

## THE EFFECTIVENESS OF SLOT SUBSTITUTION IN IMPROVING THE VOCABULARY FOR THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 MENGKENDEK

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### ABSTRACT

Dan Mangoki. 2014. The Effectiveness Of Slot Substitution In Improving The Vocabulary For The Eighth Grade Students Of Smp Negeri 4 Mengkendek. The objective of the research is to find out the effectiveness of slot substitution in improving vocabulary for the eighth grade students of SMP Negeri 4 Mengkendek. This research used quantitative research. It is to find achievement of mean score of pretest and posttest for the eighth grade students of SMP Negeri 4 Mengkendek in improving vocabulary. The instrument of the research written test. The population of this research is the eighth grade students of SMP Negeri 4 Mengkendek academic year 2013/2014 The total of population is 85 students and taken 24 students as sample through random sampling technique. The result of data analysis which is found out through written test that the mean score of pretest is 59.58 and the mean score of posttest is 74.17 (gain score 1,69). It means that slot substitution is effective to improve students' vocabulary at SMP Negeri 4 Mengkendek or hypothesis is accepted.

### INTRODUCTION

In conversation listening plays, an important role because a conversation will not happen if the interlocutors does not listen to that is expressed. So it is not a surprise whether listening to be basic for other language skills. In conversation we can speak to the other person and we can not separate speaking from conversation so by speaking we can gain not only vocabulary but also we learn how to pronounce a word and stimulate the problem in listening. For example: The students are shy to practice to speaking because may be they are fear to not perfect but from the mistake we can motivating our self for brave to apply conversation. The students can improve that vocabulary if they listen to conversation or to

practice conversation and the students should be trained the students to understand and respond appropriately to the kind of language they are most likely to hear in normal use. Listening to conversation that is produced by the native speakers of English is very important to do because in conversation there is not only that way to produce or pronounce English word but also there are some knowledge of language in it such as grammar and vocabulary. Vocabulary is one of the most important factors in any language, so we really should make every effort to learn new words and expression. We strongly advice to keep a special note book for vocabulary. English is one of the most important languages in the world, because English is foreign language and it has become an International language. By language we can

express our ideas and feeling to another people either in written or in oral form.

In English teaching there are four skills that should be mastered by students namely: listening, reading, speaking, and writing. These skills are relation with to one another. Vocabulary is very crucial point towards language skills. Therefore the writer is still interested to conduct vocabulary entitled “The Effectiveness of Slot Substitution in Improving Vocabulary For the Eighth Grade Students of SMP Negeri 4 Mengkendek.

Based on the background above, the writer formulates the following problem: “ Is slot substitution effective in improving vocabulary of the eighth grade students of SMP Negeri 4 Mengkendek?The objective of the research is to find out is the effectiveness of slot substitution in improving the vocabulary for the eighth grade students of SMP Negeri 4 Mengkendek, Method of this is quantitative experimental method which describe the effectiveness of slot substitution to improve students’ vocabulary at SMP Negeri 4 Mengkendek. The result of research is hope used to information for research and the students will be interested to learning English vocabulary and they could be to improve vocabulary. For the English teacher the finding to provide them with some information that can be used to consider and should pay attention to increase students’ vocabulary.

### **Methodology of The Research**

This chapter consists of setting, data sources, population and sample, research instrument, data collection, and data analysis. They are describe as follows:

- a. Setting: The writer conducted the research at SMP Negeri 4 Mengkendek’, Tana Toraja. There are two teachers and 256 students.
- b. Data sources: The writer obtained the data source passed through primary and

secondary sources :1) Primary sources of data took directly from the eighth grade students of SMP Negeri 4 Mengkendek and some books that relate to relevance to this research. 2).Secondary sources ; the writer conducted from the articles, website and English teacher in this school and other competent people.

- c. Population and Sample: The population of this research is the eighth grade students of academic year 2012/2013. It consists of 85 students and they were scattered into 3 class. Sample of this research were taken all from the population . that means 24 students by using purposive sample technique.
- d. Research Instrument.Instrument of this research was written test and it consists of pre-test and post-test.
- e. Data Collection: In collecting the data the research were library and field research:
  - (1). Library research; in order to complete the result literature data which are more relevant to the content of this research, the researcher read several scientific books to find out some concept become the foundation on which this research in based.
  - (2). Field research, in conducting field research the writer designed a set of research design that divided into three stages, they are: Pretest; its aims is to know the prior knowledge of students about vocabulary. Treatment. Researcher/writer taught vocabulary to the eighth grade students of SMP Negeri 4 Mengkendek by using “Slot Substitution” Finally, day 04: Posttest. The writer assessed students to know the students vocabulary after treatment.

### **Technique of Data Analysis**

The data obtain from the test analyzing by using the procedure Scoring the students’ correct answer in effect teaching vocabulary by using formula:

$$\text{Student's Score} = \frac{\text{Student's the correct answer}}{\text{Number of item}} \times 100$$

To find out the students mean score, the writer has been quote by using the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where

- $\bar{X}$  = Mean Score
  - $\sum x$  = Total Score
  - $n$  = Number of Respondent
- (Gay. L.R 1981:255 )

Gradeifying the score of the students :  
 Score 85 – 100 is gradeified as very good  
 Score 75 – 84 is gradeified as good  
 Score 65 – 74 is gradeified as fair  
 Score  $\geq 64$  is gradeified as poor  
 ( Depdikbud, 1985 : 5 )

### FINDINGS AND DISCUSSION

Herewith the writer described the result of field research. As been mentioned on the previous chapter. the instrument was used to gather data was written test that consists of pretest and posttest. To find out the students score, the writer used multiplication technique, that is raw score divided by total items multiplied by one hundreds For further the result of calculation tabulated and grouped in the following tables.

Table 1. Student’s score in pre-test

Numbers of Respondents	Total items	Correct answer	Score	classification
1	20	9	45	Poor
2	20	16	80	good
3	20	17	85	very good
4	20	10	50	poor
5	20	12	60	poor
6	20	13	65	fair
7	20	13	65	fair
8	20	16	80	good
9	20	13	65	fair
10	20	19	95	very good
11	20	8	25	poor
12	20	13	65	fair

13	20	9	45	poor
14	20	7	35	poor
15	20	10	50	poor
16	20	16	80	Good
17	20	10	50	Poor
18	20	14	70	fair
19	20	8	40	Poor
20	20	12	60	fair
21	20	10	50	Poor
22	20	19	95	very good
23	20	7	35	Poor
24	20	8	40	Poor
24	20		1430	

Based data on above table, mean score of the students in pre-test can obtained as follow:

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ &= \frac{1430}{24} \\ &= 59.58 \end{aligned}$$

Based on the computation above that the mean score of posttest is 59.58. It falls into poor category. To facilitate the analysis, the students’ score of posttest were gradeified, grouped based on the measurement mentioned previously, as displayed in the following table.

Table 2  
The Frequency and Percentage of the Students’ score of Pretest

No	Gradeification	Score	Frequency	Percentage
1	Very Good	85-100	3	12.5
2	Good	75-84	3	12.5
3	Fair	65-74	6	25
4	Poor	$\geq 64$	12	50
			24	100

Table 2, above shows that out of 24 students, three students or (12.5%) got very good, three students or (12.5%) got good score, six students or (25%) got fair score, and twelve students (50%) got poor score. Based on the teaching vocabulary is still bad.

Table 3  
Student’s Score in Post-test

No. of Respondents	Total items	Raw score	Score	Gradeification
1	20	16	80	Good
2	20	14	70	fair
3	20	20	100	Very good
4	20	13	65	fair
5	20	16	80	good
6	20	12	60	poor

7	20	12	60	poor
8	20	10	50	Poor
9	20	19	95	Very good
10	20	19	95	Very good
11	20	14	70	fair
12	20	12	60	poor
13	20	13	65	fair
14	20	13	65	fair
15	20	11	55	poor
16	20	19	95	Very Good
17	20	14	70	fair
18	20	14	70	fair
19	20	15	75	Good
20	20	14	70	good
21	20	18	90	Very good
22	20	17	85	Very good
23	20	17	85	Very good
24	20	14	70	Fair
24	20		1780	

Based data of the student's score in above table, the mean score of the student obtained as follow:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1780}{24} \\ &= 74.17\end{aligned}$$

Based on the computation above that the mean score of posttest is 74.17. It falls into fair category. To facilitate the analysis, the students' score of post-test were gradeified, grouped based on the measurement mentioned previously, as displayed in the following table.

Table 4  
The Frequency and Percentage of the Students' score of Posttest

No	Gradeification	Score	Frequency	Percentage
1	Very good	85 - 100	7	29.17
2	Good	75 - 84	3	12.5
3	Fair	65 - 74	8	33.33
4	Poor	≥ 64	6	25
			24	100

Table 4 above shows that out of 24 students, seven students or (29.17%) got very good score, three students or (12.5%) got good score, eighth students or (33.33%) got fair score, and six students or (25%) got poor score.

## Discussion

Paying attention to the analysis based on the finding of both the achievement of pretest and posttest of vocabulary for the eighth grade students of SMP Negeri 4 Mengkendek. It shown that the mean score of pretest is 59.58 and posttest is 74.17 (gain score 1,69). It means slot substitution is effective to improve students' vocabulary at SMP Negeri 4 Mengkendek. Based on score classification shown that find out of 24 students, seven students or (29.17%) got very good score in post-test, but in pre-test there are three students or (12.5%) got very good score category. Based on the description above, it is simplified that hypothesis is accepted

## Conclusion

Pointed out the previous chapter then the writer puts forward conclusion is as follows: Slot substitution is effective in improving vocabulary for the eighth grade students of SMP Negeri 4 Mengkendek or hypothesis is accepted. It is indicated of mean score of the students of post-test is higher than mean score of the students of pre-test.

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