THE EFFECTIVENESS OF USING BERLITZ METHOD IN TEACHING VOCABULARY ON TENTH GRADE OF SMA PGRI SUNGGUMINASA

Singgi Sahid Kurniawan
PBI FKIP Unversitas Muhammadiyah Luwuk
Email:singgisahidkurniawan21@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan metode Berlitz dalam pengajaran kosakata dalam hal kata benda dan kata kerja pada tahun pertama SMA PGRI Sungguminasa. Peneliti menerapkan metode eksperimen dengan one group pretest-posttest design. Satu kelompok dilakukan pretest (O1), diberi perlakuan (X) dan post-test (O2). Peneliti melakukan perlakuan sebanyak enam kali pertemuan. Ini menggunakan tes kosakata sebagai instrumen. Subjek penelitian berjumlah 21 siswa kelas XIPS. Hasil analisis statistik uji-t dengan derajat bebas (df) = n-1, dimana n=21, (df=20) pada taraf signifikansi 0,05 menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai rata-rata post-test dan pre-test. Nilai rata-rata pre-test adalah 30,53 dan nilai rata-rata post-test adalah 56,36. dengan demikian, hipotesis nol (H0) ditolak, sedangkan hipotesis alternatif (H1) diterima. Oleh karena itu, hipotesis penelitian menyatakan bahwa Ada perbedaan yang signifikan antara penguasaan kosakata siswa setelah menggunakan metode Berlitz di kelas satu.
Kata kunci: Kosakata; Berlitz; Kata benda; Kata kerja.

Abstract

This research aimed to find out the effectiveness of using Berlitz method in teaching vocabulary in terms of noun and verb at first year of SMA PGRI Sungguminasa. The researcher applied experimental method with one group pretest-posttest design. One group was pretested (O1), exposed to a treatment (X) and post-tested (O2). The researcher conducted the treatment in six times meetings. It employed vocabulary test as instrument. The subject of the research were 21 students in XIPS class.The result of statistical analysis of t-test with degree of freedom (df) = n-1, where n=21, (df=20) at the level of significance 0.05 indicated that there was a significance differences between the mean score of the post-test and pre-test. The mean score of pre-test was 30.53 and the mean score of post-test was 56.36. thus, the null hypothesis (H_0) was rejected, while alternative hypothesis (H_1) was accepted. Therefore, the hypothesis of the research states that There is a significant difference between the students' vocabulary mastery after using Berlitz method at the first grade of SMA PGRI Sungguminasa in academic year 0f 2014.
Keywords: Vocabularies; Berlitz; Noun;Verb.

Introduction

Students who tried to master English should be able to use good tenses. Tenses are important in English education, because is not far from tenses usage. It is a form of verb in English to indicate the time (simple past tense, present and future) of an action or event. While simple present tense is a form of tense that is used to explain something in present time. The function of simple present tense is varies. It is not only explains the occurrence in a certain frequency at this time, but also can state facts or describe or ask about feelings). In accordance with the reality in SMP Negeri 7 Ampana Tete, learning simple present tense is quite difficult for students to understand because in learning simple present tense students are required to know and distinguish structures in sentences. In the learning process that is taking place, some of them are less focused on paying attention to the teacher's explaining because it might be too monotonous. The researcher provides is these problems are caused by method or technique in teaching simple present tense since some teachers taught simple present tense just by giving explanations and exercises.

Large vocabulary helps us to express our ideas precisely in communication, but mastering vocabulary is not easy, yet other aspects of the language are considered such as ; sound : structure. Vocabulary is one of the important elements in a language. We will not be able to speak the language well if we do not master it. Even how well we learn grammar, how good the sound of foreign language is mastered, without words to express a wider range of meanings, communication in the foreign language just cannot happen in any meaningful way. SMA PGRI Sungguminasa is one of school in Gowa regency, the school does not have many students, because this is not a favourite school in Gowa regency. Researcher interests in conducting research in this school because most of the students are weak in their vocabulary ability especially in class X.A. That is why they are difficult to learn the basic four skills in English.

The Berlitz method only focus on using language as a means of communication. This method has one very basic rule. No translation is allowed, the meaning is conveyed directly with the target language through the demonstration and visual aids, with no recourse to the student native language. Based on the discussion above, the researcher wanted to know whether there are some differences at first year students of SMA PGRI Sungguminasa students' vocabulary achievement if they learn vocabulary through Berlitz method.

Definition of Berlitz Method

"The Berlitz Method" pioneered the direct method and focuses on using language as a tool for communication. The direct method, as opposed to the traditional grammar translation method, advocates teaching through the target language only – the rationale being that students will be able to work out grammatical rules from the input language provided, without necessarily being able to explain the rules overtly. According to Freeman (2000:28), teachers who use the direct method intend that students learn how to communicate in the target language. In another references, Brown (2000:21) says the basic premise of the direct method was similar to that of Gouin's series method, namely, that second language learning should be more like first language learning-lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.

Definition of Vocabulary

Vocabulary is the basic knowledge in learning a new language, vocabulary helps people to express their feeling and idea in written or oral language. In order to comprehend more about vocabulary the researcher give some definition about vocabulary

from the expert. Murcia (1991:60) says that, "vocabulary can be defined, roughly as the words we teach in the foreign language. Furthermore, Kamil and Hiebert (2005:3) defined that, "Vocabulary is the knowledge of meanings of words". However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive." Meanwhile Read (2000:18) divided vocabulary in to two kinds namely : function words and content words. Dealing with the characteristic of the words, Nation (1990:31) divided vocabulary in to two kinds: Receptive knowledge: how to recognize word and Productive knowledge: how to pronounce, write, spell, use in grammatical pattern. No matter how many experts classifying vocabulary, words are a part of people's way of living or words are tools to communicate in language which used by a person for showing and telling their opinions and ideas.

Techniques of Berlitz (Direct) method.

There are few techniques of Berlitz method that can be used in teaching English according to Freeman (2000:30). They are:

✓ Reading Aloud, the students take turn reading sections of passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the   section clear.

✓ Question and Answer Exercise, this exercise is conducted only in target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structures.

✓ Getting Students to Self-Correct, the teacher of this class has the students self-correct by asking them to make achieve between their answer and the teacher alternate answer. Another possibility is for the teacher to repeat what the students said, stopping just before the error. The students know that the next word was wrong.

✓ Conversation Practice, Teacher give examples by asking the student that contained a particular grammar structure. Later the student will practice with the other students in classroom.

✓ Fill in the Blank Activity, the students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

✓ Dictation, the teacher needs passage three times. First time teacher reads by normal speed while the students just listening. The second time teacher read word by word, phrase by phrase and pause for long enough to let students write what they have heard. And the last teacher read by normal speed again to let students check their works.

Hyphothesis

Based on the problem of the study, researcher draws the hypothesis of the research. There is no significant difference in the Null Hypothesis between the students' vocabulary mastery before and after using Berlitz method at the tenth grade of SMA PGRI Sungguminasa in academic year 0f 2014.

In the contra, there is a significant difference between the students' vocabulary mastery before and after using Berlitz method in the Alternative Hypothesis at the tenth grade of SMA PGRI Sungguminasa in academic year of 2014.

Research Method

This research applied pre-experimental research method where the research only used one class to whom the treatment is applied. The pre-experimental involves one group pre-test and post-test design. Farhady (1982:20) says, a pre-test is given before instruction (or

treatment) begins. So there are two tests: $O1$ = the pre-test, and $O2$ = the post-test. X is used to symbolize the treatment.

Population and Sample

The population of this research was the first year students of SMA PGRI Sungguminasa, in academic year 2014/2015 academic year. it consisted of two classes. The X.IPA with 21 students, X.IPS with 25 students. So, the total population in first year students of SMA PGRI Sungguminasa was 46 population and the researcher selected one class as the sample. The researcher used purposive sampling. The research used purposive sampling because that class (X.IPS) was able to fulfill the rules and also they had the characteristics that the researcher wants. The total sample consisted of 21 students. The sample consisted of all of the students in class X IPS.

Instrument of Data Collection

In collection data from the sample, the researcher used test as instrument. It covered about multiple choice, fill in and naming the part of the body test. The test was consisted of 50 items. The correct answer would be sum and multiplied with 100 as the maximum score and then would be divided with 50 as the total number of the test.

Data Analysis Technique

The data were gained from pretest and posttest and analyzed through the several steps the first one is to calculate the percentage of the students' score in the pretest and posttest, the formula which was used as follows:

$$P = \frac{F}{N} X100$$

P = Percentage

F = Number of Correct

N = Number of Sample (Sudjiono, 2005:43)

After collecting the data of the students, the researcher classified the score of the students. There are seven classifications which are used as follows:

Criteria of Mastery	Level
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Not bad
51-60	Poor
Less than 50	Very poor

(Madsen, 1983:12)

To find out the mean score of the students' test, the researcher used the following formula:

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

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Notes:

X	=	Mean score
$\sum X$	=	The sum of all score
N	=	The number of student (Hatch & Farhady, 1982:55)

The last, the researcher find out the significant different between the pretest and posttest by calculating the value of the t-test

$$t = \sqrt{\dfrac{\dfrac{\sum D^2 \quad (\overline{D})^2}{N}}{N\,(N-1)}}$$

Where:
t = test of significant
$\sum D$ = the sum of D score
N = number of students
D = the mean of the difference score
$(\sum D)^2$ = the square of $\sum D$ (Gay ,1981:355)

Findings and Discussion
Research Findings

After calculating the result of the students' pretest and posttest, the mean score and standard deviation are shown in the following table:

Test	Mean Score	Standard Deviation
Pre-Test	30.53	12.24
Post-Test	56.36	12.85

Table 7 shows the mean score of students' pre-test that was 30.53 and the mean score of post-test was 56.53. The standard deviation of pre-test was 12.24 while the standard deviation of students in post-test was 12,85. The mean score of the students' post-test was higher than the mean score of pre-test same as the standard deviation of students' post-test was higher than the standard deviation of the students' pre-test.

The result of the statistical analysis of t-test with degree of freedom (df) = n-1, where n= 21, (df=20) at the level of significance 0.05 indicated that there was a significance difference between the mean score of the post-test and pre-test. The t-test

value was greater than the t-table value that was **12.47>1.725** where the mean score of pre-test was 30.53 and the mean score of the post-test was 56.36. Thus, the null hypothesis (H_0) was rejected, while alternative hypothesis (H_1) was accepted.

Based on the result, it can be concluded that there was a significant difference between pre-test and post-test after using Berlitz method at the tenth grade of SMA PGRI Sungguminasa in academic year of 2014.

Discussion

Under the previous consideration, there was a significance difference between the students' vocabulary mastery before and after applying . The mean score of the students' vocabulary mastery before applying Berlitz method was 30.53 and then the mean score of the students' vocabulary mastery after applying Berlitz method was 56.36. It shows that the mean score of the students' vocabulary mastery after applying Berlitz method was higher than the mean score of the students' vocabulary mastery before applying Berlitz method.

The mean score of gain (D) was 25.83 It means that there was an improvement of the students' vocabulary score before and after applying Berlitz method. The value of the t-test was higher than t-table value (12.47 >1.725)**.** Based on the result of t-test calculation, the researcher found that there was a significant difference between the result of the students' vocabulary mastery before and after applying Berlitz method.

Based on the data above, the researcher concluded that the implementation of Berlitz method is effective to improve the students' vocabulary mastery, especially to find out the meaning and understanding the meaning before applying this method still low, but after applying this method the students' vocabulary achievement could improve.

Conclusion

Based on the research findings and discussion, the researcher concludes that The use of Berlitz method is effective to improve the vocabulary mastery in the tenth grade students of SMA PGRI Sungguminasa. It proves by T-test value (12.47) which was greater than t-table (1.725) in the level of significance 0.05.

Suggestion

Related to the result of the research then it is suggested that teachers of English can consider to use Berlitz method in teaching, in order that students are able to improve their vocabulary mastery.

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