

MENINGKATKAN PENGUASAAN KOSAKATA SISWA KELAS TUJUH DI MTS AL-ISTIQOMAH LASOANI MELALUI STRATEGI COLLOCATION

INCREASING VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF MTS AL-ISTIQOMAH LASOANI THROUGH COLLOCATION STRATEGY

¹Irmawati Palapat, ²Nadrin, ³Andi Naniwarsih

^{1,2,3}Language and Art Education Department. Teacher Training and Education Faculty
Muhammadiyah University of Palu
(email: irmapalapat@gmail.com)
(email: nadrin_untad@yahoo.com)
(Email: andi.naniwarsih18@gmail.com)

Correspondence Address:

Name : Irmawati Palapat
Faculty : FKIP
Muhammadiyah University of Palu
Hp :-
Email : irmapalapat@gmail.com

ABSTRAK

Peneliti menggunakan penelitian eksperimen semu. Tujuan dari penelitian ini adalah untuk menginvestigasi efektivitas penggunaan strategi kolokasi untuk meningkatkan penguasaan kosakata pada siswa kelas tujuh Mts. Al-Istiqomah Lasoani. Instrumen untuk mengumpulkan data adalah tes (Pra-tes dan pasca-tes). Pra-tes dilakukan untuk mengetahui pengetahuan siswa sebelumnya sebelum perawatan, sementara post-test dilakukan untuk mengukur pemahaman mereka setelah perawatan. Data-data ini dianalisis secara statistik. Sampel diambil dari siswa kelas tujuh MTs. Al-Istiqomah Lasoani. Mereka dibagi menjadi dua kelompok: kelompok eksperimen dan kelompok kontrol. Temuan penelitian menunjukkan bahwa t-hitung adalah 2,520 lebih tinggi dari nilai t-tabel 2,021. Tingkat signifikansi adalah 0,05 dan tingkat kebebasan adalah 40. Ini berarti hipotesis penelitian diterima. Dengan kata lain, menggunakan strategi Kolokasi dapat meningkatkan penguasaan kosakata siswa. Skor post-test lebih besar daripada pre-test. Hasil dari kelompok eksperimen menunjukkan bahwa skor pre-test adalah 44,57 dan skor post-test adalah 75,43. Sementara itu, hasil dari kelompok kontrol menunjukkan bahwa skor pre-test adalah 57,52 dan skor post-test adalah 69,52. Artinya ada perbedaan yang signifikan antara pre-test dan post-test. Ini menunjukkan bahwa strategi kolokasi efektif untuk meningkatkan penguasaan kosakata pada siswa kelas tujuh MTs. Al-Istiqomah Lasoani.

Kata kunci: Peningkatan, Penguasaan Kosakata, Strategi Kolokasi.

ABSTRACT

The researcher used quasi-experimental research. The aim of the research is to investigate the effectiveness of using collocation strategy to increase vocabulary mastery at the seventh grade students of Mts. Al-Istiqomah Lasoani. The instrument for collecting data was a test (Pre-test and post-test). The pre-test was conducted to find out the students' prior

knowledge before the treatment, while the post-test was conducted to measure their understanding after the treatment. These data were analyzed statistically. The sample was taken from the seventh grade students of MTs. Al-Istiqomah Lasoani. They were divided into two groups: experimental and control group. The research finding showed that the *t*-counted was 2.520 higher than *t*-table value 2,021. The level of significance was 0.05 and the degree of freedom was 40. It means the research hypothesis is accepted. In other words, using the Collocation strategy can increase students' vocabulary mastery. The score of post-test is greater than pre-test. The result of the experimental group shows that the score of pre-test is 44.57 and the score of post-test is 75.43. Meanwhile, the result of the control group shows that the score of pre-test is 57.52 and the score of post-test is 69.52. It means there is a significant difference between the pre-test and the post-test. It indicates that the collocation strategy is effective to increase the vocabulary mastery at the seventh grade students of MTs. Al-Istiqomah Lasoani.

Keywords: Increasing, Vocabulary Mastery, Collocation Strategy.

INTRODUCTION

Vocabulary is very important for many people. Vocabulary is also the basic for anyone who wants to learn English or foreign languages.

Mastery of vocabulary is very important because it can improve many subjects in English learning. The students who have a lot of vocabulary can get easy to learn English. Therefore, mastery of vocabulary can support the ability of listening, speaking, reading and writing. In addition, the mastery of vocabulary can makes it easier to communicate with others without fear of mistakes.

Based on the curriculum (*Kurikulum 2013*), there are four components that should be achieved in the teaching learning process, namely pronunciation, grammar, structure, and vocabulary. In teaching process, the students must know many vocabularies so that they can easily master English. It is stated that the students are intended to understand how express their ideas and feelings both oral and written forms. Fauziati (2005:155) states, "Vocabulary is central to language. Without sufficient vocabulary, one cannot communicate or express her/his idea both in oral and written forms". It means that the students have to master vocabulary well in order to make them understand how to express their idea both spoken and written language.

In fact, vocabulary mastery is still difficult for the students. Based on the researcher's preliminary observation in MTs. Al-Istiqomah Lasoani, there are some problems that the researcher found there. First, the students are lazy to memorize English foreign language words that they hear or read in the text. Therefore, the students have difficulty in understanding when

reading the text. Second, the students cannot answer questions given by teachers due to lack of vocabulary mastery. So, they look confused and not confident when asked. Third, the teachers are still conventional techniques. So, the students are easily bored and unmotivated to learn.

For the problems above, the researcher proposes a strategy to increase the students' vocabulary mastery. The proposed strategy is Collocation strategy. Because it can make the students easily remember words and use language in spoken and written context. Collocation strategy is one of the ways to teach or learn vocabulary mastery. It should be taught in English Foreign Language settings, as it is important layers of linguistic semantics which can help a student understand more about an implied situational phrase. It is necessary to teach collocation to the student. If collocation is understood and learned as a unit, the students can communicate more quickly and efficiently in both spoken and written contexts.

Based on the background above, the researcher is interested in conducting research entitled "Increasing Vocabulary Mastery at The Seventh Grade Students of MTs. Al-Istiqomah Lasoani through Collocation Strategy".

RESEARCH METHOD

In this research, the researcher will apply quasi experimental research non equivalent design with one an experimental group and control group. The researcher will treat one group only, which is an experimental group, while a control group will not be given treatment. Meanwhile, the researcher will give treatment to increase students' vocabulary mastery by using collocation strategy.

The population of this research is all the seventh grade students of MTs Al-Istiqomah Lasoani. It consists of three classes. Class VII A is 21 students, VII B is 19 students and VII C 19 students. The total population at the seventh grade students of MTs Al-Istiqomah Lasoni is 59 students. This research will use purposive sampling technique. Because the class more than one, and class chosen by the teacher. The researcher will take two classes as the sample. The classes are VII B as the control group and VII C as the experimental group.

The researcher will analyse the data by using statistical analysis. It is used to analyze the result both of the tests (pre-test and post-test).

$$\text{Students' Individual Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

After counting the individual score, the researcher counts the mean score of both experiment and control group. Formula by Arikunto (2006:313) as follows:

a. Mean score of experimental group:

$$M_x = \frac{\sum x}{N}$$

b. Mean score of control group:

$$M_y = \frac{\sum y}{N}$$

Where:

M_x : Mean of Experimental Group

M_y : Mean of Control Group

$\sum x$: Sum Scores of Experimental Group

$\sum y$: Sum Scores of Control Group

N : Number of Students

FINDINGS

The Result of Devition Score of Pre-Test and Post-Test Experimental Group

Table 4.5, 4.6 attachments, to count the students' individual score of the experimental group that can be seen in the following tables.

Then, the researcher calculated the mean deviation score by using formula as follows:

$$M_x = \frac{\sum X}{N} = \frac{648}{21} = 30.85$$

$$M_y = \frac{\sum y}{N} = \frac{252}{21} = 12$$

The mean deviation score of the experimental group is 30.85 while the control group is 12. Then, the researcher calculated the mean square deviation score of experimental group and control group by using formula as follows:

Experimental group Control group

$$\sum x^2 = \sum x^2 - \left(\frac{\sum x}{N}\right)^2 \quad \sum y^2 = \sum y^2 - \left(\frac{\sum y}{N}\right)^2$$

$$= 21952 - \left(\frac{648}{21}\right)^2 \quad = 3984 - \left(\frac{252}{21}\right)^2$$

$$= 21952 - 94 \quad = 3984 - 14$$

$$=21952-951.72 \qquad =3984- 144$$

$$=21000.28 \qquad =3840$$

The mean square deviation score of the experimental group is 21000.28 is greater than the mean square deviation score of control class is 3840. The degree of freedom is $21 + 21 - 2 = 40$. The t-table with the level of significance 0.05 is 2.021. In other words, to find out the significance between experimental and control group, the researcher needs to analyses the data by using t-test formula as follows;

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{30.85 - 12}{\sqrt{\left(\frac{21000.28 + 3840}{21 + 21 - 2}\right) \left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$t = \frac{18.85}{\sqrt{\left(\frac{24840.38}{40}\right) \left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$t = \frac{18.85}{\sqrt{\left(\frac{24840.38}{40}\right) \left(\frac{2}{21}\right)}}$$

$$t = \frac{18.85}{\sqrt{(621.01)(0.09)}}$$

$$t = \frac{18.85}{\sqrt{(55.891)}}$$

$$t = \frac{18.85}{7.48}$$

$$t = 2.52$$

Then the researcher looked for the degree of freedom (dqf) and the level of significance to consult the result of t-test. If the t- counted 2.520 is higher then t-table 2.021 the alternative hypothesis is accepted. In other words, collocation strategy is effective to increase students's vocabulary mastery at the seventh grade students of MTs. Al-Istiqomah Lasoani.

DISCUSSION

The object of this research was seventh grade students of MTs. Al-Istiqomah Lasoani. The researcher gave the treatment to the VII B students by using collocation strategy. This strategy can increase the student's vocabulary mastery. It can be seen from the results of the tests that have been given to the students. This strategy helped the students' to identify noun, verb, and adjective.

The researcher conducted her research on January 14th – 25th, 2019. The researcher gave the pre-test to both classes. They were grade VII A and VII B before conducting the treatment. Then the researcher gave treatment in six meeting to the experimental group. Then, the post-test was given to both classes after conducting the treatment. In the pre-test and post-test, she gave test namely 15 multiple choice items and 10 completion test items. The total of the test was 25 items.

The researcher provided material with fun activities so that students remain enthusiastic until the end of learning. First and second meetings, she provided an example about family and things in the kitchen asked them to mentioned and introduced in front of the class. She guided the students to make a simple sentence by using collocation strategy. Third and fourth meetings, she guided the students to identify noun, verb, and adjective by using collocation strategy. Fifth meeting, she divided into pairs and asked them to make a simple sentence based on the topic by collocation noun and verb. The last meeting, she asked the students to make a simple sentence by collocation of noun, verb, and adjective.

During treatment, the researcher had some problems during teaching and learning process namely; 1) Almost of the students were confused when they make a simple sentence because they lacked vocabulary. 2) They are lecked pay attention when the researcher explained the material because they were less interested in learning English. 3) Some of the students did not understanding when asked or mention an example because they lazy to memorize all the foreign words and they are not confindence. On the contrary, the researcher got some progress during the teaching and learning process. First, students' vocabulary has increased. Second, students were more motivated and interested in learning English. Third, students can make simple sentence by collocation of noun, verb, and adjective.

The result of post-test of the experimental group is 75.43 and the control group is 69.52. There is an increased in the result of the experimental group, the improvement is 30.85. It is different up from 44.57 to 75.43 She compared the experimental group result with the control

group increased. The increased of the control group is 12. It is different up from 57.52 to 69.52. She concludes that the collocation strategy can increase the students' vocabulary mastery.

CONCLUSION AND SUGGESTION

Based on the results of data analysis and discussion in previous chapter, it shows that statistical analysis result that t_{counted} (2.520) is higher than t_{table} (2.021) with 0,05 level of significant with the degree of freedom $N_x + N_y - 2 = 21 + 21 - 2 = 40$. Collocation strategy is effective to increase student's vocabulary mastery at the seventh grade students of MTs. Al-Istiqomah Lasoani. it is concluded that hypothesis is accepted. The score of post-test is greater than pre-test. The result of the experimental group shows that the score of pre-test is 44.57 and the score of post-test is 75.43. Meanwhile, the result of the control group shows that the score of pre-test is 57.52 and the score of post-test is 69.52. It means that there is significant difference between the pre-test and the post-test. It indicates that the collocation strategy can increase the vocabulary mastery at the seventh grade students of MTs. Al-Istiqomah Lasoani.

In this part, the researcher would like to give some suggestions to be considered by English teachers, Collocation strategy would be very helpful to increase student's ability in vocabulary mastery. The teacher should give explanation and instruction in directing her students using collocation strategy. The students can also learn how to improve their vocabulary mastery.

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ATTACHMENTS

Table 4.5
Deviation Score of Pre-test and Post-test of Experimental Group

No	Initials	Pre-Test X^1	Post-Test X^2	Deviation X^2-X^1	Square Deviation X^2
1.	RN	48	88	40	1600
2.	AS	32	80	48	2304
3.	SR	44	84	40	1600
4.	AL	56	72	16	256
5.	AN	44	68	24	576
6.	ZF	36	80	44	1936
7.	NN	28	60	32	1024
8.	CA	40	72	32	1024
9.	FN	44	76	32	1024
10.	NA	48	68	20	400
11.	DL	56	80	24	576
12.	HK	40	72	32	1024
13.	MR	56	72	16	256
14.	AH	40	68	28	784
15.	FL	20	72	52	2704
16.	MD	40	76	36	1296
17.	MA	56	80	24	576
18.	AT	52	72	20	400
19.	MR	48	80	32	1024
20.	AK	56	84	28	784
21.	DG	52	80	28	784
Total		936	1584	648	21952

Table 4.6
Deviation Score of Pre-test and Post-test of the Control Group

No	Initials	Pre-Test	Post-Test	Deviation	Square Deviation
n					

		Y¹	Y²	Y²-Y¹	Y²
1.	RL	64	72	8	64
2.	MS	60	64	4	16
3.	FL	44	56	12	144
4.	FR	56	64	8	64
5.	NY	60	72	12	144
6.	MT	48	68	20	400
7.	MP	76	76	0	0
8.	NR	60	68	8	64
9.	NF	32	52	20	400
10.	JL	44	64	20	400
11.	AL	56	72	16	256
12.	FY	48	72	24	576
13.	NR	72	80	8	64
14.	AR	64	76	12	144
15.	MR	52	68	16	256
16.	TA	64	84	20	400
17.	MA	60	64	4	16
18.	CD	64	68	4	16
19.	AR	68	72	4	16
20.	MR	56	76	20	400
21.	SF	60	72	12	144
	Total	1208	1460	252	3984