see what they have not seen before. So, they can communicate in ways that are unique from one subject to the next. A large vocabulary opens students up to a wider range of reading materials. Rich vocabularies also improve students' ability to communicate through speaking, listening and writing. In teaching vocabulary, the teacher should use a game. One of the games that can be used to teach vocabulary is Word Grouping Activities.

The result of this research showed that Word Grouping Activities influenced the students' vocabulary mastery. It can be proved by the average score of students' vocabulary mastery who learn vocabulary through Word Grouping

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Activities was higher than those students who learn vocabulary through the conventional technique ($\bar{X}_1 = 66.26 > \bar{X}_2 = 56.32$).

Another proof is the result of calculation by using t_{test} formula was higher than t_{table} ($3.12 > 2.39$). Therefore, the writer concluded that Word Grouping Activities gave positive influence towards students' vocabulary mastery at the fifth class of SD Negeri I Bagelen Gedongtataan in 2015/2016.

CONCLUSION

There is no influence of Word Grouping Activities towards students' vocabulary mastery at the fifth class of SD Negeri I Bagelen Gedongtataan in
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