


THE IMPLEMENTATION OF VOCABULARY LEARNING STRATEGIES IN STUDENTS VOCABULARY SIZE AT THE SECOND GRADE OF SMP NEGERI 1 BIDE SATAP

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 21, 2022 Revised: July 23, 2022 Accepted: August 21, 2022 Published: April 15, 2023</p> <p>Keywords: Learning Strategies Students' Vocabulary Vocabulary Size</p>	<p>Using vocabulary size as a teaching strategy to help students improve their vocabulary is the primary goal of this study (in term noun and verb). At SMPN 1 Bide Satap, this study was carried out. In the following academic year, which will be 2021. Twenty-five second graders participated in this study. Purposive sampling was used to choose the sample. Class VIII has 25 pupils. There were a total of 25 students in the study. This study used a pre-experimental design with a single group pre-test and post-test. It was decided that Class VIII would be the experimental class for vocabulary size teaching. A vocabulary exam was utilized to get the data. The nouns t-test value is 4.869 and the verb t-test value is 4.47 with a frequency of $df = 25 - 1 = 24$ at a 50 percent significance level obtained $t_{table} = 2,640$, according to inferential statistical analysis using the t-test method. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, if the t test is greater than the t table. In other words, the final post-test data reveals a significant improvement. We conclude that students who utilize vocabulary learning methodologies are able to increase their vocabulary size significantly.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

An important part of English is vocabulary. Students who want to learn English as a second language must take this course. "Knowledge of a term requires not only its definition but also its context in the world," says Steven Stahl (2005). Our vocabularies grow and grow

as we go through life. The power of words cannot be overstated. Words open doors, and that is something we want for all of our students.

Students should be engaged in active thinking about word definitions, word connections, and how words may be used in a variety of contexts when they are taught vocabulary in school. This form of comprehensive education is most likely to have an effect on understanding (Graves, 2006; McKeon and Beck, 2004).

Communication is accomplished via the use of language. It functions within a community or culture of speakers. Additionally, it is fundamentally human, albeit maybe not exclusively so. It is acquired in a similar manner by all people; both language and language learning share certain universal characteristics. There are several languages spoken around the world. English is one among them. English is a global language that is critical in the modern day. It is the international language of globalization, communication, business, and trade.

In Indonesia, English is taught as a foreign language at the elementary, junior high, and high school levels, as well as at the university level. Indonesians do not speak English natively. Learning a foreign language is a process that requires the student to focus on four fundamental skills: listening, speaking, reading, and writing. These abilities are inextricably linked to vocabulary.

English is a required subject in school. It is taught from elementary school through university. In English, you possess four linguistic abilities. That is connected to the previous one and should be learned by pupils. Listening, speaking, reading, and writing are the four skills. The ability to read is critical to a student's academic performance. Following the learning process, knowledge is mostly delivered in the form of written language, which requires pupils to read in order to acquire it. However, if learners do not grasp the English language components, these talents will not be well-stabilized. Vocabulary is a critical component of language. Without language, we would be unable to communicate our thoughts, feelings, and ideas to one another and convey our opinions, feelings, and ideas.

According to Hornby (2006: 1645), vocabulary refers to all the words that an individual knows or uses, as well as all the words in a certain language. The development of a student's language talents begins with the acquisition of a student's vocabulary. A person's ability to communicate effectively relies heavily on their vocabulary.

According to Nation (2001:8), vocabulary acquisition techniques are a subset of general language acquisition strategies. Thus, vocabulary acquisition methodologies can successfully help to English Language Teaching learning.

Students may have communication difficulties and be unable to write when expressing an opinion or an idea unless their vocabulary is sufficiently large. According to Nation (2001:9), "Foreign language students must be familiar with a large number of words. While this may be beneficial in the long run, it is not a necessary short-term objective ". Thus, it is critical to identify strategies that will aid kids in expanding their vocabulary.

Additionally, Sneer (2009:20) agrees that "vocabulary is crucial to language and to the average language learner" (Zimmerman 1998, p. 5). Although vocabulary has always been an integral aspect of language teaching and learning, it is claimed that instructors have not been attentive to current issues in the field and have not fully appreciated the enormous communicative benefit of building a large vocabulary.

Having a limited vocabulary will make it difficult for a pupil to express his thoughts and ideas both orally and in writing. When he tried to speak or explain what he wanted, he was unable to get over the specific thought he wanted. This means he won't be able to read textbooks or educational resources like periodicals or newspapers. Radio and television broadcasts are beyond his comprehension, even if he tries. As a result of the limited vocabulary, students' ability to listen and read will be severely hampered.

As stated above, a lack of communication about the student's desire in studying is to blame for students' inability to comprehend terminology, as the teacher's terms are too technical, industrialized, and so on. Because of this, students are unable to use their vocab knowledge in real-life settings, such as stating the nouns around them, such as translating the words used in films, music, and websites that use the English language. To counter this, pupils' inability to comprehend language can be traced back to a lack of engaging teaching methods that capitalize on their natural propensity to absorb and retain information in real-world contexts.

Vocabulary acquisition has always been a challenge for the majority of students. As a result, vocabulary acquisition is receiving more focus in second language instruction and research at the moment. However, it remains a contested subject about how learners acquire vocabulary effectively and quickly, as well as how it should be taught.

These pupils are unsure whether their method is effective, and as a result, their vocabulary size remains low. Different students may use a variety of ways to acquire vocabulary, which may have an effect on the amount of their vocabulary.

According to observations from SMPN 1 BIDE SATAP, there were some difficulties with language acquisition. The issues were as follows: first, the kids were unwilling to read. Second, the kids' vocabulary is limited. Thirdly, students are uninterested in the teacher-presented content. To address these issues, the researcher is attempting to employ a vocabulary acquisition technique in which all students prepare their own vocabulary size and ability to participate.

RESEARCH METHOD

This study did not employ an experimental design, but rather employed a single-group design for the pre- and post-tests. With a single group, a pre- and post-test design is used to collect data or make observations before and after the group is exposed to a therapy. Prior to treatment, a pre-test measures an attribute or characteristic that was tested during the pre-experiment, whereas a post-test measures an attribute or characteristic that was assessed during the pre-experiment for participants.

As stated by Creswell (2004):20, "Pre experimental design is used in which attitude was assessed both before and after an experimental treatment. This research relies on the use of attitude measurement instruments and statistical procedures and hypothesis testing to analyze the collected data.

Prior to collecting the sample, the researcher described the population, providing a description of each individual to be included. The term "population" refers to the total number of people, events, or things that are part of a particular group (Aryl et al., 2010:148). Study elements that co-existed and, theoretically, became the research subject, according to Debbie (1983). The population is a term used by Gay (1992: 124) to describe the target audience for a researcher's results. In this study, the population included all students in class VIII of SMP Negeri 1 who took the BIDE SATAP in the academic year 2021/2022. Each class consisted of 25 students, with 10 male and 15 female students. The total number of second grade pupils was around 350 out of an overall enrollment of 800.

Vocabulary tests were utilized as an experimental tool in this study. As defined by Aryl et al. (2010:201), a test includes many stimuli that are presented in such a way that

participants' responses can be measured numerically. Pre- and post-tests were used in this investigation. Prior to treatment, students' writing skills were assessed, and after treatment, their vocabulary abilities were assessed.

RESULT AND DISCUSSION

A. Findings

The results of the data analysis revealed that implementing vocabulary learning strategies in students' vocabulary size can help students improve their proficiency with nouns and verbs.

Increasing pupils' vocabulary capacity in terms of nouns and verbs

The students' ability to identify noun and verb can be seen in the following table:

Table 1 : The improvement of students' vocabulary size in the term noun and verb

Indikator	Mean score		improvement
	Pretest	posttest	
Noun	48.8	86	76.95
Verb	47.2	90.4	77.22

According to Table 1, students' posttest scores improve following the application of vocabulary learning techniques to increase their vocabulary size. Prior to treatment, the students' mean pretest score for vocabulary size in the word noun was 48.8, and their mean pretest score for vocabulary size in the term verb was 47.6. These are considered to be bad outcomes. However, after receiving medication, the pupils' scores improved. The posttest revealed that the students' mean score for main concept was 86 and their mean score for verbs was 90.4.

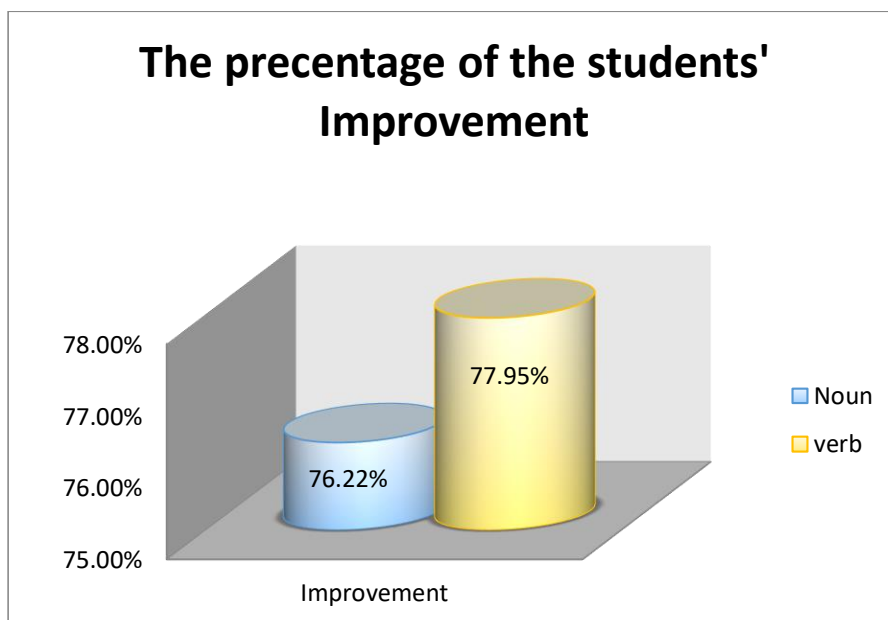


Fig 1: The percentage of the students' Improvement

The chart 1 indicated that students' achievement increased by 76.22 percent in the noun category and by 77.95 percent in the verb category. That is, the application of vocabulary acquisition methodologies increased students' vocabulary size in terms of nouns and verbs.

Students Classification Score of Pre-Test

The Noun Pre-Test Score

Table 1: The score percentage of noun

No	Classification	Score	F	Percentage
1	Excellent	9.6 - 10	-	-
2	Very Good	8.6 - 9.5	-	-
3	Good	7.6 - 8.5	2	8%
4	Fairly Good	6.6 - 7.5	5	20%
5	Fairly	5.6 - 6.5	5	20%
6	Poor	3.6 - 5.5	8	32%
7	Very Poor	0 - 3.5	5	20%
Total			25	100%

According to table above, there were two (8 percent) students classified as having a good score, five (20 percent) students classified as having a fairly good score, five (20 percent) students classified as having a fairly good score, eight (32 percent) students classified as having

a poor score, five (20 percent) students classified as having a very poor score, and none (0 percent) students classified as having an excellent or very good score. As a consequence of the findings, it can be inferred that students' ability to expand their vocabulary size on a pre-test of nouns varies from good to extremely bad categorization.

Pre- Test Score Of Verb

Table 2: The rate percentage of Verb

No	Classification	Score	F	Percentage
1	Excellent	9.6 - 10	-	-
2	Very Good	8.6 - 9.5	-	-
3	Good	7.6 - 8.5	2	8%
4	Fairly Good	6.6 - 7.5	3	12%
5	Fairly	5.6 - 6.5	5	20%
6	Poor	3.6 - 5.5	10	40%
7	Very Poor	0 - 3.5	5	20%
Total			25	100%

According to Table 3, there were two (8 percent) students classified as having a good score, three (12 percent) students classified as having a fairly good score, five (20 percent) students classified as having a fairly good score, ten (40 percent) students classified as having a poor score, five (20 percent) students classified as having a very poor score, and none (0 percent) students classified as having an excellent score. As a consequence of the findings, it can be inferred that students' success on pre-tests of verbs spans from good to extremely bad.

The Students' Classification Score of Post Test

Noun Score of post-tests

Table 1 : The Noun Score of Percentage

No	Classification	Score	F	Percentage
1	Excellent	9.6 - 10	6	24%
2	Very Good	8.6 - 9.5	4	16%
3	Good	7.6 - 8.5	8	32%
4	Fairly Good	6.6 - 7.5	7	28%
5	Fairly	5.6 - 6.5	-	-
6	Poor	3.6 - 5.5	-	-
7	Very Poor	0 - 3.5	-	-
Total			25	100%

Following treatment, the researcher administered a post-test. Table 4 contains the outcomes of all pupils. Six (24%) students received an exceptional score, four (16%)

students received a very good score, eight (32%) students received a good score, seven (28%) students received a reasonably decent score, and none of the students (0%) had a moderately, bad, or very poor score. As a consequence of the findings, it can be stated that student success in terms of increasing vocabulary size in the post-test of noun categories varies from outstanding to reasonably good.

Post- Test score of Verb

Table 2 : The Rate Percentage of Verb

No	Classification	Score	F	Percentage
1	Excellent	9.6 - 10	11	44%
2	Very Good	8.6 - 9.5	7	28%
3	Good	7.6 - 8.5	4	16%
4	Fairly Good	6.6 - 7.5	3	12%
5	Fairly	5.6 - 6.5	-	-
6	Poor	3.6 - 5.5	-	-
7	Very Poor	0 - 3.5	-	-
Total			25	100%

A post-test was conducted by the researcher following therapy. In Table 5, all students' grades are listed. Of the students, 11 (44% were exceptional), 7 (28% were very good), 4 (16%) were deemed good, 3 (12%) were deemed decent, and 0 (%) were deemed poor or very poor. There were no kids classified as "fairly" or "poor" at any level. In light of the findings, it may be stated that students' post-test verb vocabulary growth ranges from outstanding to fair.

1) The students' mean score of noun in pre-test and post-test

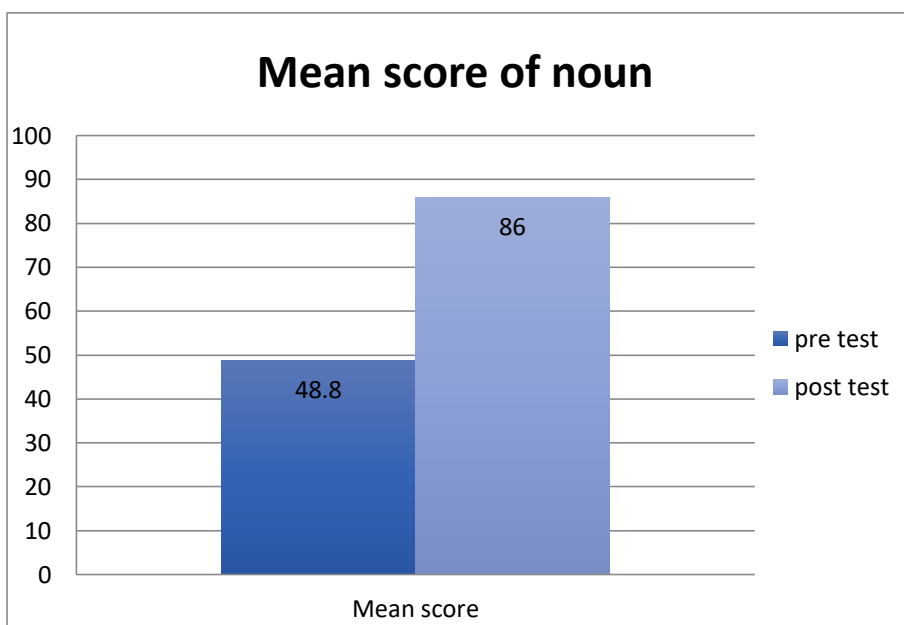


Fig 1 : The students' mean score of noun

The mean vocabulary score of pupils differed significantly between the pre- and post-tests, as shown in chart 2. Students' mean scores improved from pre- to posttest, according to data analysis. Mean score in term of noun before to therapy was 48.8 The pupils' mean vocabulary score in the term noun climbed to 86 following therapy and a follow-up test. This is evident from the graph. The students' mean score of verb in pre-test and post-test

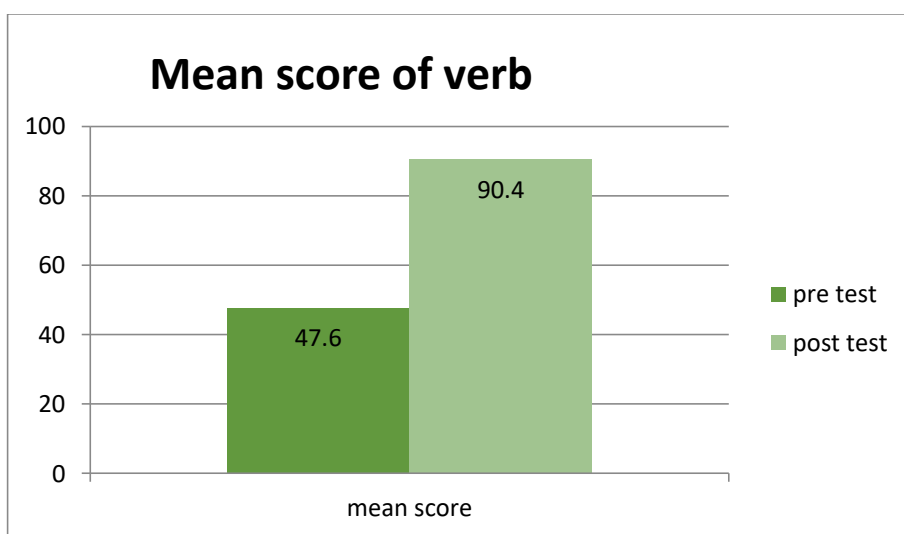


Fig 2 : The students' mean score of verb

Chart 3 shows that students' vocabulary for the term verb varies significantly between pre- and post-test. Students' mean scores improved from pre- to posttest,

according to data analysis. There were 47.6 children in the class with a mean vocabulary score in the term "verb." The pupils' mean vocabulary score in the phrase "verb" climbed to 90.4 following therapy and a follow-up test. This is evident from the graph.

T-test

To test hypothesis, interpretative analysis is utilized. Students' pre-test and post-test mean scores were compared using the t-test (a statistical test to detect whether or not a difference exists). The degree of freedom (df) is only needed if the threshold of significance (α) is equal to 0.05, which means that $n-1 = 24$. In this case, the p-value is 0.000 0.05, which illustrated a statistically different between initial and final test variables (2-tailed). H_0 has been deleted, while H_1 has been accepted. However, a 2-tailed significance level greater than 0.05 illustrated that the starting and final variables are not significantly different. The following table shows the t-test results once H_1 is ruled out and H_0 is accepted.

TABLE 3 : TEST OF SIGNIFICANCE (T-TEST)

Variables/Indicator	t-test	t-table	Remarks
Vocabulary (Noun)	4.869	2.640	Significantly different
Vocabulary (Verb)	4.47	2.640	Significantly different

In Table 6, the researcher found that the t-test is more significant than the level of significance at the t-table and the degree of freedom 24. For nouns, the t test was 4.869 and for verbs, it was 4.47. T-tests that exceed the t-table indicate that there is a significant difference between pre- and post-treatment results. It means that the alternative hypothesis (H_1) is accepted and the null hypothesis is rejected (H_0). This implies that strategies for helping students build their vocabulary can have a significant impact.

There was a statistically significant rise in posttest data, as seen above. An increase in a student's vocabulary can be achieved by employing vocabulary acquisition strategies.

A. DISCUSSION

The purpose of this research was to determine the efficiency of vocabulary acquisition techniques in terms of nouns and verbs in the eighth grade SMP NEGERI 1 BIDE SATAP.

According to the data acquired during the exam, as explained in the preceding section, pupils' vocabulary size increases. The pupils' mean pretest and posttest scores corroborate this.

By implementing vocabulary learning methodologies, it was possible to increase pupils' vocabulary size. Thus, vocabulary learning methodologies are more effective in increasing pupils' vocabulary size.

The researcher noted that pupils frequently did not grasp the text's queries based on their responses before and after therapy. They would paraphrase a passage from the book, sometimes missing the subject of the inquiry entirely. Thus, the researchers concluded that their lack of vocabulary knowledge contributed to their inability to recognize the reading's concepts, even though the question was included in the exam. They are also inept at comprehending the offered material, which makes critical reading difficult for them.

The score distribution for the posttest on level demonstrates the difference between the pretest and posttest. Following the therapy, the pupils' scores improved. According to the findings, students' vocabulary size for their level increased as a result of the employment of vocabulary acquisition tools. In this instance, the researcher used vocabulary learning tools to assist students in comprehending what they are studying.

As a consequence of the findings and discussion above, it may be concluded that additional vocabulary acquisition tactics were required to increase the students' vocabulary size. According to the research findings, the kids have already achieved considerable gains in their learning abilities as a result of the therapy. Additionally, research indicates that using vocabulary learning tactics improves students' success compared to using a standard method.

According to the findings of the research, students' scores improved significantly following therapy in class vocabulary acquisition techniques. Utilizing vocabulary learning tools is unquestionably beneficial for increasing pupils' vocabulary size. The same statements from professionals who are capable of substantiating this concept. According to some experts, strategy is one of the vocabulary acquisition techniques that might assist pupils in comprehending the text through meaning construction. According to Ghazal (2007), vocabulary is important to language and is critical for language learners. Due to its

significance, learners must increase their vocabulary knowledge. Additionally, Ahour and Salamzadeh (2014) assert that words are the fundamental building blocks of language, serving as the units of meaning from which bigger structures such as sentences, paragraphs, and entire texts are constructed. Thus, it is reasonable to conduct research on vocabulary learning techniques and to ascertain how learners acquired vocabulary in order to enhance and develop the vocabulary learning strategy curriculum in teaching and learning (Taka, 2008; Astika, 2016). Despite the debate over the relevance of vocabulary acquisition, research indicates that the majority of language learners believe that acquiring vocabulary is a difficult endeavor. The students must memorize a huge number of new words and phrases (Schmitt, 2010). Students employ vocabulary acquisition tools as part of their continual effort to grasp English vocabulary (Mehring, 2005).

In conclusion, the researcher underlines the importance of learning techniques as one of the several lessons necessary for teaching vocabulary size. There are various factors that contribute to the growth of learning techniques for teaching vocabulary. There are pupils that collaborate and test their ideas. Teachers gain from additional class time spent on assignments and a higher level of student contributions to class discussions. Students and teachers are both aware of the requirements regarding attentiveness and involvement in class discussions.

CONCLUSION

The researcher derives the following conclusion based on the research findings and discussion in the preceding section. The adoption of vocabulary learning methodologies resulted in a large increase in the vocabulary size of second-year students at SMP Negeri 1 Bide Satap in the academic year 2020/2021.

Students' vocabulary size of nouns and verbs improved from pretest to posttest in vocabulary learning techniques. The pupils' mean noun score was 48.8 and their mean verb score was 47.2, both of which were regarded as extremely bad. Following therapy, the kids' vocabulary increased in size. It is demonstrated by the fact that students' mean noun score in the posttest was 86 and their mean verb score was 90.4, both of which are considered as good. Thus, pupils' success in literal nouns improved by 76.22 percent, while verbs improved by 77.95 percent. Additionally, the t-test value for the noun was (4.869), while the t-test value for the verb was (4.47), both of which were greater than the t-table value (2,640) and significant

(2-tailed),000. By incorporating vocabulary learning tactics into students' vocabulary sizes, this strategy can be an excellent way to maintain class concentration and cohesiveness.

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