THE EFFECTIVENESS OF VOCAB ACROSTIC STRATEGY IN TEACHING VOCABULARY MASTERY

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Abstract

This research is aimed to find out whether or not vocab acrostic effective in teaching Vocabulary at MTs. Islam Selaparang Putra Kediri Lombok Barat. This research is experimental research. The design used was one group pre-test post-test design. The sample was all population of the second grade students that consisted of 28 students. The Instrument was valid andreliable. The findings shows that t-test is (4,59) > t-table (2,057) at the significant level = 0,05 (95%) and N = 28 students. It means that, Alternative hypothesis (Ha) is accepted and Null hypothesis (Ho) is rejected. The mean score of post-test score is 76,71and pre-test score is 54,5. It can be concluded that Vocab Acrostic is effective in teaching Vocabulary at MTs. Islam Selaparang Putra Kediri Lombok Barat in academic year2016/2017.

Key Words: *Vocab Acrostic, Vocabulary.*

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah kosakata akrostik efektif dalam pengajaran kosakata di MTs. Islam Selaparang Putra Kediri Lombok Barat. Penelitian ini merupakan penelitian eksperimental. Desain yang digunakan adalah satu kelompok pre-test post-test design. Sampelnya adalah seluruh populasi siswa kelas dua yang terdiri dari 28 siswa. Instrumen itu valid dan bisa diandalkan. Temuan menunjukkan bahwa t-test adalah (4,59)> t-tabel (2,057) pada tingkat signifikan = 0,05 (95%) dan N = 28 siswa. Artinya, Hipotesis alternatif (Ha) diterima dan hipotesis Null (Ho) ditolak. Skor rata-rata skor post test adalah 76,71 dan nilai pre-test 54,5. Dapat disimpulkan bahwa Vocab Acrostic efektif dalam mengajarkan kosakata di MTs. Islam Selaparang Putra Kediri Lombok Barat pada tahun akademik2016 / 2017.

Kata Kunci: *Kosa Kata, Vocab Acrostic*

INTRODUCTION

Kamil and Hiebert (2005:3) argue that vocabulary is the set of words for which we know the meaning when we speak or read orally. Vocabulary is located in second aspect of language elements. Many vocabularies are needed to support or utter the content of speech, word is very important in learning language. Nobody can do language skills like speaking, writing, reading and listening without vocabulary.

Vocabulary is a key to master English because by mastering vocabulary, students are easier to understand English and will be able to improve their language.

The vocabulary is very useful for young learners so that they must memorize and master vocabulary from beginning. A shortage of vocabulary in process of mastery vocabulary student's they still difficult to improve their vocabulary skill in the other skill in language such as, speaking and writing and the students also still difficult to memorize vocabulary, and to know the form of word, spelling the words, and the last is comprehend the meaning, Especially in mastery of vocabulary. word, that is kinds a shortage of vocabulary.

the researcher has conducted an observation in Mts. Islam Selaparang Putra.from 06 June 2016 and the

researcher found some students get trouble in learning English especially in vocabulary in which usually influence the students, such as low mastery, most of students found it difficult to remember and memorize new vocabularies, and also one of them is that students are still frightened to say some word in English. They are felling it well be wrong what they said about. Based on the problem above, the researcher will use acrostic. Acrostic is located in the third kinds of visual media. Visual are the appropriate media for young learners. So, acrostic is one of various kinds of media which is suitable to make students their motivation in learning vocabulary. And it can help teacher in teaching vocabulary in the classroom. The researcher use strategy because it will give enjoyment and may develop different abilities of students in teaching and learning process between teacher and students and also it is a way towards students mastery in learning english especially in learning vocabulary mastery.

Theoretically of Literature

Vocabulary is the core component of langauge profieciency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya 2002:255). While according to Richards and Schmidt (2002: 629)vocabulary is set of lexeme, including single words, compund words, and idioms.

Another expert, McCarten (2007: 18) stated that vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned including single word, phrases, collocation, and strategic vocabulary as well as grammatical patterning, idioms, and fixed expression. Basically, there are two types of vocabulary in teaching. It includes active and passive vocabulary. According to Haycraft (1978: 44) gives a distinction between active and passive vocabulary. Active vocabulary is the words that students can understand, pronounce

correctly and use constructively in speaking and writing. Passive vocabulary is the words that students recognize and understand when they occur in context, but which learners cannot produce correctly themselves.

Words in which students will need to understand and also use themselves. In teaching, active vocabulary, it is usually word spending tie by giving example and asking question, so that students can really see how the word is used. According to Harmer (1991: 159) active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognize when they meet them but which they will probably not be able to produce. It means that active vocabulary is productive learning referring to speaking and writing, while passive vocabulary is receptive learning referring to reading and listening.

Words which students want to use themselves. To save time, it is often best to present it quickly with the simple example. If it appears as a part of a text or dialogue, we often leave students to guess the word from the context. According to Thornburry (2002: 27) there are six indicator of vocabulary as follow: Research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners. Sound-spelling mismatches are likely to be the cause of error, either of pronunciation of spelling, and can contribute to a words difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc. Long word seems to be no more difficult to learn than short ones. But, as a rules of thumb, high frequency words tend to be short in English more and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability' also variable

stress in polysyllabic words-such as in word families like necessary, necessity and necessarily- can add to their difficulty. When two words overlap in meaning, learners are likely to confuse them. Make do is a case in point: you make breakfast and make appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as word and expressions associated with the game cricket (a sticky wicket, a hat trick, and a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned. Also problematic is the grammar associated with the word, especially if this differs that of its L1 equivalent. Spanish learners of English, for example, tend to assume that explain the same as both Spanish explicit and English tell, and say he explained me the lesson.Remembering whether a verb like enjoy, love or hopes is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty and the grammar of phrasal verbs particularly troublesome: some phrasal verbs separable (she looked the warp up) but others are not (she looked after the children.) Words can be used in a wide range of context will generally be perceived as easier than their synonym with a narrower range. Thus put is very wide-ranging verb, compared to imposed, place, position etc. Likewise, thin is a safer bet than skinny, slim, slender. Words that have style constraints, such as very informal words (chuck for throw, swap for exchange), may cause problems. Uncertainly, as to the connotation of some words may cause some problems too. Thus propaganda has negative connotations in English, but equivalent may simply mean publicity.

According to Webster's dictionary, an acrostic poem is a composition usually in verse in which sets of letters (as the initial or final letters of the lines) taken in order to form a word or phrase or a regular sequence of letters of the alphabet. Originally, a short verse composition, constructed so that one or more sets of letters (such as the initial, middle, or final letters of the lines), taken consecutively, form words. In this study, the design of the acrostic poems follows the rules of the acrostic poems. In terms of vocabulary, acrostic poems were used to help students' spelling sight words. For example, Howard, DaDeppo and De La Paz (2008) noted that difficulties with spelling could impact students' reading acquisition and writing and had a critical impact on overall literacy development.

According to Wang (2008) acrostic is one of the simplest poems for students to write because it gives students a concrete format to follow. The nature of acrostics actually follows basic principles of association and meaning of words. Vocabulary acrostics also developed students' writing skills in sentence formation. Moreover, the application of vocabulary acrostics teaching helped students explore their expressiveness in writing and motivated them to learn English.

Not all vocab acrostic can be learnt through interaction and discovery strategy, even if such strategy are possible some of presentation and or explanation are considered to be the best ways to bring new word into the classroom. However, one solution is to use a picture. Picture can be bored drawing, will bring a pen into classroom. Bringing in a can picture and chart, magazine picture can be used to explain the name of vocabulary items, teacher can draw things on the board in the form of picture. They can illustrate concept such as above and opposite just as hat, coats walking stick, cars etc.

One of presentation words is to bring the things they present into the classroom it can be obviously been presented in this way. The teacher holds

up the object or point to it. Says the word and gets students to repeat it. Explaining the meaning of vocab acrostic items is very difficult, especially for elementary school levels. But with more intermediate students such as technique can be used. It is has to remember to explain the meaning which include explaining any facts of words use which are relevant. If we explain the meaning of mate (=friend) we have to point out that is collegial word use in informal contexts and is more often use for males than for females. Translation is quick and easy way to present the meaning of word. In the first place it is not always easy to translate word and in the second place, ever when translation is possible, it may make it a bit too easy for student by discouraging them from interacting with the words. Where translation is quickly solve a presentation problems, it may a good idea, but we should hear in the mind that consistent policy toward the use of mother tongue is helpful for both teacher and student. Discovery

We will look a number of discovery techniques from simple matching task techniques to more complex understanding of connotation and context. Match the words and picture. Student will bring their bilingual dictionaries, though some of them may know these words already. Teacher can easily prepare their own version of this activity. For example, student be given numbered picture and the teacher can the write words on the board which they have to match with the picture. They have to find the word from their own memories from their peers. Notice how students are encouraged to come up with any more they know to extend the good list of vocab acrostic. It is often a good idea to have student working in pairs or groups for this activity. For example, the teacher gives students a picture about "part of body" and they asked to write the name of the body. Mind – map strategy is used to help students put to a list word into different groups. This strategy is given to intermediate student. In this case we can

assume that some of students know some of the word. In this section we will look at activity designed to encourage students to use word in an involving way.

Action and gestures

In this example student have to study word connected with body language at movement (e.g. Smile, laugh, run, walk, ect). The students can action in front of class while gestures the vocabulary. This way is for advanced students. Students are led through two exercises with practice the use of "character" vocabulary. The student writes down personal characteristic (good and bad) that would expect to find in this people. For example, a nurse, an actor, a politician, a teacher.

RESEARCH METHOD

In this research, the researcher used quantitative approach and method that used in this research was experimental research and the method that the researcher used was Pre Experimental Design, where in this design there was only one group without control group.

Population and Sample

There were 103 students of MTs. Islam Selaparang Putra Kediri that consist of VII class = 38 students, VIII = 28 students IX = 37 students. In this research the researcher used all of VIII students as sample. The sample of this research were eighth second grade students of MTs. Islam Selaparang Putra Kediri Lombok Barat in academic year 2016/2017. that consisted of 26 students. Sampling technique the process by which members of a population are selected for a sample (Levine & Stephan, 2005: 7). In this case, the researcher used total sampling technique. Total sampling is a type of purposive sampling technique where you choose to examine the entire population. Based on construct above, the researcher used the all students of VIII class as population and sample.

Instrument of The study

According to Arikunto (2010:192), research instrument is a device used by the research while collecting the data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. The researcher used objective test the term is multiple choice that consist of 20 items. If the students answer the question correctly the students will get 1 score and if the students answer the question incorrectly the students will get 0 score.

Technique of Data collecting

Collecting data is very important part in a research. The data of this research gathered from pre-test and post-test of the students` score. The steps of collecting data as follows: Pre-test is the first step in collecting the data. Pre-test was given before treatment. The post-test is the second step of collecting data in this research. This step is conducted after giving the treatment. This test give to find out the result of the students' Vocab Acrostic after treating them by using Vocab Acrostic Strategy.

DATA PRESENTATION AND DISCUSSION

Before treatment process was done, the researcher observed the condition of the students' vocabulary mastery by using pretest. The result of pretest and posttest showed that their vocabularies were so poor. They had difficulties and was confused to translate some words. The reason was those because the teacher never tries to teach vocabulary by using other methods or strategies.
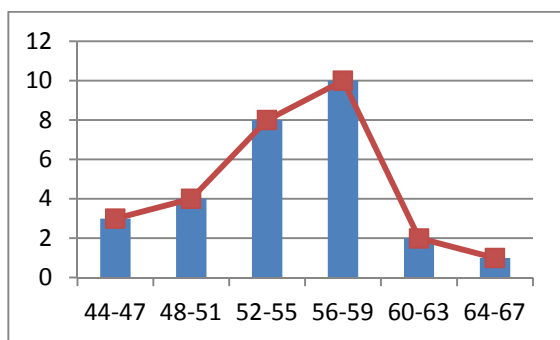
Figure. 1, Histogram and Polygon of Pre-Test Score

The histogram is form of bar which consist of class limit and frequency where polygon is form of line which shows the development of the data. The polygon reveals that there is rise the number of students who get score in the class limit 44-47 to higher class limit 56-59 as well as the most frequent students score appear. The highest class limit 64-67 in which only 1 score appears in the class
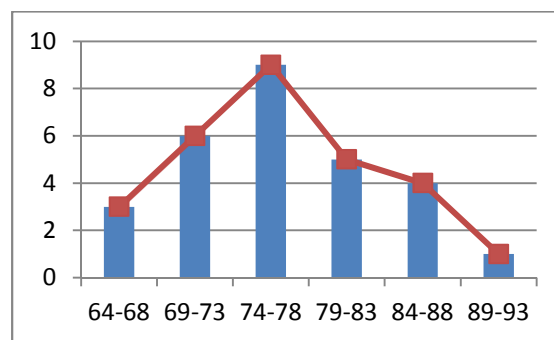
Figure 2, Histogram and Polygon of Post-Test Score

The histogram is form of bar which consist of class limit and frequency where polygon is form of line which shows the development of the data. The polygon reveals that there is rise the number of students who get score in the class limit 64-68 to higher class limit 74-78 as well as the most frequent students score appear. The highest class limit 89-93 in which only 1 score appears in the class.

CONCLUSION AND SUGGESTION

The researcher concludes that vocab acrostic strategy is effective in teaching vocabulary. Vocab acrostic strategy help students to complete their vocabularies assignment faster and to mastery it. The statement above can be proved by the finding in which value t-test= 4,59 t-table = 2.052. it was showed that t-test value was higher than t-table value. It means that Null Hypothesis (Ho) was rejected and alternative Hypothesis was accepted.

The researcher hopes that the students will be more active in learning

vocabulary process in the classroom. the researcher suggests that every student should master English vocabulary in order to help them to find out the meaning of difficult words. By using Vocab acrostic strategy it is hopes that the teacher uses Vocab acrostic strategy in teaching vocabulary because with this strategy the teacher can help them in mastering vocabulary. The researcher hopes that the result of this research is useful for those who are interested in vocabulary and who wants to conduct a research about the use of Vocab acrostic strategy.

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