

## IMPROVING VOCABULARY MASTERY THROUGH SAY STRUCTURE CONTEXT DICTIONARY TECHNIQUE (SSCD)

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### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui keefektifan Kamus Konteks Struktur Ucapan dalam pembelajaran kosakata pada siswa kelas VII SMP Negeri Model Terpadu Madani Palu. Penelitian ini menggunakan desain penelitian pra eksperimen. Sampel penelitian ini adalah siswa kelas VII Lamalonda sebanyak 21 siswa yang dipilih dengan menggunakan purposive sampling. Pengumpulan data dilakukan dengan pemberian tes kosakata yang dilakukan sebelum dan sesudah perlakuan. Hasil pre-test dan post-test menunjukkan bahwa nilai rata-rata pre-test adalah 32,70 dan nilai rata-rata post-test adalah 76,19. Hasil analisis data menunjukkan bahwa nilai t hitung (4,30) lebih tinggi dari nilai t tabel (1,725) dengan menerapkan taraf signifikansi 0,05 dan 20 derajat kebebasan (df). Kesimpulannya, penerapan Kamus Konteks Struktur Say dalam pengajaran kosakata efektif meningkatkan penguasaan kosakata pada siswa kelas tujuh SMP Negeri Model Terpadu Madani.*

**Kata kunci:** Peningkatan, Kosakata, Kamus Konteks Struktur Ucapan

### ABSTRACT

The objective of this research is to investigate the effectiveness of Say Structure Context Dictionary in learning vocabulary at the grade seventh students of SMP Negeri Model Terpadu Madani Palu. This research used pre-experimental research design. The sample of this research was the grade seventh Lamalonda with 21 students that selected by using purposive sampling. The data was collected by administering a vocabulary test conducted before and after the treatment. The result of pre-test and post-test showed that the mean score of pre-test was 32.70 and the mean score of post-test was 76.19. The result of data analysis showed that the t-counted value (4.30) was higher than t-table value (1.725) by applying 0.05 level of significance and 20 degree of freedom (df). In conclusion, the application of Say Structure Context Dictionary in teaching vocabulary is effective improving vocabulary mastery at the grade seventh students' of SMP Negeri Model Terpadu Madani.

**Keywords:** Improve, Vocabulary, Say Structure Context Dictionary

## INTRODUCTION

Vocabulary is one of the essential aspects of developing language comprehension for students. It also helps students to communicate well. Vocabulary is central to language and of critical importance to the typical language learner. It means that mastery of vocabulary is critical when learning a language, and having an extensive vocabulary enables students to express themselves clearly and communicate effectively.

English teaching involves four language skills; listening, speaking, reading, and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of the important aspects in teaching language as stated by Zihong (2000) in his book: vocabulary is one of the important factors in all language teaching, student must continually learn words as they learn structure and as they practice sound system. Concerning to the statement above, it means that students have to master the vocabulary because it is the base of learning language.

One technique for teaching English vocabulary is by using Say, Structure, Context, Dictionary as known as SSCD, it is a new technique to teach vocabulary. In this technique, students are asked to say the words that focus on their pronunciation, find the word structure by knowing about word part, know how to use the words in context or determining the word's meaning by looking at the context clues that was be compared with the meaning in dictionary. This technique focuses on the long term memory of the students because it asks the students to analyze the words and determine the meaning by themselves. Combining context clues with word structure analysis is a powerful way to unlock and remember words' meaning (McGraw, 2008). Thus, the vocabulary was last in their mind longer.

Based on the academic system of SMP Negeri Model Terpadu Madani, the goal of teaching English is that the students should be able to use English in written or spoken, in researchers observation there are several problem which faced by the students in learning process. First, when they try to speak English, some of them difficult to express what they want to say. Second, when they try to write in English, they get difficult to construct what they want to write about. Third, when they try to read English book, they often get difficulties to understand the meaning of sentences.

Many models can improve vocabulary mastery. The researchers conducted her research at SMP Negeri Model Terpadu Madani and the object of the research is the seventh grade students. The researchers used Say Structure Context Dictionary Technique to teach vocabulary because it can make the teaching learning process more enjoyable, interesting, and challenging. This technique focuses on the long term memory of the students because it allows the students to analyze the words and determine the meaning by themselves.

## METHOD

In conducting in this research, the researchers employed pre-experimental research design. It was one group only; an experimental group. This group was given the treatment as seen in the formula by Arikunto (2006:272):

Pre-test	Treatment	Post Test
O <sub>1</sub>	X	O <sub>2</sub>

The researchers has chosen the grade seventh students at SMP Negeri Model Terpadu Madani as the research population. Best (2017:8) states, “A population is any group of individual that have one or more characteristics in common that are of interest to the research”.

The researchers analyzed the data by using simple statistics formula. The formula is by Arikunto (2006:276) as follows:

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

After obtaining their standard score, the researchers counted the mean score of the class. To get the mean score, the researchers added all score and divided the sum by the number of scores. To compute this, the researchers applied the formula suggested by Arikunto (2006:307) as follows:

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

After getting the mean score, the researchers used t-test to prove the treatment whether effective or not. To get the t-test, she applied a formula by Arikunto (2006:275)

## FINDINGS AND DISCUSSION

### FINDINGS

In this research, the researchers applied two kinds of test, those are pretest and posttest. The test purpose is to compare the vocabulary development of the both test. The treatment is done in six meetings.

Regarding the pre-test, it was carried out on May 23<sup>rd</sup> 2022. Based on the table below, there were 21 students in the class. The total of the students' score was 686.67 while for the students' mean score in pre-test was = 32.70

**Table 1: The Students' score in Pre-test**

No	Initials	Total Scores	Maximum Scores	Students' score
1	RR	19	30	63.33
2	NKDL	7	30	23.33
3	P	14	30	46.67
4	DW	12	30	40.00
5	MA	7	30	23.33
6	NMAL	19	30	63.33
7	NI	10	30	33.33
8	RS	13	30	43.33
9	RDK	11	30	36.67
10	NKYS	10	30	33.33
11	M	10	30	33.33
12	RS	8	30	26.67
13	FM	8	30	26.67
14	S	6	30	20.00
15	KMY	7	30	23.33
16	IKJ	4	30	13.33
17	AS	9	30	30.00
18	INAY	15	30	50.00
19	AS	7	30	23.33
20	Y	10	30	33.33
21	AK	11	30	36.67
TOTAL				723.33
MEAN				34.44

After applying the treatment, the post-test is carried out on June 20<sup>th</sup> 2022, in order to know whether the use of Say Structure Context Dictionary Technique was effective in teaching vocabulary or not. The result of post-test shown in the table below indicates that the best score was 90.00, and the lowest score was 66.67 and the students' mean score in post-test was 76.19.

After computing the deviation of pre-test and post-test, the researchers computed the mean deviation of the students' score. By looking at the result, the square deviation score was 3146.81

**Table 2: The students's Score in Post-test**

No	Initials	Total Scores	Maximum Scores	Students' score
1	RR	23	30	76.67
2	NKDL	22	30	73.33
3	P	20	30	66.67
4	DW	22	30	73.33
5	MA	21	30	70.00
6	NMAL	26	30	86.67
7	NI	23	30	76.67
8	RS	27	30	90.00
9	RDK	20	30	66.67
10	NKYS	23	30	76.67
11	M	24	30	80.00
12	RS	22	30	73.33
13	FM	25	30	83.33
14	S	21	30	70.00
15	KMY	23	30	76.67
16	IKJ	24	30	80.00
17	AS	22	30	73.33
18	INAY	25	30	83.33
19	AS	21	30	70.00
20	Y	23	30	76.67
21	AK	23	30	76.67
TOTAL				1600.00
MEAN				76.19

## DISCUSSION

In this part, the researchers discuss about the findings of the research. The researchers take a sample of her research at SMP Negeri Model Terpadu Madani. In the class, most of the students are passive because they did not know a lot of vocabularies. After giving explanation, the teacher usually asked the students to answer the questions. The result, they gave no attention and felt boring when the teaching learning process.

In order to help students improve their vocabulary, the research applies SSCD as a technique in the treatment. The researchers conducted this study at one class only, since the research design is a pre-experimental research design with one pre-test and post-test. The treatment is done in six times exclude pre-test and post-test. For the first meeting, the researchers asks the students to do pre-test (vocabulary test), to find out the students' prior knowledge in vocabulary before applying the treatment.. Based on the result of pre-test, it could be seen the result of pre-test was 32.70. It means that there were no students passed the standard maximum score and failed in the test. Next the

students are introduced to SSCD as general. Then they started with learning noun and adjective. They also had explanation of context clues as the element of SSCD. They learnt how to find the words meaning by looking on the context clues of the words in the sentences.

After conducting the pre-test and treatment, the researchers gives the post-test to the students. The result of post-test showed that the students' vocabulary has improved after getting the treatment. It was proved by looking the result of post-test was 76.19. The students' score in pre-test was 32.70, while the score increased in post-test became 76.19. By comparing the result of pre-test and post-test, the researchers concluded that using Say Structure Context Dictionary Technique can improve vocabulary of the seventh grade students at SMP Negeri Model Terpadu Madani. The result affirms that Say Structure Context Dictionary Technique was effective to improve vocabulary of the seventh grade students at SMP Negeri Model Terpadu Madani.

From the result above, it can be stated that the result of this research are in line with the result written in previous studies. Based on the result of Labugis (2013) study, the researchers showed that learning process through Say Structure Context Dictionary as can significantly improve the students' vocabulary of seventh grade students at SMPN 1 Binangga. Next, the result of Nuryadin (2018), the result showed that this study can improve the students' vocabulary mastery of the seventh grade students at SMPN 19 Palu.

## **CONCLUSION**

After analyzing the data, the researchers draws conclusion. First, students' vocabulary can be improved by using SSCD in which the students guess the words meaning by looking at the structure and context. Then the students use dictionary to have other meaning of the words. It can be seen from the mean score of pre-test and post-test. Second, the mean score post-test is higher than pre-test. It is also proved by the t-counted (4.30) value which is higher than t- table (1.725). It means the researchers's hypothesis is accepted.

## **ACKNOWLEDGMENT**

Firstly, *Alhamdulillah* the researchers wishes to express the great thanks to Allah SWT for mercy, blessing and strength for complete this article. Sholawat and Salam always be given to our beloved prophet Muhammad SAW, who has brought us from the darkness to the brighter path in this life. Secondly, the researchers would like give her deepest gratitude to the marvelous and kind reviewer, Drs.Sudarkam Mertosono, M.Sc., Ph.D who has given suggestions, corrections, valuable comments and revision to make the improvement of this article possible. the researcher shows his great appreciation to Rector of Tadulako University, Prof. Dr. Ir. H. Mahfudz, MP., Head of Teaching Training and Education Faculty, Dr. Ir. Amiruddin Kade, Head of Language

and Art Education Departement, Dr. Hj. Sriati Usman, M.Hum, and the Coordinator of English Education Study Program, Dr. Hj. Rofiqoh, M.Ed., all of the lecturers of English Education Study Program for their help, administration assistance, advice that the researcher ever experiences various brilliant knowledge, motivation until she finished her study, and all of the personal staffs of FKIP for their administration assistance.

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