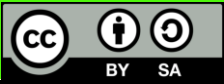


THE USE OF BERLITZ METHOD TO IMPROVE STUDENTS' VOCABULARY IN DESCRIPTIVE TEXT

Musliyadi¹, Nur Qalbi², Ratu Yulianti Natsir³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 12, 2022 Revised: August 22, 2022 Accepted: September 10, 2022 Published: December 30, 2023</p> <p>Keywords: Berlitz Method Vocabulary Descriptive Text</p>	<p>The objective of this research is find out whether Berlitz Method improve students' vocabulary in English Learning Vocabulary or not. The researcher applied Classroom Action Research (CAR). The sample of the research was <i>the Seventh Grade of SMP Pesantren Guppi Samata Gowa</i> and take class VII A with a research sample of 20 students. The results showed that the students of class VII A at SMP Pesantren Guppi Samata experienced an increase from cycle I to cycle II. Improved vocabulary comprehension through the Berlitz Method This indicates a significant increase in students' reading comprehension from the diagnostic test to cycle I and cycle II, where the average score on the diagnostic test was 42.75. cycle I get the average value to 68.25. There was also a significant increase from cycle I to cycle II where the average student in cycle II was 84.25. From these findings, the researcher concludes that the use of the Berlitz method can improve students' vocabulary skills and make students active in the learning process.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Musliyadi, Qalbi, N., & Yulianti Natsir, R. . (2023). The THE USE OF BERLITZ METHOD TO IMPROVE STUDENTS' VOCABULARY IN DESCRIPTIVE TEXT: SMP PESANTREN GUPPI SAMATA GOWA. <i>English Language Teaching Methodology</i>, 3(3), 232-241. https://doi.org/10.56983/eltm.v3i3.18</p>	
<p>Corresponding Author: Musliyadi English Education Department Universitas Muhammadiyah Makassar, (10pt) 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: musliyadi@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

The English language teaching tradition has evolved significantly through time, particularly in the twentieth century. This tradition, in various forms, has been taught in language classes all across the world for decades, maybe longer than any other discipline. When it comes to English or language instruction in general, this was not always the case. As will be evident in this brief article, there have been some significant milestones in the history of this tradition, which we will briefly address in order to emphasize the importance of

research in the formulation and development of the most effective methods and techniques for language teaching and learning.

Learning English vocabulary was the most crucial element of studying English since understanding vocabulary makes it simpler to speak with people. According to Nagy and Stahl (2017), people with a larger vocabulary can undoubtedly talk and even think more explicitly about the world. The study believes that the Berlitz Approach, because it thoroughly describes the subject in English, was a promising method for teaching vocabulary. This method was appropriate for usage since it may assist students learn vocabulary while also teaching them how to speak English properly. Furthermore, the researcher discovered that vocabulary was one of the most significant aspects of learning English while interviewing some students.

Berlitz (1888) was the first to put the Berlitz Method into practice at Berlitz School. Students are encouraged to converse in the target language with one another. A direct method implementation is an example of the Berlitz Method. A natural technique was a procedure that solely pertains to the use of the target language.

Kerap is an abbreviation for Kerap (2021) Nouns were any words that may be explained or elaborated upon by using the right maternal + adjectives. In addition, all words contain the morphemes -an, -a, -e, -en, etc. Culture, performances, food, and rules were among examples.

The researcher's goal in this situation was to make a difference in the sense that the approach was meant to increase the pupils' vocabulary mastery. Since this school used two languages in the teaching learning process, the writer believes that the Berlitz Method was the most successful way to teach vocabulary at SMP Pesantren Guppi Samata Gowa. Based on observations during observations at this school, there was a lack of vocabulary in learning English, especially descriptive texts using general learning methods, believing that the Berlitz Method was the most successful way to teach vocabulary at the SMP Pesantren Guppi Samata Gowa. As a consequence, the researcher believes that the Berlitz approach will assist pupils studying English.

RESEARCH METHOD

This Classroom Action Research (CAR) was conducted at SMP Pesantren Guppi Samata Gowa. A Seventh grader becomes the subject of investigation. A test used in observational research to develop students' knowledge in the classroom. The researcher

divides the research into several cycles. Cycle 1 focused on students' skills to improve their noun vocabulary through the use of descriptive literature. If cycle 1 does not continue then it continues to cycle 2 and up to the next cycle until it reaches the target desired by the researcher.

RESULT AND DISCUSSION

This chapter covers the interpretation of the study, which includes a comprehensive analysis of the data. This finding shows that teaching students' understanding of abstract and concrete noun vocabulary through the Berlitz method, where students can mention certain terminology from learning outcomes, is effective. Data on students' understanding of abstract and concrete noun vocabulary from test D, cycle I, and cycle II were included in the research findings.

Improvement vocabulary in terms of abstract and concrete nouns

Several discoveries were collected by the researcher during the action, including students who were more active and attractive in the learning process. SMP Pesantren Guppi Samata Gowa Seventh grade students completed this study. The class in question is VII-A, which has a total of 20 students. This study was conducted in two cycles, the first of which included a D-test at the start of the implementation, followed by three meetings for the first cycle and three meetings for the second cycle. The following table demonstrates this clearly.

Table 1. students' vocabulary in the terms of abstract and concrete nouns in the Berlitz method

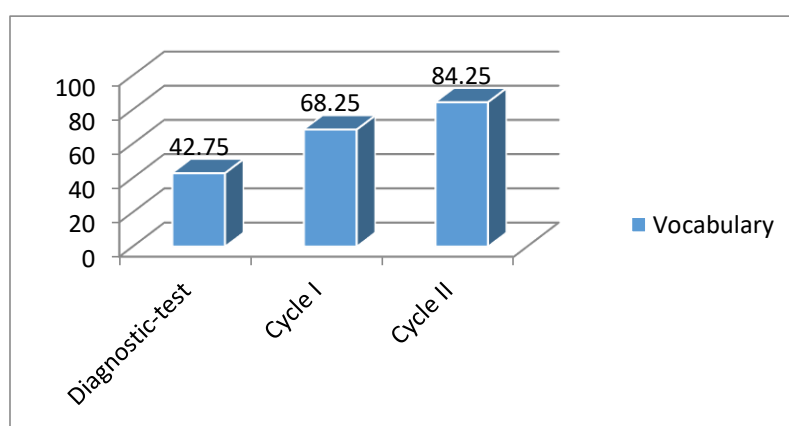
No.	Indicator	D-TEST	CYCLE I	CYLC E II	Improvement %		
		Mean Score	Mean Score	Mean Score	DT-CI	CI-CII	DT-CII
1.	Vocabulary	42,75	68,25	84,25	25,5	16	41,5

Table 1 above shows that there is an increase in students' abstract and concrete noun vocabulary which focuses on the fluency of student activities starting from diagnostic tests to cycle I and cycle II (diagnostic test > cycle I > cycle II). In the diagnostic test, the student's vocabulary score was 42.75. After that, in the process of applying the Berlitz method in the first cycle, the students' vocabulary scores were higher than the diagnostic test, which was 68.25. The vocabulary value of students in the second cycle is also higher than the first cycle,

which is 84.25. That way there is an increase in students' abstract and concrete noun vocabulary.

From diagnostic tests to cycle I, cycle I to cycle II, and diagnostic tests to cycle II, the increase in students' abstract and concrete noun vocabulary that focuses on self-understanding can be seen in table 4.1. In the first cycle diagnostic test of 25.5, the first cycle to the second cycle of 16 and the second cycle diagnostic test of 41.5 there was a significant increase in student learning..

Graphic 1 students' vocabulary in the Berlitz method



Graph 1 The increase in students' abstract and concrete noun vocabulary can be seen starting from the diagnostic test, then applying cycle I and cycle II, where students have made significant progress in the learning process in the classroom. The student's vocabulary score on the diagnostic test was 42.75. Furthermore, in the implementation of the first cycle of reporting, students' vocabulary scores were higher than the diagnostic test, which was 68.25. The value of students in the second cycle is also greater than the value of students in the first cycle, which is 84.25. Students' abstract and concrete noun vocabulary will increase as a result of this method.

Student scores in abstract and concrete noun vocabulary

The description of data analysis through tests as described in the previous findings section shows that students' abstract and concrete noun vocabulary increases in the learning process in the classroom using the Berlitz Method. This was supported by the results of the second cycle test scores which were higher than the first cycle test scores.

After taking action in the first cycle using the Berlitz method, the percentage of student understanding was 2 students (10%) getting good, 9 students (45%) getting fairly good, 7 students (35%) getting fairly, 2 students (10%) get poor and no students for other classification.

In cycle II the percentage of students in understanding vocabulary was 7 students (35%) got very good, 10 students (50%) got good, 3 students (15%) got quite

Table 2 The criteria and percentage of the students' score of vocabulary

good, and there were no students for other classifications. The results above also prove that the use of the Berlitz method is able to improve students' understanding of abstract and

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	96-100	-	-	-	-	-	-
2.	Very good	86-95	-	-	-	-	7	35
3.	Good	76-85	-	-	2	10	10	50
4.	Fairly good	66-75	-	-	9	45	3	15
5.	Fairly	56-65	2	10	7	35	-	-
6.	Poor	36-55	13	65	2	10	--	-
7.	Very poor	0-35	5	25	-	-	-	-
Total			20	100	20	100	20	100

concrete noun vocabulary, which can be seen from the results of Cycle II which are higher than Cycle I and D-test.

Discussion

The purpose of this study was to see whether using the Berlitz approach in the classroom could help students increase their vocabulary of abstract and concrete nouns. The Berlitz technique is a teaching strategy that English teachers can use to help students improve their vocabulary comprehension skills in class. This can be seen from the results of his research.

Before completing classroom action study in SMP Pesantren Guppi Samata Gowa Seventh grade, increased fluency in processing kids' language. The dates were gathered by the researcher using a diagnostic test to assess the pupils' prior knowledge of English. After administering a diagnostic test, the researcher discovered that the pupils' comprehension, particularly in language, was very low, and that it needed to be addressed.

Prior to conducting classroom action research through the Berlitz Method, the researcher conducted a diagnostic test to measure the students' prior knowledge in English vocabulary. After giving a diagnostic test, the researcher found that the students' scores in understanding vocabulary in grade VII A of SMP Pesantren Guppi Samata Gowa Regency were poor, but still needed to be improved.

The results of observations of student activity in the teaching and learning process increased significantly through the Berlitz Method in cycle 1, student activity at the first meeting was 50%, meaning that there were other activities carried out by students during the learning and learning process. The next meeting the researchers corrected these weaknesses so that the activeness of students at the last meeting of the first cycle became 70%. Then in the second cycle the researcher gave a revision for the problems faced by students during the teaching and learning process so that in the second cycle the student's activity at the last meeting became 90%. This means that students give full attention during the teaching and learning process and there are no other activities carried out by students. The students take the teaching and learning process seriously. Even if some students don't know what they are going to write, they are still actively asking. That was, the application of the Berlitz Method can increase student activity during the teaching and learning process and succeed.

Based on the discussion above, it can be seen that there are differences in results between cycle I and cycle II in learning to read through the Berlitz Method. The researcher

can say that teaching reading through Berlitz Method was a good method to improve students' scores in vocabulary comprehension.

This research was considered successful because it gets an increase in every learning process carried out. This is reinforced by the opinion of expert Herdika (2014) who said that the Berlitz method has a significant positive impact, it can be seen from the results of the research he did.

In this section, the discussion presents the methods applied in teaching the understanding of abstract and concrete noun vocabulary. The application of the Berlitz method in learning to understand the vocabulary of abstract and concrete nouns for class VII A SMP Pesantren Guppi Samata Gowa can improve students' grades and abilities in understanding the material and also understanding the vocabulary of abstract and concrete nouns in cycle I and cycle II. This can be proven by the findings about students' understanding of abstract and concrete noun vocabulary with researchers making conclusions and research results about student activities in the teaching and learning process.

The results of observations of student activity in the teaching and learning process increased significantly through the Berlitz Method in cycle 1, student activity at the first meeting was 50%, meaning that there were other activities carried out by students during the learning and learning process. The next meeting the researchers corrected these weaknesses so that the activeness of students at the last meeting of the first cycle became 70%. Then in the second cycle the researcher gave a revision for the problems faced by students during the teaching and learning process so that in the second cycle the student's activity at the last meeting became 90%. This means that students give full attention during the teaching and learning process and there are no other activities carried out by students. The students take the teaching and learning process seriously. Even if some students don't know what they are going to write, they are still actively asking. That was, the application of the Berlitz Method can increase student activity during the teaching and learning process and succeed.

Based on the discussion above, it can be seen that there are differences in results between cycle I and cycle II in learning to read through the Berlitz Method. The researcher can say that teaching reading through Berlitz Method was a good method to improve students'

scores in vocabulary comprehension. This research was considered successful because it gets an increase in every learning process carried out. This is reinforced by the opinion of expert Herdika (2014) who said that the Berlitz method has a significant positive impact, it can be seen from the results of the research he did.

In this section, the discussion presents the methods applied in teaching the understanding of abstract and concrete noun vocabulary. The application of the Berlitz method in learning to understand the vocabulary of abstract and concrete nouns for class VII A SMP Pesantren Guppi Samata Gowa can improve students' grades and abilities in understanding the material and also understanding the vocabulary of abstract and concrete nouns in cycle I and cycle II. This can be proven by the findings about students' understanding of abstract and concrete noun vocabulary with researchers making conclusions and research results about student activities in the teaching and learning process.

CONCLUSION

Findings Based on the discussion and discussion in the previous chapter, the researchers came to the following conclusions. The Berlitz method used in this research is to increase the students' vocabulary of abstract and concrete nouns in class, especially in class VII A of SMP Pesantren Guppi Samata Gowa, where one aspect of its development is increasing the number of vocabulary possessed. Students are more involved and participate in teaching and learning words in class. The Berlitz method is a learning method that teachers can use to teach vocabulary in a way that helps students improve and maintain their vocabulary skills.

The use of the Berlitz Method can improve the understanding of abstract and concrete noun vocabulary for the VII A grade students of SMP Pesantren Guppi Samata Gowa. This is indicated by the average D-Test score of 42.75% of students who are classified as underachievers. This is also lower than the average value of students' word understanding in the first cycle, which is 68.25% which is quite good and the second cycle is 84.25% which is classified as good. Based on these conclusions, we can demonstrate the use of the Berlitz method to improve students' understanding of words in descriptive text.

REFERENCE

- Arikunto, Suharsimi, (2009). *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara,
Alizadeh, I. (2016). Vocabulary Teaching Techniques; A Review of Common Practices, *International Journal Research in English Education*, Vol 1 no 1, 2016, p.22.
Bailey, Kathleen M (1997), *Learning about Language Assessment: Dilemmas, Decisions, and Direction*. Heinie ELT
Berlitz, M. D. (1888). *The Berlitz method for teaching modern languages: English part* (Vol. 1).

- Siegfried Cronbach.
- Burhan, Yasir (1984): *Politik Bahasa Nasional dan Pengajaran Bahasa, dalam Amran Halim: Politik Bahasa Nasional*, Jakarta, P.N. Balai Pustaka,
- Creswel, J.W. (2017). *Research design pembelajaran metode kuantitatif, kualitatif dan campuran*. Yogyakarta : Pustaka Belajar.
- Dianayustika. (2010). *English Grammar*. Medan : Cipta pustaka Media Perintis
- Djamarah, Syaiful Bahri, (2006) *Strategi Belajar Mengajar*, Jakarta: PT Rineka Cipta.
- Djamiluddin dan Abdullah Aly. (1999). *Kapita Selekta Pendidikan Islam*. Bandung: Pustaka Setia
- Frank, Marcella (1993), *Modern English: A Practical Reference Guide*, New York: Practice-Hall, Inc.
- [Gabungan Metode Pengajaran langsung \(Direct Method\) dengan Permainan dalam Belajar Bahasa Inggris - Kompasiana.com](#)
- Gay, L.R. (1981). *Educational Research*. Columbus. Charles E Merrill Publishing Company.
- Gorge E. Wishon (1968) *Lets Write English, Revise Edition*, New York: Litton Educational Publishing, Inc.
- Gronlund, Norman E, (1976) *Construction Achievement Test*, New York: Prentice Hall
- Harmer, Jeremy (1982), *The Practice of English language Teaching*, New York: Longman.
- Heaton, J. B. (1983) *Classroom Testing*, New York: Longman Inc,
- Herdika, P. M. (2014). *Improving Students' Vocabulary Mastery by Using Direct Method to the Eleventh Grade Science of SMAN 1 Muaro Jambi*. Jambi: English Study Program Faculty of Tarbiyah State Institute of Islamic sulthan Thaha Saifuddin.
- Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 2003.
- J.C.Richards and T.S. Rodgers. (1986). *Approach and Method in Language Teaching: A Description and Analysis*. London : Cambridge University Press
- Jack C. Richards, (2001) *Curriculum Development in Language Teaching*, (United Kingdom, Cambridge university Press)
- Kusumah, Wijaya and Dedi Dwigatama (1999), *Mengenal Penelitian Tindakan Kelas*, Jakarta: PT Malta
- Komalasari, M. D. (2017). *Efektivitas Metode Multisensori dalam Meningkatkan Kemampuan Membaca pada Peserta Didik Disleksia di Sekolah Dasar*. *Jurnal Elementary School*, 4(1), 14-19.
- Maba Ghubron. (2009). *Petunjuk Menguasai Bahasa Inggris*, Bandung : Cv. Yramawidya
- Maha, F. H. (2017). *The effect of applying berlitz method on students' conjunction mastery at islamic boarding school darul hikmah tpi Medan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Marcella Frank. (1972). *Modern English a practical reference guide*. United States of America prentice-hall, inc.
- Mifflin Company, (1986) Rivers, Wilga M. *Teaching Foreign Language Skills*, Chicago: The University of Chicago Press,
- Mills, Geoffrey E. (2003), *Action Research: A Guide for The Teacher Researcher*, New York: Merrill Prentice Hall.
- Murniasih, S. A. (2015). *The Effect of Peer Review Strategy on the Students' achievement in Writing Descriptive Paragraph* (Doctoral dissertation, UNIMED).
- Nation. 2001. *Learning vocabulary in another language*. Cambridge University Press.

- Nation, P. (2020). Is it worth teaching vocabulary? *TESOL Journal*, 1–9. <https://doi.org/10.1002/tesj.564>
- Norbert Schmitt, (2000) *Vocabulary in Language Teaching*(New York; Cambridge University press.
- Oller, John W (1979). *Language Test at School*, London: Longman Group Limited.
- Oshima, Alice and Ann Hogue, (1988) *Introduction to Academic Writing*, Wokingham: Addison-Wesley Publishing Company, Inc.
- Pooley, Robert C (2018). *Teaching English Grammar*, New York: Appleton-Century-Crofts, Inc.
- Richard, Veit.(1999). *Discovering English Grammar*, Boston: Houghton
- Richard, J., C and Renandya, W., A. (2002). *Methodology in Language Teaching*, (New York: Cambridge University), P. 255
- Rivers, M, Wilga (1968), *Teaching Foreign-Language Skills* second edition.University of Chigacago press
- S. Rodgers, Theodore and Richards, J.C.(1996), *Approaches and Methods in Language Teaching*, London: Cambridge University Press.
- S.U.Subyakto Nababan. (1983). *Metode Pengajaran Bahasa Inggris Dahulu, Sekarang Dan Masa depan* (Jakarta. Seminar methodology pengajaran bahasa inggris SMP-SMA di jakarta
- Satrio Nugroho. (2012). *Practical complete English Grammar*. Surabaya : Penerbit Kartika
- Sanjaya, D. H. W. (2016). *Penelitian tindakan kelas*. Prenada Media.
- Sani, R. A. (2019). *Pembelajaran berbasis hots edisi revisi: higher order thinking skills* (Vol. 1). Tira Smart.
- Sholihatul Hamidah Daulay. (2007). *Let's study English*, Bandung : CitapustakaMedia
- Sudiana, N. (1989). *Dasar-dasar proses belajar mengajar*. PT Sinar Baru Algensindo.
- Siti Zubaidah and Asrina Sari. (2010). *Contrastive And Error Analysis*. Medan : Ciptapustaka Media Perintis
- Steven Joe. (2002). *Test of English as a Foreign Language*. Tangerang : TPC Publisher Tangerang
- Sthal.Steven A.(2018) *Vocabulary Development*. Cambridge: Brookline book.
- Stieglitz, G. J. 1955. The Berlitz Method. *The Modern Language Journal*, 39(6), 300-310.
- Sudijono, Anas,(2008) *Pengantar Statistis Pendidikan*, Jakarta: PT. Raja Grafindo Persada. \
- Suharsimi Arikunto. (1993). *Prosedur Penelitian : Suatu Pendekatan Praktek* , Jakarta :PT Rineka Cipta
- Sukidin, (2007).*Manajemen Penelitian Tindakan Kelas*, Jakarta: Insan Cendekia,
- Tambunan, Wilmar,(1998) *Evaluation of Student Achievement*, Jakarta: Depdiknas.
- Thursan Hakim, *English Vocabulary dalam percakapan sehari-hari*, (Jakarta Barat: PT BhuanalIlmuPopuler, 2011)
- Wilga M. Rivers. (1968). *Teaching Foreign Language Skills*, London:the University of Chicago Press
- Wallace,MichaelJ.(2006),*ActionResearchforLanguageTeachers*,London:CambridgeUniversity Press.
- Washburne, J. N. (1936). The definition of learning.*Journal of Educational Psychology*, 27(8), 603.
- Web, S. & Nation, P. (2017). *How Vocabulary is learned*, (United Kingdom: Oxford University Press), p. 2.