Community Language Learning Method: Enhancing Secondary School Students' English Vocabulary at Smp Negeri 4 Kota Ternate

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Abstract

Vocabulary is a fundamental unit in learning a language. Vocabulary drives us in learning and understanding English skills (reading, listening, speaking, and writing). Without vocabulary, a reader, listener, speaker, or writer does nothing. This study attempted to carry out Community Language Learning Method to enhance secondary school students' English vocabulary. Its hypotheses are (1) Community Language Learning Method cannot enhance secondary school students' English vocabulary (H0) and (2) Community Language Learning Method enhance secondary school students' English vocabulary (H1). This study used quantitative study by applying experimental design of one group pretest-posttest. The population was secondary school students at SMP Negri 4 Kota Ternate. The number of the population were 337 students. The sample was 35 students from the secondary school. They classified into two sexes namely; 15 male students and 20 female students. Simple random sampling technique used in taking the sample. The instrument applied in this study was a multiple choice test. It consisted of 30 items. The data were collected by applying pretest, treatment, and posttest. The data obtained were analyzed by using t-test formula from SPSS 16 version. Data findings and analysis on score mean and standard deviation indicated that pretest score mean was lower then posttest = (15.625), than for the posttest score mean was higher than pretest = (72.69). And, it compared standard deviation of pretest and posttest, standard deviation score of pretest and posttest showed difference each other. Standard deviation score of pretest = (15.625) and posttest = (10.707). it means that the independent variable had an effect on the total score of the subject (dependent variable). Moreover, t-test results showed that the average score in posttest $x2 = 40.163$. is greater than pretest $x1 = 15.037$. by applying the level of significance of 0.5. Therefore, its conclusion that the Community Language Learning Method is effective in teaching English vocabulary to the secondary school students. The alternative hypothesis stating that the Community Language Learning Method enhance students' English vocabulary was accepted (H1)and null hypothesis stating that the Community Language Learning Method cannot enhance students' English vocabulary was rejected (H0).

Keywords: CLL, teaching vocabulary, CLL method, enhancing students' vocabulary, secondary school, SMPN 4 Ternante

A. Introduction

Vocabulary is a fundamental unit in learning a language. Vocabulary drives us in learning and understanding English skills (reading, listening, speaking, and writing). Without it, a reader, listener, speaker, and writer will do nothing. Thornbury, (2002) defines vocabulary is the total number of the word that makes up the language. Vocabulary is the total number of word in a language at list of words with their meaning (Oxford). We can know a language if we know all vocabularies in that language. Vocabulary is a vital part of learning a language involves learning English. Therefore, when we Help students improve their language skills, we should improve thier vocabularies. On the other word, vocabulary is one of important elements in mastering English skills (reading, speaking listening and writing).

Why vocabulary is one of important elements? When many people think of vocabulary, they think of it as a tedious learning process. However, it is very vital to your success in our world of today. It is no longer enough to just know what is happening in your neighborhood, city, or country. It is equally important for you to understand what is happening on a global scale. Vocabulary is part of reading, writing as well as establishing the foundation of effective communication (Bowman, 2006). Among other things this involves the learning of the vocabulary of the language. But, vocabulary is not simply a list of individual words, rather it's a very complicated issue that involves many aspects. Taylor, (1990:1-3) argues that the knowledge of a word exist on various levels, namely, the knowledge of the frequency of the word in the language, the register of the word, the morphology, the semantics, the polysemy, and the knowledge of the equivalent word in L1.

In addition, Lado, (1955) talked about difficulties in teaching vocabulary. He stresses some key issues related to words and he stated that when dealing with vocabulary one should take into consideration three important aspects of words; (1) their form, (2) their meaning, and (3) their distribution. Lado, (1955) also concluded that different languages differ in their vocabulary in the meaning of forms, meaning distribution and classification of words. And these differences may of course lead to vocabulary problems to the learners of that foreign language. So we can conclude that learning vocabulary is at the heart of mastering a foreign language and it needs further attention and a deep look into the ways in which people learn them.

Concerning to teaching vocabulary is complicated issues. So, teaching vocabulary needs a better way in oder to make it easer. Teaching vocabulary should focus on principles of teaching vocabulary for successful, which are valid for any method namely; (1) aim- teaching vocabulary has purpose like what is to be though, which word, (2) need- target vocabulary should respond students' real need and interest. The successful teaching vocabulary depends on the students need, (3) meaningful presentation – students get clear and unambiguous denotation or reference should be assured, (4) frequent exposure and repetition (Wallance, 1988).

All principles should be achieve in teaching L2's vocabulary because one of the key elements in learning a foreign language is mastering the L2's vocabulary (Schmitt, 2000:10). On the other words, all Teachers are likewise interested in their students' improvement. However, to achieve it, teachers should apply various methods to develop students' ability in acquiring English vocabulary easily. so, this study applied Community Language Learning Method as one methods to facilitate the students in achieving it well. It was regarded as an effective method in teaching vocabulary to secondary students.

Stevick (1976) in Prasastie (2009) presented that there are five important principles in Community Language Learning Method such as; (1) language is a behavior of a learner that is directed towards others. The learner can talk about thing that make him interested and thing that he has been experienced before, (2) a learner can learn a new behavior fast if he is not interrupted. Therefore the learners the client must have many opportunities as possible to practice his language knowledge without many interference from the teacher as the counselor, (3) the counselor should give assistance the client in using their language all the time, (4) The counselor should give assistance in maintaining useful behavior by using three suggested techniques, there are (a) give the chance to clients to talk much, (b) develop the language productivity of the client and (c) give the counseling and then make some evaluation, and (5) In preparing the materials, the counselor should choose the easy one for both the client and counselor which are suitable for the level and goal to be accomplished. This study aimed to carry out *Community Language Learning Method:Enhancing Secondary School Students' English Vocabulary at SMP Negeri 4 Kota Ternate.* Its hypothesis was Community Language Learning Method echance students' English vocabulary (H_1) and Community Language Method cannot enhance students' English vocabulary(H_0).

B. Methodology

This study was quantitative study and using experimental design one group pretest posttest. Experimental study was designed to gain numerical data in order to compare between independent variable and dependent variable. At the sometimes, the researcher advances one or more hypothesis stating the nature of the expected relationship. This study used t- test in in order to compare the results between pretest and posttest. There are two kinds of t- test namely, independent t- test and dependent t- test. Dependent t-test was designed one group pretest-posttest only while independent t-test is designed two groups pretest posttest design (experimental group and control group).

To find out the relationship between variables (vocabulary and Community Language Learning Method), the researcher used dependent t- test because it only took one group pretest and posttest by using **0.05** level of significance. According to Sumanto, (1990:136-137) t- test is used to predict two means to see whether a significant difference or not in a probable level chosen. The Population was 337 secondary school students at SMP 4 Kota Ternate. Determining the sample of the study, the researcher used simple random sampling technique. So, the total sample taken by researcher was 35 students. The researcher applied simple random sampling technique to take sample bacause the population is homogeneous. They mostly the same charateristics. In collecting the data, the researcher administered a pretest of the multiple-choice test. It consisted of 30 items. After, pretest, the researcher was teaching vocabulary by applyng CLLM to the sample of the research. Then, posttest was given after treatment. Posttest applied using multiple-choice test. The instrument was applied in this study was multiple choice test items, it consisted of 30 items. this intruments appllied in both tests (pretest dan posttest). Data analysis applied t-test pretest posttest daesign from SPSS 16 version.

C. Finding and Discussion

1. Mean Scores and Standard Deviation

The study was conducted to explore the Community Learning Method to enhance the secondary school students at SMP Negeri 4 Kota Ternate. The students consisted of 35 totally. The sample was axamined by applying pretest and posttest design. Pretest was given before treatment and posttest was given after treatment. In analyzing the data gathered from the results of pretest and posttest. Data were analyzed by using SPSS (Statistical Package for the Social Sciences) 16 version. Tests results were analyzed based on the results of pretest and posttest.

The mean score analysis of pretest = (39.71) and mean score of posttest = (72.69). Then, standard deviation score of pretest = (15.625) and posttest score = (10.707). This means, data mean scores and standard deviation of pretest and posttest indicated statisticaly differance from both of them. Data analysis of the students pretest and posttest, were used for the table 1 to examine the mean score and standard deviation in order to find out the level of differance between pretest and posttest.

Table 1. Data mean score and Std. deviation

	N	Mean	Std. Deviation	Std. Error Mean
Postest	35	72.69	10.707	1.810
Pretest	35	39.71	15.625	2.641

It can be seen in table 1, the pretest score mean was lower then posttest = (15.625), then for the posttest score mean was hagher then pretest = (72.69). Also, as the study compared standart deviation of pretest and posttest, standard deviation score of pretest and posttest showed differance. Standart deviation score of pretest = (15.625) and posttest = (10.707). it meas that, independend variable (Community Language Learning Method) had an affect on total score of subject dependent variable (English vocabulary).

2. T-Test Result

In order to examine the interactions between pretest and posttest results to determine what exactly, was statistically differance.The comparing is only pretest and posttest results. Because this study was a design one group pretest-posttest.

T-test result of pretest = (15.037) and posttest = (40.163). The pretest and posttest were administered to see the effectiveness of the Community Language Learning Method in teaching English vocabulary. The result indicated that there was a statistically difference between the result of the pretest and posttest. The detailed differences are presented in Table 2 below.

Table 2. T- Test Result

| | Test Value = 0 | | | | 95%   Confidence Interval of the Difference | |
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Posttest	40.163	34	.000	72.686	69.01	76.36
Pretest	15.037	34	.000	39.714	34.35	45.08

Data analysis on both tables (1&2) which was conducted to find out whether there was a statistical difference between the scores of the pretest and posttest, the results showed that the students' scores in pretest were (mean= 39.71) than the students score in posttest was (72.69) and it was found that the variation of scores within the pretest was (SD= 15.625) and posttest was (SD= 10.707). The results demonstrated the effectiveness of Community Language Learning Method toward secondary school students' English Vocabulary at SMP Negeri 4 Kota Ternate. It can be inferred that using Comunity Language Learning Method in teaching English vocabulary enhance the students' vocabulary,the scores started lower but ended higher.

The results of both tests appeared that there was a statistically difference in performance between pretest and posttest scores. The overall test scores were showed on tables 1 and 2, in the pretest (M = 39.71, SD = 15.625) showed a statistically difference from the posttest (M = 72.69, SD = 10.707). and t- test in pretest (t=15.037), in the posttest (t= 40.163) The researcher concluded that the implementation of Community Language Learning Method had a statistically effect on the vocabulary proficiency. With regard to the pretest, the results showed that there was a statistically difference in performance between pretest and posttest scores.

D. Conclusion

The goal of this experimental study was to investigate the effectiveness of Community Language Learning Method on students achievement toward English vocabulary. The research design was pretest and posttest, than the study was conducted in secondary school students at SMP Negeri 4 Kota Ternate. The samples of the study was 35 students from second grade. It was found that students in the posttest results reported positive improvment. On the other word, Community Language Learning Method was affective in teaching English vocabulary to secondary school students at SMP Negeri 4 Kota Ternate. Therefore, Null hypothesis stating that Community Language Leraning Method cannot enhance students English Vocabulary (H_0) was rejected and alternative hypothesis (H_1) stating that Community Language Learning Method enhance students' English vocabulary was accepted

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