THE EFFECT OF DEFINITIONS TOWARD STUDENTS' VOCABULARY

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Abstract

This research is aimed to find out the effect of definitions toward students' vocabulary mastery: it was an experimental study at the second grade student of MTs NW Haqqul Yaqin Sayang-sayang. The subject of this research was the second grade of MTs NW Haqqul Yaqin Sayang-sayang.The research was used experimental method with quantitative approach. The population of this research consist of 55 students, and the sample is 29 for experimental group while 26 for control group. The technique of collecting data was used definition for experimental group and matching word with antonym for control group. The data was collected by using post-test only and the data was analyzed by t-test formula. Based on data analysis the mean score of experimental group was 76,4 and control group was 69,23, beside of that standard deviation for experimental group was 114,28 and for control group was 113,09 and the value of t-test was 2,44 and t-table was 2,000. Degree of freedom is 53 with significant level 0,05. It means that the value of t-test was higher than t-table (t-test   t-table). The alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Thus, the conclusion of this research was there was an effect of definition toward students' vocabulary mastery: an experimental study at the second grade students of MTs NW Haqqul Yaqin Sayang-sayang.

Key Words: *Definition, Vocabulary*

Abstrak

Penelitian ini bertujuan untuk menemukan dampak definisi strategy terhadap penguasaan kosa kata siswa. Penelitian ini adalah penelitian experiment pada sekolah MTs NW Haqqul Yaqin Sayang-sayang. Subjek pada penelitian ini adalah kelas dua MTs NW Haqqul Yaqin Sayang-sayang. Penelitian ini menggunakan metode pendekatan kuantitatif. Populasi pada penelitian ini terdiri dari 55 siswa, dan sampelnya adalah 29 untuk experimental grup sedangkan 26 untuk control grup. Teknik pengumpulan data yang digunakan adalah pre-test dan post-test. Testnya dalam bentuk pilihan ganda. Pilihan ganda terdiri dari 25 item dengan 4 pilihan. Berdasarkan analisis data, nilai mean dari experimental grup adalah 76,4 dan control grup adalah 69,23, disamping itu standar deviasi untuk experimental grup adalah 114,28 dan control grup adalah 113,09 dan nilai dari t-test adalah 2,44 dan t-table adalah 2,000. Tingkat kebebasan adalah 53 dengan signifikan level 0,05. Artinya bahwa t-test lebih besar dari pada t-table (t-test   t-table). Alternatif hypothesis (Ha) telah diterima dan null hypothesis (Ho) telah ditolak. Kesimpulan dari penelitian ini adalah ada efek dari definisi terhadap kosa kata siswa: experimental study pada kelas dua MTs NW Haqqul Yaqin Sayang-sayang.

Kata Kunci: *Definisi, Kosa Kata*

INTRODUCTION

Vocabulary is fundamental in learning a language, therefore, teaching vocabulary plays important roles in language acquisition because the mastery vocabulary would help the students in mastery all language skill such as, listening, speaking, reading and writing skill. More vocabulary recognized the better student in practicing and expressing their idea. Vocabulary is useful for the students in order to communicate in daily life and would be strengthen believe that English language can be used to express some ideas, thought, and feeling (Finocchiaro, 1974: 38). English language has been used as a means of an interaction or communication throughout the world to reach specific purposes.

Based on the explanation above, a language cannot be separated from vocabulary that is why the mastery of vocabulary is the most important aspect in acquiring a second language or foreign language. Now days English language is almost used in all over the world, it is used as the first or second language. In Indonesia, English language is used as a foreign language has been introduced since elementary school even in play groups. In fact, even though vocabulary is taught from elementary school until college, but the student still get difficulties to mastery vocabulary in English language. So, the teacher should prepare some kinds of new method to make student easily to reach more vocabulary.

In mastering vocabulary, definitions is one of the activities in teaching vocabulary that can make student enjoyable and has challenge, beside of that this activities can works in pairs or groups. So, the student can avoid ambiguity and clarify the meaning of the word by definition.

Based on the explanation above, the writer interested in investigating the effect of definition toward students' vocabulary mastery, and this process of this study occurred in MTs NW Haqqul Yaqin Sayang-sayng Based on the background above, the writer wants to answer the question below: "Is the definition effective toward students' vocabulary for the second grade students of MTs NW Haqqul Yaqin Sayang-sayng.

Review of Related Literature

The Nature of Language

An important feature of language as stated by Boey (1975: 25) is duality the fast that contains subsystem, one of sound and the other of meaning and then these units of meaning grouped into an infinitive number of sentences. The second feature is productivity. This feature refers to the fact that languages provides opportunities for sending message that have never been sent before and understanding new message. The third feature of language is arbitrariness. There is almost no predictability in many of characteristics and there is almost never any connection object. The forth feature is interchange ability in the human being can be both a producer and receiver messages. The fifth feature is specialization which refers to the fact that communicating organism should not have a total physical involvement in the fact communication. The sixth natural language is that culture transmission which refers to the fast that the details of the linguistic most be learned a new big each speaker. They are not biologically transmitted from generation to generation. From the feature language above the writer concludes that language for communication which has sound and meaning particularly human language productivity, arbitrariness, interchange ability, specialization and culture transmission by which the language should by new generation notes the innate capacity like possessed by animals. Language is one of the most typical characteristics of human, which distinguishes them from another creature. The science, which studies the essence and the characteristics of the language, belongs to linguistics. It investigates the element of language and the relationship among them to serve the function of the language as instrument of interconnection among human beings (Alwasilah, 1989: 2).

Language is a system of communications by sound, i.e. through the organs of speech and hearing, among human beings of certain group or community, using vocal symbol possessing arbitrary conventional meaning (Alwasilah, 1989: 17).

General Concept of Vocabulary

In some literatures, we found out the meaning of vocabulary, vocabulary according to Finocchiaro (1974: 73) states

that students' vocabulary can divide into two kinds, namely active vocabulary and passive vocabulary. First active vocabulary refers to the words in which the students can understand and pronounce the words correctly and use them constructively in speaking or writing. Second passive vocabulary refers to the words in which the students can recognize and understand while there are readings and listening to someone speaking, but they do not use the words and speaking and writing.

The purpose of teaching vocabulary is to help the students bring and the meaning from words sign, signal and symbols. The goal of teaching vocabulary, the students must be taught in many things about words and their meaning as well as the words themselves.

Teaching vocabulary is not only teaching student to memorize the words but also bring them to analyze and implicate the words in writing sentence. Building up vocabulary into context is a challenging task for teacher. By the age of 1, 5 years or so, children may have around fifty words, and a couple of years later, may have several hundreds.

Tarigan (1982: 2) states that the quality of someone`s language very much depends on his or her vocabulary quality and quantity. It means that the bigger quality and quantity of someone`s vocabulary, the better is his or her language will be.

In teaching vocabulary, there are several principles for teacher as consideration. The principles Wallace (1982: 73) are:

Aims: "How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary what kinds of word? (Wallace, 1982: 27). The aims have to be clear for the teacher before the teach vocabulary to the students.

Quantity: "The teacher may have to decide on number of vocabulary items to be learnt (Wallace, 1982: 27). The teachers have to decide how many new words in a lesson students should learn.

Need: The choice of words has to relate to the aims of teaching. (Wallace, 1982: 28) says that it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught for the students.

Frequent Exposure and Repetition

The teacher could not only introduce new words once, but the teacher has to hearse the words several times to make sure whether or not the students already comprehend the words. (Wallace, 1982: 29) states that there has to be a certain amount of repetition until there is evidence that students have learned the target word.

Meaningful Presentation: "The learner must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning"(Wallace, 1982: 29). This requires that the words be presented in a way that its denotation or reference is perfectly clear and unambiguous.

Situation Presentation : The students should learn words in situation in which they are appropriate: "The choice of words can vary according to the situation in which we are speaking and according how well we know the person, to whom we are speaking (from formal to informal)".

From the principle above, in teaching learning process the teacher should be able to identify who are the students, what are their needs, and how should the teacher teach in simple and interesting way. Different age of students indicate that they also have different needs and interest. Learning words is more like continual process of trying to keep a house clean; the cleaning (or learning) can be done one day, but needs doing again the next. Vocabulary needs to be met and recycled at intervals, in different activities, with the knowledge and new connection developed each time the same words met again (Cameron, 2001: 84).

Hatch and Brown (1995: 572) describe five essential steps in vocabulary learning based on research into learners` strategies: Having source for encountering new words; Getting a clear image, whether visual or auditory or both, for the forms of the new words; Learning the meaning of the words; Making a strong memory connection between the forms and meaning of the words; Using the words.

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Types of Vocabulary

Learning a language will mean nothing without learning is vocabulary. Regarding the type of vocabulary, Quadt (1966: 34) categories vocabulary into four types: (1) Listening vocabulary: This type is developed early since a child begins to recognize sound. It is limited only to the sound hear which is associated with this experience. (2) Speaking vocabulary: This type vocabulary is also built early, that is time when the child begins to communicate with the surrounding. The application of vocabulary at this stage is very simple and it contains many of the small function words, which is kind of vocabulary can make up a speech. (3) Vocabulary of reading and writing. (4) These types of vocabulary are developed almost at the same time. However, reading vocabulary usually come earlier that vocabulary writing. These types of

vocabulary are recognized when one has the capability of reading and writing.

In other word, the above statement about the types of vocabulary. A vocabulary has to be learned from the simple to the difficult word. Starting from listening to the word, understanding it and then speaking it. The learner will not be burden in learning a foreign language if the teachers offer the language from the simple level to the higher level.

Concept of Definition

The definition is a statement that gives meaning to a word or phrase (Solomon, 1985: 234). The definition is an explanation of the meaning of a word (Rescher, 1964: 30). An explanation should make clear definitions and related to the word that is not the object.

The definition has the task to determine the extent of an understanding of the precise, clear and concise. That determines the boundaries of certain meaning, clear what is meant, not blurred and not confused with other concepts.

Good definition must have the following requirements: **first**, formulate a clear, complete and concise all the basic elements or content a certain sense; **second**, elements that are necessary and sufficient to find out what exactly the object (no more and no less); **third**, thus clearly distinguishable from all other goods.

In each defines are divided into two part, namely : first, genera (genus) in English known as type; second, differentia (difference), in English known as the distinguishing properties. So, defining a word is to analyze the type and nature of distinguishing it contains. Genera we call to bring our minds because the genera of an item or object will be easily recognizable, including what group , and mention of differentia we will come to understand that we define the word. Using the example

above, we can see that the father is the defined um whereas the male parent is the defines, we can differentiate to become parents as genera and men as differentia.

RESEARCH METHOD

Research Design

In present study, the researcher employed the appropriate method to obtain the data properly in order to answer the statement of the problem displayed in chapter one. The researcher delivered an experimental research. Singh (2006: 171) states that an experimental design is a plan or strategy of investigation conceived to solve the research problem. This study belonging to quasi-experimental. This study uses Non Randomized Two Groups Post-test only Design. The method of this study was quantitative method; the data collection was based on the result of students' experimental group and control group.

Population and Sample

The population is all individuals of interest to the researcher (Marczyk, Dematteo & Festinger, 2005: 18). In this case, the population of the research was the second grade of MA Ishlahul Ikhwan NW Mispalah Praya in academic year 2013/2014, there were two classes, namely A class and B class, which A class consist of 29 students while B class consist of 26 students. The total number of students was 55 students.

After identifying a list of possible participants, the next step was to select a sample. A sample is a smaller group selected from a larger population (Marguento, Dean & Kathereine, 2006:143). In this case, the researcher took the sample by using probability sample technique. Dawson (2007: 50) states that, in probability samples, all people within the research population have a specifiable chance of being selected. So in this research, the researcher took all of the population as sample and then the

students divided into two groups to decide which one as control and experimental group , they are A class as experimental group and B class as control group. Therefore this research which is called population research or research subject.

Research Instrument

The term instrumentation refers to a group of permanent systems which help us to measure objects and maintain retroactive control of a process (Placko, 2000: 5). Instrument is tool or device to measure capability, intellectual, of the student and the instrument of this study is test, the test was in the form of multiple choices consisting of 25 questions with 4 options. If each questions correct answer would scored 4 and incorrect answer would scored 0.

Technique of Data Analysis

After gathering the score from post-test the writer began analyzing by using formula below :

Identifying the mean score of experimental and control group

$$\bar{X} = \frac{\Sigma x}{N}$$

Where :
$\bar{X}$ = the mean score of experimental or control group
= the sum of experimental or control group
x = any score of experimental or control group
N = the number of sample of experimental or control group (Miller, 2005: 67)

2. Regarding the deviation of the two groups, the researcher also calculates standard deviation of the two scores by using the following formula :

$$S^2 = \frac{\Sigma X^2}{N} - \bar{X}^2$$

Where:
S^2 = the Variance of a set of scores
S = Standard Deviation of experimental or control group
$\bar{X}$ = the mean score of experimental or control group

x= any score of experimental or control group

= the sum of experimental or control group

(Miller, 2005: 67)

3. From the results of the students' mean score and the standard deviation of two groups, the researcher continued to find out the t-test

$$t_{N_1+N_2-2} = \frac{\bar{X}_1-\bar{X}_2}{\sqrt{N_1S_1^2+N_2S_2^2}} \sqrt{\frac{N_1+N_2-2}{N_1N_2}} \sqrt{\frac{N_1N_2}{N_1+N_2}}$$

Where:

t : computation of correlation

$\bar{X}_1$: the mean score of experimental group

$\bar{X}_2$: the mean score of control group

N_1 : the number of sample of experimental group

N_2 : the number of sample of control group

S_1^2 : the standard deviation of experimental group

S_2^2 : the standard deviation of control group

$\sqrt{}$: the root of …………………

(Miller, 2005: 67)

RESEARCH FINDING

In this chapter, the researcher presented the result of the study. The score of experimental group and control group of post-test were taken from the data of the study. Therefore, the researcher presented a discussion in order to answer the statement of problem which appeared or as formulated in the previous chapter (chapter 1) "Is definition effective toward students' vocabulary for the second grade students of MTs NW Haqqul Yaqin Sayang-sayng ?"

To answer this problem above, the researcher analyzed the data obtained from post-test scores of both experimental group and control group. Then, the researcher presented the statistical computation of mean score of both groups. Later on, the discussion was continued by analyzing the finding. The statistical computation covered the calculation of both experimental group and control group. In this case, finishing formula of *t-test* such as suggested by Miller

(2005: 67) is used as it had been explained in chapter III (research method). Before coming to the statistical computation of the data, it was important to present the students' deviation scores on post-test. The researcher continued to calculate the scores of post–test of the experimental group and control group.

The discussion in this part of study deals with the analysis scores of the test. Researcher continued to calculate the mean scores, standard deviation scores and *t-test* of experimental group and control group. And analysis of scores could be formulated as follows.

Finding mean score of experimental group and control group

a. Mean score of experimental group

$$\bar{X}_1 = \frac{\sum X_1}{N_1}$$
$$= \frac{2216}{29}$$
$$= 76,4$$

b. Mean score of control group

$$\bar{X}_2 = \frac{\sum X_2}{N_2}$$

$$= \frac{1800}{26}$$
$$= 69,23$$

Calculating the standard deviation scores of the experimental and control groups by using the following formula:

Standard deviation of experimental group

$$S_1^2 = \frac{\sum X_1^2}{N_1} - \bar{X}_1^2$$

$$= \frac{172586}{29} - 76,4^2$$

$$= 5951,24 – 5836,96 = 114,28$$

Standard deviation of control group

$$S_2^2 = \frac{\sum X_2^2}{N_2} - \bar{X}_2^2$$

$$= \frac{127553}{26} - 69,23^2$$

$$= 4905,88 – 4792,79$$

$= 113,09$

Finding the standard deviation scores of the two groups, the researcher continued to find out t-test

$$t_{N_1+N_2-2} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2}}} \sqrt{\frac{N_1 + N_2 - 2}{N_1 N_2}}$$

$$= \frac{(76,4 - 69,23)\sqrt{(29 + 26 - 2)\,29 \times 26}}{29 \times 114,28 + 26 \times 113,09\,(29 + 26)}$$

$$= \frac{7,17\sqrt{53 \times 29 \times 26}}{3314,12 + 2940,34\,(55)}$$

$$= \frac{7,17\sqrt{39962}}{\sqrt{6254,46 \times 55}}$$

$$= \frac{7,17 \times 199,90}{\sqrt{343995,3}}$$

$$= \frac{1433,28}{586,51}$$

$$= 2,44$$

find out degrees of freedom

$$df = N_1 + N_2 - 2$$
$$= 29 + 26 - 2$$
$$= 53$$

t-test	t-table	
	Degree of Freedom	0,05
2,44	53	2,000

CONCLUSION

After doing the analysis of the data, the researcher found that the mean score of experimental group was higher than the control group. The mean score of experimental group was 76,4 and the mean score of control group was 69,23 while the standard deviation of experimental group was 114,28 and the standard deviation of control group was 113,09.

But the result above did not guarantee the significance, therefore the *t-test* was used to find out it. The value of *t-test* was 2,44

with df of 53. It was measured from the *t-table* and the critical value was 2,000 at the level of significance 0,05. Based on the data found above, the researcher compared between *t-test* and *t-table* values. The result showed that *t-test* was higher than *t-table*, it means that Definition was effective toward students' vocabulary.

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