



THE EFFECTIVENESS OF CONTEXT STRUCTURE SOUND DICTIONARY STRATEGY TO IMPROVE VOCABULARY MASTERY AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 ALIAN KEBUMEN IN THE ACADEMIC YEAR OF 2015/2016

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ABSTRACT

The aim of this research is to know whether context structure sound dictionary strategy is effective or not to improve vocabulary mastery at the eighth grade students of SMP Negeri 1 AlianKebumen in the academic year of 2015/2016. This experimental research was being carried out at SMP Negeri 1 AlianKebumen from 29 July to 19 August 2015. Here, the researcher took the data from the eighth grade students VIII A and VIII B as the sample of the research. VIII A class is as a control group that consists of 32 students, and VIII B class is as an experimental group consists of 32 students. The researcher has collected the data by giving pre-test and post-test to the sample. The result of the test has been analyzed by using *SPSS*. The result of this research shows that using *context structure sound dictionary* strategy is effective for improving vocabulary mastery. It is proven that the result of t-value based on the critical value of t-table by using 5% (0.05) significance level, the value of t-table 2.00. It means that t-value is higher than t-table ($2.44 > 2.00$). It can be seen from gain score control group and experimental group. The experimental group is higher than control group. Based on the result above, it can be concluded that *context structure sound dictionary* is effective to improve vocabulary mastery at the eighth grade students of SMP Negeri 1 AlianKebumen in the Academic Year of 2015/2016.

Keywords: effectiveness, context structure sound dictionary strategy, vocabulary mastery.

INTRODUCTION

Language is a communication system used to certain purpose including information based on the idea that will be transferred to other people. Many people used language in informal or formal situation. In everyday activity, one of elements used is language. Basically, language has specific function that is based on the needs of someone such as to express something, to communicate, and to make conversation about the social environment.

English is one of the international languages. It uses almost around the world. People use it for many activities such as politic, economic, and social. They speak English to communicate and to convey information with different countries of the world. To get the purpose of communication, people need more knowledge about English language. Therefore, it is important for people to learn English.



There are four skills in learning English that must be acquired by students. Those are reading, speaking, writing, and listening. Reading skill is the ability to read what is written in English. Speaking skill is the ability to produce what they want to say in English, as well as to pronounce any English words they want to utter accurately. Writing skill is the ability to express their ideas in English written. Listening skill is the ability to comprehend what simply or shortly said to the students in English.

One of the major to developing skill in English above is vocabulary. Vocabulary has important role in learning English. It can be easier to know how to make sentences, to communicate with others, to listen to the speaker from recorder, and to read book or paper.

There are many definitions of vocabulary from the expert. According to Cameron (2001:95), vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learn from participating in discourse, and is essential to participating in it. It is also supported by Richard. He (2002:255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Moreover, Linse(2005:121) says that vocabulary is the collection of words that an individual knows. Based on the explanation above, the researcher can conclude that vocabulary is a list of word in English block and had known the meaning of word.

In teaching and learning process, students frequently find the difficulties in mastering vocabulary. Students are bored while they should memorize vocabularies. Because of that problem, interesting strategy in the classroom should be used to make students enjoy in learning vocabularies..Without having proportional English vocabulary, students will get some difficulties in using English. Mastery is a great knowledge about or understanding of a particular thing (Hornby, 2010:914). Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery deals with words and meaning. Therefore, the students will learn it more easily. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. Most of the students master vocabulary better they perform their language.

The researcher should have strategies to improve vocabulary. One of them is CSSD (context, structure, sound, and dictionary). On the point of view of context, student will guess the meaning of word in sentences. On the point of view of structure, student will determine the structure of word by root, prefix, and suffix. They write to a list of table which contains some word or phrases they do not know the meaning. While the point of view of sound, student will save the word aloud.

Moreover, here, dictionary or references means that student will look up in the dictionary about the meaning of the word in sentences and they take the best word for choose the meaning of word.

Students will be easier to translate the meaning of word by CSSD strategy, and they are read the sentences in English and giving a list in unfamiliar word.

Based on the statement above, the researcher is interested in conducting the research entitled *“The Effectiveness of Context Structure Sound Dictionary Strategy to Improve Vocabulary Mastery at The Eighth Grade Students of SMP Negeri 1 Alian in The Academic Year of 2015/2016.”*

RESEARCH METHODOLOGY

This research is quantitative with an experimental method. Here, the researcher are going to test an idea (or practice or procedure) to determine whether it is influences an outcome or dependent variable. The researcher decides on an idea with which to “experiment,” assigns individuals to experience it (and have some individuals experi-ence something different), and then determines whether those who experienced the idea (or practice or procedure) performed better on some outcome than those who do not have experience in it. In this thesis, the researcher will test whether the context, structure, sound, and dictionary strategy can improve their vocabularies.

According to Creswell (2012:325), in a quantitative study, you write the report using standard terms for research (e.g., intervention, control, experimental group, pre- and posttest) and an objective, impartial point of view.

This research was conducted in SMP Negeri 1 Alian. It is located at JalanPemandianAlianKebumen. The researcher take the eighth grade students of SMP Negeri 1 AlianKebumen in the academic year of 2015/2016 as the subjects of the research. The research is divided into three sections. The first is pre-test, the second is treatment, and the last is post test.

Table 1

Schedule of the Research



GROUP	AGENDA		
	Pre-Test	Treatment	Post-Test
Control Class	July, 29 th 2015	July, 30 th 2015 August, 6 th 2015 August, 12 th 2015 August, 13 th 2015 August, 18 th 2015	August, 19 th 2015
Experimental Class	July, 28 th 2015	July, 29 th 2015 August, 4 th 2015 August, 5 th 2015 August, 11 th 2015 August, 12 th 2015 August, 18 th 2015	August, 19 th 2015

RESEARCH FINDINGS

The table below is the summarized scores of vocabulary mastery of the control group and experimental group

Table 2

Vocabulary Mastery Results of Control Group and Experimental Group

Group	H	L	R	Me	Mo	T	M	SD
Control	95	50	45	80	80	2615	79.24	12.56
Experimental	100	60	40	90	90	2655	85.64	10.62

Note:

H : the highest score

L : the lowest score

R : the range

Me : the median

Mo : the mode

T : the total scores of the students

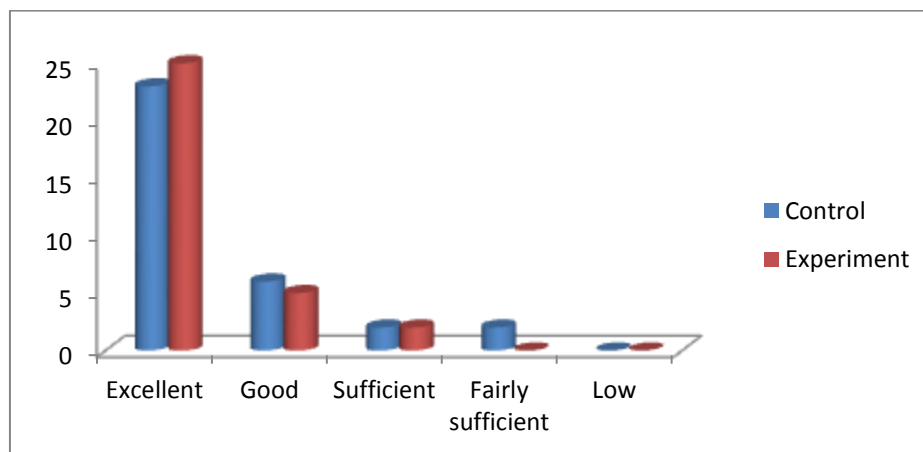
M : the mean

SD : the deviation standard

The vocabulary mastery test result of experimental group and control group is reported in the form of chart

Chart 1

Chart of Frequency Range Post-test of Experimental Group and Control Group



The chart above shows the effectiveness of using *context structure sound dictionary* strategy to teach vocabulary mastery is effective. There are 24 students of experimental group who are excellent in vocabulary mastery while there are 23 students of control group who are excellent in vocabulary mastery. Moreover, there are no students of experimental group who is fairly sufficient while there are 2 students of control group who are fairly sufficient in vocabulary mastery. It indicates that use *context structure sound dictionary* strategy is effective in teaching vocabulary mastery.

Researcher uses paired samples test in SPSS to calculate t-test of hypothesis From the previous analysis, it shows that with the number of sample ($N_1= 31$ and $N_2=33$) and the level of significance is 5%, the result of the computation of t- value is. Based on the value in the t-table for

$N_1=32$ and $N_2=32$ and significance is 5%, the value of t-table is 2.00. The computation shows that t-value is higher than t-table that is $2.44 > 2.00$.

From the explanation above, the researcher may conclude that null hypothesis is rejected, and research hypothesis is accepted. Therefore, the hypothesis of this research that said " the effectiveness of context structure sound dictionary strategy is effective to improve vocabulary mastery at the eighth grade students of SMP Negeri 1 AlianKebumen in the academic year of 2015/2016 and it is accepted.

CONCLUSION

The conclusion based on research finding and discussion is that using CSSD (*context structure sound dictionary*) strategy to improve vocabulary mastery at the eighth grade students of SMP Negeri 1 Alian Kebumen in the academic year of 2015/2016 is effective.

The result of t-value is 2.51. The researcher consults the critical value on the t-table using 5% (0.05) alpha level significance and the degree of freedom is 2.00. It can be shown that t-value is higher than t table ($2.51 > 2.00$). It means *context structure sound dictionary* strategy is effective to improve vocabulary mastery.

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