

THE EFFECTIVENESS OF USING WORD CATEGORIZATION METHOD IN IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT

Muhammad Bima Surya K, Budi Kadaryanto, Ramlan Ginting Suka

Memiliki kemampuan yang cukup dalam tata bahasa tanpa menguasai kosakata akan sia-sia untuk melakukan komunikasi. Banyak orang menyadari bahwa keterbatasan mereka akan kosakata telah membuat mereka sulit untuk mengekspresikan ide mereka. Menguasai kosakata penting ketika kita belajar bahasa Inggris. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah metode kategorisasi kata secara signifikan dapat meningkatkan kosa kata siswa. Desain eksperimen semu digunakan untuk melakukan penelitian ini. Hasil analisis data menunjukkan bahwa pelaksanaan Metode Pengkategorisasian Kata dapat digunakan untuk meningkatkan prestasi siswa dalam penguasaan kosakata. Hal ini terbukti dari signifikansi yang kurang dari 0,05. Dapat disimpulkan bahwa penggunaan Metode Pengkategorisasian Kata dalam proses belajar mengajar cukup efektif untuk meningkatkan kosakata siswa.

Having sufficient ability in grammar without mastering vocabulary will be useless for carrying out communication. Many people realize that their limitation of vocabulary has made them difficult to express their idea. Mastering vocabulary is important when we learn English. Therefore, the objective of the research was to find whether or not word categorization method can significantly improve students' achievement in learning vocabulary of the eight grade students. Quasi experimental design was used to conduct this research. The result of the data analysis showed that the implementation of Word Categorization Method could be used to increase students' achievement in vocabulary mastery. It was proved by significance that is less than 0.05. It could be concluded that the using of Word Categorization Method in teaching and learning process is effective enough to increase students' vocabulary achievement.

Keywords: picture, teaching vocabulary, word categorization method.

Introduction

Vocabulary takes an important role in the context of learning new language. It is needed to form and understand sentence. Thornburry (2002:13) points out that

without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Indirectly he suggests that vocabulary is more important than grammar. Many people realize that their limitation in vocabulary has made them difficult in expressing their idea. If someone does not know or understand the vocabulary, there are definitely a lot of things that can not be understood in the science of language. As has been said by McCharty and O'dell (2007) that you have already known hundreds of English words, but to speak and write in normal situations, you need at least 1-2.000 words. Therefore, it is very important to know the words or vocabulary of English when we are going to learn about English. The conventional method that is used by the teacher in teaching vocabulary is by giving list of words that should be remembered by the students. This method makes the students feel bored to learn English. Therefore the researcher applies one method called word categorization method. The implementation of this method was like a game. Students played with the media that was used in teaching named clipping picture puzzle. Here, the students categorized the picture in the category. This research focused on the implementation of words Categorization method for teaching vocabulary using clipping picture puzzle media. Word categorization method is a method that helps the students in learning vocabularies. The term "word" here means the vocabulary that is taught to the student. According to Brown and Miller (1996), one of the key aspects of memory performance is to learn the material from the general to the specific. Think of all the information you need to learn as books in a book shelf. If you simply shove in one book after the next without any kind of organizational structure, it is going to be very difficult to find one particular book (especially if you have hundreds of them).

However, if you organize the book according to topic and subtopics within each course, then it would be easier to find one specific book for which you are looking. By explaining the vocabulary to students using categorization words, the researcher can help them think about how words are related. Point out that categorization is more helpful than trying to memorize a random list of words. When students learn new words, it is better for them to look for similarities and place them into categories. From the background problems and theories that have been explained above, the researcher formulates the research question as follow: “can words categorization method significantly improve students’ vocabulary achievement?”

Research Method

This study used quantitative design. Firstly, to find out whether or not the use of word categorization method could help students’ vocabulary mastery, a quasi experimental design with a repeated measures T-test instrument was applied. Repeated measures T-test usually was called as paired T-test or sample T-test. This analyze was to compare two kinds of data or mean that came from the same sample (Setiyadi, 2006:170).

The population of this research was the eighth grade students of SMPN I Seputih Surabaya. Because it was impossible to use the whole class as the experimental class, therefore the researcher chose one class as experimental class. The selection of the research sample used simple random sampling. After using dice to determine the research population, the researcher got 8E as the experimental class. The try out class was 8D.

The Instrument was a tool used by the writer in the research. In this research, the researcher used a test to get the data about students' vocabulary mastery after being given the treatment. The test was about vocabulary. The vocabularies that were used in the test related to the following themes: health, travelling, flora and fauna. The number of items for pretest and posttest was just the same, that was 30 items. Before the instrument used in the research, the researcher administered tryout test to investigate the validity, reliability, difficulty level and discrimination power of the instrument. Try out test comprised forty multiple choice questions relating to the materials. The test materials were adapted from several textbooks used in the eight grade of junior high school. The test was administered in 8D before the pretest.

Research procedure of this research first, determining the subject. Second, administering the try out test. Third, administering the pretest. Fourth, conducting treatments. Fifth, administering the post test. The last is analyzing the test result. Data analysis this research in order to know whether there is a significant improvement of the students' vocabulary achievement after being taught through Word Categorization Method. The researcher analyzed data by comparing the result of pretest and posttest by using SPSS. Hypothesis testing of this research is

Ho: There is no significant improvement in students' vocabulary achievement before and after being taught through word categorization method.

H₁: There is any significant improvement in students' vocabulary achievement before and after being taught through word categorization method.

If the significant > 0.05 , Ho is accepted, but if the significant < 0.05 , Ho is refused.

Result and Discussion

The experimental class was VIII E, it consisted of 29 students. The result of pretest in the form of multiple choice showed that the mean score was 33.41, the highest score was 50 and the lowest score was 20. The result of posttest that was still in multiple choice test, the mean score was 57.58, the highest score was 86 and the lowest score was 30. The table of pre test and post test score was as follows:

Table 1. Students' Gain Score

No	Student's code	Pretest Score	Posttest Score	Gain
1	A	20	33	13
2	B	20	30	10
3	C	20	50	30
4	D	20	76	56
5	E	20	76	56
6	F	23	43	20
7	G	23	36	13
8	H	26	46	20
9	I	30	56	26
10	J	30	60	30
11	K	30	50	20
12	L	36	86	50
13	M	36	83	47
14	N	36	50	14
15	O	36	53	17
16	P	36	36	0
17	Q	36	36	0
18	R	40	86	46
19	S	40	46	6
20	T	40	46	6
21	U	40	86	46
22	V	40	46	6
23	W	46	66	20
24	X	46	63	17
25	Y	46	53	7
26	Z	46	66	20
27	AA	50	73	13
28	AB	50	66	16
29	AC	50	66	16

From the pretest result, we could investigate that before being taught through Word Categorization Method all of the students' score were low. It also indicated that the students do not have enough mastery of vocabulary. It was happened because of the teacher's ordinary teaching way that made the students be bored and felt uninteresting to learn vocabulary. The increasing of the score for each student was different. It could be assumed that each student had different ability in understanding the material. For those who had good basic in English before could get higher increasing than those who were not, it was proved by the score of Pretest and Posttest. But overall, this method could increase the students' achievement in vocabulary.

The researcher also saw the increasing of the right answer of the students. The detail was provided in each theme and class of word.

Table 2. Details of the pretest items that could be answered correctly by the students

Theme Class of word	Health	Flora and Fauna	Travelling	Total
Noun	51	62	39	152
Verb	26	28	21	75
Adjective	26	26	24	76
Total	103	116	84	303

After being counted, the total number of Noun in those three themes that could be answered correctly by the students was 152 items from the total of 464. Whereas for

Verb, there was 75 items that could be answered correctly from the total of 210, and the last for Adjective was 76 items from the total of 196. The researcher multiplied the items of the test with 29 (total number of students)

Table 3. Details of the posttest items that could be answered correctly by the students

Theme Class of word	Health	Flora and Fauna	Travelling	Total
Noun	102	137	81	320
Verb	22	39	26	87
Adjective	25	42	27	94
Total	149	218	134	501

After being counted, the total number of Noun in those three themes that could be answered correctly by the students was 320 items from the total of 464. Whereas for verb, there was 87 items that could be answered correctly from the total of 210, and the last for Adjective was 94 items from the total of 196.

Based on the result there was significant improvement of students' vocabulary achievement taught through word categorization method. After the data of pretest and posttest was analyzed by using SPSS, it was showed that the significant was less than 0.05. The table was as follows :

Table 2. Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VAR00001 - VAR00002	-22.68966	8.40112	1.56005	-25.88527	-19.49404	-14.544	28	.000

Therefore, H_0 is rejected, it means that the teaching and learning process by using word categorization method can significantly improve students' vocabulary achievement. It could be happened because Word Categorization Method made learning and teaching process became interesting and enjoyable so that the objective of teaching vocabulary could be achieved. Besides that, this method could interest and stimulates the students to be more active in learning process than usual. It was supported by the fact that the incumbent teacher admit that the students tend to be more active than usual. It was also supported by Joshi's (1995) theory that the using of visual aid can increase the effectiveness of classroom teaching and learning process. Therefore, in this research, the researcher would like to say that word categorization method is a good method in learning English, especially for vocabulary mastery.

Therefore it could be said that word categorization method could significantly improve students' achievement in vocabulary. During the treatments, the researcher gave the students task to categorize the picture based on their category and characteristics. The activity of categorizing it was interesting. Some students put some pictures not in its category. After all students in each group had finished their job, the researcher with the students checked it together. The most commonly mistake was done in the fauna categorization. The students seemed to confuse to put the

animal in tame, wild or domestic animal. After being explained about the difference about each of these animal classes, the students could understand it and then they rearranged the picture. When the three treatments had been done, the researcher asked the students to make sentence in simple present tense based on the theme that had been discussed and also made description about the object / picture that they liked most in the media that had been played.

When the students were trying to make sentences from the picture that they had learned, they should look for the other class of word to complete the noun in order it would to become one sentence. For example when the students want to make sentence from “oculist”, they should add other words that was suitable to make “oculist” as the part of one sentence, and they with their creativity made a sentence like this “ check your eyes to the oculist once year”. It could be said that the student had tried to form a sentence by completing the single noun with other appropriate words to make a sentence. Indirectly they had learnt that some words had strong correlation with the other words, for example eye with oculist, brush with teeth, health and clean, etc.

In fact, the number of questions that could be answered correctly by the students was increase. In the other word, the mean result of posttest of the students was increase if it was compared with pretest. This meant that there were something they had got from the treatment, so they can get higher score. Therefore, it can be seen that the students who are taught by using Word Categorization Method could achieve higher score than those who are not. There is a significant difference of students’ achievement in

their vocabulary mastery before and after being taught through Word Categorization Method. This statement was supported by the fact that the score of the posttest was higher than the pretest. It meant that the students could increase their own vocabulary achievement after being taught by using this method. Moreover, the incumbent teacher of the school said that the students tend to be more active in teaching and learning process than usual. It could be happened because Word Categorization Method made learning and teaching process became interesting and enjoyable so that the objective of teaching vocabulary could be achieved.

Conclusion

Based on the data analysis in the previous chapter, it reveals that students' vocabulary achievement improved after students were taught by using Word Categorization Method. It can be seen in the score of pretest and posttest. The students' vocabulary achievement is increase. They can achieve more vocabulary, it can be seen from the questions in the test that can be answered correctly. The increasing of score as many as 22.69 % and the significance that is less than 0.05 shows that the implementation of Word Categorization Method can significantly improve students' vocabulary achievement.

References

- Brown, S.A., & Miller, D.E. 1996. *The active learner: Successful study strategies* (2nd ed.). Los Angeles: Roxbury Publishing Company.
- Joshi,B. 1995. *The Role of Visual Communication in Teaching English*. The Progress of Education,9.266.
- McCarthy and O'Dell. 1999. *English Vocabulary in Use: elementary*. Cambridge : Cambridge University Press.
- Setiyadi,Ag Bambang.2006.*Meode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta:Graha Ilmu
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Pearson Education Limited.