
THE EFFECTIVENESS OF “GHOST DEFINITION” IN TEACHING VOCABULARY

Fathurrahman Imran (Imran.sandongan@gmail.com)
Faculty of Language and Art Education (FPBS)
Institute of Teacher Training and Education (IKIP) Mataram

ABSTRACT

This research aimed to find out whether ghost definition is effective or not in teaching vocabulary at the first semester of FPBS IKIP Mataram in academic year 2013/2014”. The research design used was experimental research by using post-test design only. The population of this research was 80 students, which consist of 3 classes. Then, the researcher took only 2 classes or 52 students as the sample. In collecting the data, the researcher used the data obtained from the posttest given after treatment. By analyzing the data, researcher can find out the differences between the result of post-test of the control group and the experimental group before and after the treatment. The analysis of results may be subdivided into descriptive statistics and inferential statistics. The finding show that the mean score of experimental group was higher than control group ($X_1 73.28 > X_2 62.66$) while, the score of t-test was 2.16 and t-table was 2.00856 (t-test 2.16 > t-table 2.00856) with 50 degree of freedom and the confidence level of 0.05%. Thus, conclusion of this research showed that ghost definition was effective in teaching English vocabulary. It can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Based on the findings, it is suggested that the lecturer expected to apply ghost definition in teaching English vocabulary at any time and then the students always practice to be more active in memorizing new words.

Key Word: *Ghost Definition, Vocabulary*

INTRODUCTION

Vocabulary is a list of words which is means for distributing communication with other people. So, by knowing and memorizing a lot of vocabulary we can easily and fluently to communicate with others. According to Hiebert & Kamil (2005: 3) vocabulary is the knowledge of meaning of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also come in at least two forms, receptive-that which we can understand or recognize-and productive-the vocabulary we use when we write or speak.

Vocabulary is microcosm of human consciousness, as seen to be an integral part of comprehension, as one of two aspect of comprehension instruction, the other being comprehension strategy instruction, the knowledge of meaning of words. With teaching vocabulary students able to make written form; students can write good words, position: grammatical patterns; students can use good patterns in sentences, function: Appropriates; students can use appropriates words in good sentences, meaning: concept; students be able to know meaning of words.

Moreover, to mastery vocabulary, students are able to know: form of words so that know how is the words written, position so that students know grammatical patterns of word, function of words, students be able to know where can use the word, meaning,

students be able to know what the word means. In delivery to develop students' vocabulary, lecturer necessary to make good technique in teaching manner. So if the students master in vocabulary they will understand what the speaker of foreign language in here English talking about and it easier for the learner to give their ideas in that language directly or indirectly.

Based on the problem above, researcher interested to use Ghost definition in teaching vocabulary as a solution. Used ghost definition in learning process is one of way to help students easier remembering new words, they not only learn about remembering new vocabulary but also they can enjoy in learning process because ghost definition is an activity with rules. They will find many vocabularies because in ghost definition they will focus on the exact meanings of lexical items, and they will make or expressed by another definitions or paraphrases.

Based on the description above, the problem statement of the research is "Is ghost definition effective in teaching vocabulary for second grade students the first semester of FPBS IKIP Mataram in Academic Year 2013/2014?"

The aim of this study is "to find out whether ghost definition is effective or not in teaching vocabulary at the first semester of FPBS IKIP Mataram in Academic Year 2013/2014.

REVIEW OF RELATED LITERATURE

The Kinds of Vocabulary

According to Hiebert & Kamil (2005: 3) there are two kinds of vocabulary:

1. Receptive Vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.

2. Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

Ghost Definitions

According to Morgan & Rinvoluciri (2004: 13) Ghost definition is to focus on the exact meanings of lexical items, and how they can be expressed by definitions or paraphrases.

Furthermore, McCarteen (2007: 11) added that related to the idea outlined above about monitoring shared knowledge and views, a large number of expressions fall into a category which linguists call vague language. These include expressions that use

very general, often informal words, instead of specific words to refer to things, activities, or situations for some reason the expert called them as a ghost definition.

1. Procedure to Teach Ghost Definition

a. Explain how you prepared the definitions.

b. Give out the text, and ask the students to match the definitions to the underlined words, and then to find words to suit the remaining definitions.

c. Ask them to look at the work of two or three other students in the class.

2. Preparation in Teaching Ghost Definitions

Choose a text, and underline eight to ten words and phrases in it. Then, at the foot of the page, write definitions of these words, in no particular order, together with definitions of two to four other words not in the text, but related to the overall context. Make one copy of the annotated text for each student in the class.

3. The Advantage and Disadvantage of Ghost Definition

The advantage of ghost definition is that they can be specially written or adapted to suit curriculum needs, to present a steady progression of grammar and vocabulary to be learnt, to form the basis for student assessment and grading, etc. On the other hand, they cannot address the huge variety of individual student needs, even among those who are at the same level'.

purposes with economy in procedure. The method that was used in this research is quasi experimental design by using posttest design only. According to Cook & Cambell (2002: 117) in quasi-experimental design, outcomes may only be measured at the

RESEARCH METHOD

Research Design

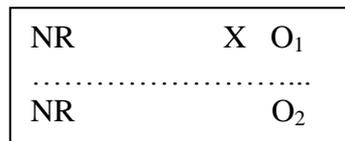
According to Kothari (2004: 31) states that research design is the arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research

end of the study (rather than at the beginning and end).

The researcher taught the two groups of samples namely experimental group and control group. Experimental group was treated by Ghost definition and

control group was treated by technique that usually used by the lecturer at FPBS IKIP Mataram. The quasi-experimental design with no pre-test was used:

The Scheme of Research



Where:

- NR = Non-Random
 - X = Treatment
 - O₁ = Post-test of Experimental
 - O₂ = post-test of Control Group
- (Cook & Cambell, 2002: 116)

The population of this research was the first semester of FPBS students of IKIP Mataram in academic year 2013/2014. The total numbers of students are 83 students.

Therefore, the researcher used cluster random sampling technique to take two classes as the sample for this research. The researcher in this case used lottery and those two classes that popped out were A and B class. A class was the control group and B class was the experimental one.

Techniques of Data Analysis

The data that has been collected then need to be analyzed. By analyzing the data, researcher can find out the differences between the result of post-test of the control group and the experimental group before and after the treatment.

The analysis of results may be subdivided into descriptive statistics and inferential statistics: (Miller, 2005: 19).

For that, the writer used two steps in analyzing the data, they are:

Descriptive statistics is used to display the important features of the data. The most commonly used measures of central tendency are mean, mode, median, and standard deviation.

After that, formulate below used to precede the data score in descriptive statistics to know the mean, mode, median, and standard deviation:

Calculating the mean score of experimental and control group by using the following formula:

Experimental Group	Control Group
$X_1 = \frac{\sum X_1}{N_1}$	$X_2 = \frac{\sum X_2}{N_2}$

(Miller, 2005: 67)

After calculating the mean score, then the writer was determined the median. The median is an alternative measure of the central value of a set of scores. It is defined very simply as that value which has as many scores above it as below:

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{fw} \right)$$

The next, the writer was determined the mode. The mode defined as the most frequently occurring value in a set of scores. It can be found very simply by inspection of the data.

$$Mo = L + i \left(\frac{fi}{fi + f2} \right)$$

(AnasSudijono, 2007: 306)

Inferential statistics was used to decide whether the results confirm the predicted effects of the independent

variable. In other words, this analysis will draw the conclusion whether the scores between the two groups are significant and the use of Ghost Definitions is effective or not.

So, in this step, the writer was substituting the values of X1, X2, S1, S2, N1, N2 in the computational formula for "t" to identify the significant deviation of two mean scores:

$$t_{N_1 + N_2} = \frac{(X_1 + X_2) \sqrt{(N_1 + N_2) N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2) (N_1 + N_2)}}$$

DISCUSSION

Data Description

This research was conducted for 4 weeks, started on 4th March 2014 to 3th April 2014. The research was conducted in teaching and learning process at FPBS IKIP Mataram. The steps from this research as follows: at the first meeting on 4th March 2014 the researcher gave pre-test to the experimental class, the next meeting on 5th March- 2nd April 2014 the researcher was treated the experimental class by using Ghost Definition. On 3rd April 2014 the

researcher gave post-test to the experimental class, to find out whether Ghost Definition is effective or not in teaching vocabulary.

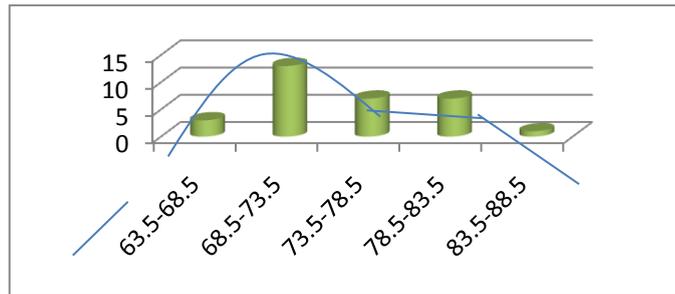
Data Description of Experimental Group

The result of data analysis shows that the highest score was 84 and the lowest score was 64. The mean score was 73, 28, the mode was 70, 98, median was 71, 42, range was 20, and the standard deviation was 15, 09. Then the frequency distributions of the data are shown in table 02, page 25.

Frequency Distribution

Class limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
64-68	63.5-68.5	66	III	3	12.00
69-73	68.5-73.5	71	IIII IIII	13	52.00
74-78	73.5-78.5	76	III	7	28.00
79-83	78.5-83.5	81	IIII I	1	4.00
84-88	83.5-88.5	86	I I	1	4.00
Total				25	100

Histogram and Polygon of Experimental Group



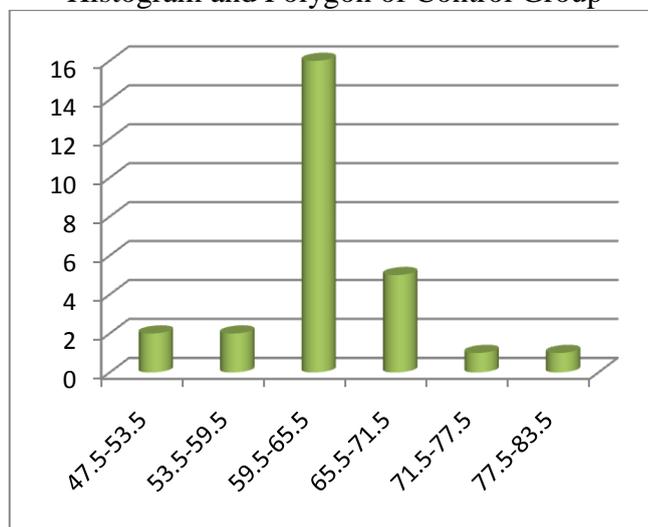
Data Description of Control Group
 The result of data analysis shows that the highest score was 80 and the lowest score was 48. The mean score was 62,66, the mode was 62,48, median was

62,64, range was 32, and the standard deviation was 38,76. Then the frequency distributions of the data are shown in the below:

Frequency Distribution

Class limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
48-53	47.5-53.5	50.5	II	2	7.40
54-59	53.5-59.5	56.6	II	2	7.40
60-65	59.5-65.5	62.5	HHH HHH	16	59.25
66-71	65.5-71.5	68.5	HHH I	5	18.51
72-77	71.5-77.5	74.5	HHH	1	3.70
78-83	77.5-83.5	80.5	I	1	3.70
Total				27	100

Histogram and Polygon of Control Group



Testing hypothesis is used to find out the effect of Ghost Definition in teaching students' vocabulary. The hypothesis was tested by using t-test. To get answer of the question, the researcher proposed hypothesis as

tentative answer to the question. Those hypotheses are started as follows:
 Alternative Hypothesis (Ha): "A Ghost definition is effective in teaching English vocabulary." And Null Hypothesis (Ho): "A Ghost definition

is not effective in teaching English vocabulary”

Based on the computation of t-test shows that Ghost Definition gave positive effect in teaching students' Vocabulary at the first semester of

CONCLUSSION AND SUGGESTION

Used ghost definition in learning process is one of way to help students easier remembering new words, they not only learn about remembering new vocabulary but also they can enjoy in learning process because ghost definition is an activity with rules. They will find many vocabularies because in ghost definition they will focus on the exact meanings of lexical items, and they will make or expressed by another definitions or paraphrases.

This this research, the researcher used Ghost Definition that can make the students' easier to make and remember new words based on the five elements of vocabulary such as; form, position, function, and meaning.

Based on the result of the data analysis, Ghost Definition has positive effect in teaching students' vocabulary, because the mean score of experimental group was higher than control group ($X_1=73.28 > X_2=62.66$) and there is significant difference between students was being thought by using Ghost definition and students not using Ghost definition, the students have more vocabulary because the instrument that the researcher used was easy and suitable for the students and then with ghost definition the students can explore their idea because Ghost definition is to focus on the exact meanings of lexical items, and how they can be expressed by definitions or paraphrases, when the researcher taught them with easy

FPBS IKIP Mataram, because the result analysis shows that $t_{(2,6)}$ is higher than $t_{(2,00)}$, it means that $t_{(2,6)} > t_{(2,00)}$. So, H_a (alternative hypothesis) was accepted while H_o (null hypothesis) was rejected.

grammatical function, easy word to understanding and suitable material the students can write good word, can use good patterns in sentences, can use appropriates words in good sentences, and be able to know meaning of words. and then the researcher really proud to the students after taught by ghost definition because the students has self-confidence when the students did the exercise in the class room. So, Ghost definition is effective in teaching vocabulary.

Based on the conclusion above, the researcher would like to offer some suggestion as follows:

1. The English lecturer should apply the appropriate technique in teaching learning process. The lecturer can use Ghost Definition in teaching students' English Vocabulary because Ghost Definition has positive effect to improve students English Vocabulary mastery and the English lecturer should introduce the students English Vocabulary using appropriate media.
2. The lecturer should understand students' difficulties in studying English so that the lecturer can give a better solution to them.
3. The student is expected to be more active in memorizing new English vocabulary in the classroom or out the classroom to teach their vocabulary mastery.
4. Finally, the researcher expects to the other researcher to be more active in conducting further research to find out more technique in teaching students vocabulary mastery.

REFERENCES

- Allen V.F. 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University Press.
- Anas Sudijono. 2007. *Pengantar Statistik Pendidikan*. PT Raja Grafindo Persada. Jakarta. In Fathurrahman Imran, 2013. *Simple Statistics*, InstitutKeguruandanIlmuPendidikan, IKIP Mataram. Unpublished
- Cook, Thomas D &Cambell, Donald T. 2002. *Quasi-Experimentation Design & Analysis issues for Field Settings*. Houghton Mifflin Company.
- Hiebert, Elfrieda H &Kamil, Michael L. 2005. *Teaching and Learning Vocabulary, Bringing Research to Practice*. London: Mahwah, New Jersey.
- Hughes, Arthur. 2003. *Testing for language lecturer*. Second Edition. Cambridge: Cambridge University Press.
- Kothari, C.R. 2004. *Research Methodology Method & Technique*. India: New Age International (P) Limited, Publisher.
- Levine, D.M. 2005. *Even You Can Learn Statistics*. New York: Pearson Prentice Hall.
- McCarten Jeanne. 2007. *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*. New York: Cambridge University Press.
- Miller, Steve. 2005. *Experimental Design and Statistics*. Second Edition. London and New York: Routledge International Thomson Publishing Company. This edition published in the Taylor & Francis e-Library.
- Morgan John &Rinvolucry Mario. 2004. *Resource Books and Lecturers*. Second Edition. New York: Oxford University Press.
- Nation, I.S.P. 1990. *Teaching and Learning Vocabulary*. New York. Heinli and Heinli. In NurIzmi, 2013. *The Effectiveness of Using Puzzle in Teaching Vocabulary: An Experimental Study at OfMTs. BatuRakLangko in Academic Year 2012/2013*. InstitutKeguruandanIlmuPendidikan, IKIP Mataram. unpublished
- Read John. 2000. *Assessing Vocabulary*, New York: Cambridge University Press.
- Sugiyono. 2013. *MetodePenelitianKuantitatifKualitatif R&B*, Bandung: Alfabeta.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*, England: Pearson Longman.