ACCELARATING THE STUDENTS' FREQUENCY WORD FOR BASIC CONVERSATION BY GIVING A WEEKLY ACHIVABLE TARGET OF ENGLISH VOCABULARY AT JUNIOR HIGH SCHOOL 1 BONTOMARANNU

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ARTICLE INFO	ABSTRACT
	This research is aimed to To find out many Action verbs and Phrasal Verbs are achivable by first grade students' in a week at Junior High School. The research applied pre-experimental method with one group pre-test post-test design and the data were collected by giving pre-test, treatment and post-test. the sample of the research was VII 8 at Junior High School 1 Bontomarannu which consisted of 16 students. The population of this study was the first grade at Junior High School 1 Bontomarannu which consisted of 296 students in the academic year of 2021/2022. The sample was taken by cluster random sampling technique to select the sample of the research. The technique used for obtaining data was vocabulary test words. The research findings showed that the mean score of students vocabulary in action verb was proved by post-test 76.87 it was higher than the mean score of the students in pre-test 41.25. Mean score of the students vocabulary in phrasal verb was proved by pre-test 42.87 and post-test 76.25. and the hypothesis t-test value was 4.01. it means that Ha was accepted. In other words, vocabulary by giving a weekly achivable target was very good in enhance the students vocabulary especially in action verb and phrasal verb. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

Vocabulary could a knowledge that study about word, a part of word that give clues to the meaning of whole words. Richard (2002:255) states that Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write. According to Saleh (2000: 29) vocabulary is a word or group of words that have a certain meaning as well as the whole word used by someone in communication activities.

Thournbury's (2005:13) argues that vocabulary has an important role in learning English, because if the vocabulary is lacking, it will be difficult to convey ideas and ideas

both orally and in writing. Vocabulary is a form of word that has its own meaning, can be more than one. According to Hatch and Brown(1995:13) Vocabulary refers to the way in which speakers of a language refer to the grouping of syllables. Moving on from this statement, we can see that as a good speaker, it can be judged by the wealth of vocabulary that is known. Vocabulary itself is the most important part of language, because knowing and understanding quite a lot of vocabulary makes it easier to express and understand the contents of the text as an effective communication tool.

In English vocabulary is classified into parts in the form of adjectives, nouns, conjunctions, pronouns, verbs and others. This research is directed and focused only on the most important part of the vocabulary that is intended as student learning material. A verb is a word that indicates an action of a living being. The verb itself has an important role in a sentence that serves to explain the actions taken by the subject in the sentence

Therefore, the researcher applies a weekly achivable target as learning method for vocabulary mastery, where students a list of words that they do not understand will be made. This problem makes the students were also lazy to open the dictinory, and they could not identify the meaning of the difficult words unit. Especially action verb and phrasal verb. From the background above, the researcher concludes that vocabulary is important system on a language. By mastering a lot of vocabulary we can communicate with other, and can express our ideas, feeling more effectively. So, the researchers that focus on Action verb and Phrasal verb.

RESEARCH METHOD

In this research, The researches used pre-experimental method with one class pre-test and post-test desig. The treatment was conducted after the pre-test and before post-test. The design is present in the following table

Table 1. Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Source: Sugiyono (2012: 111)

The data is collecting from the test vocabulary that analyses by using the following procedure:

Table 2 Form of Pre-Test and Post-Test

Series Number of Items	From of Test	Total of Items	Score of Correct Answer
1-10	Multiple Choice	10	100

$$\text{Students' Score} = \frac{\text{The number of students correct answer}}{\text{Total score}} \times 100$$

Source: Shofa (2013)

Table 3 Score of Test in Classification score

No	Score	Classification
1	96 – 100	Execllent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very Poor

(Depdikbud,2006)

1. To calculate mean score of the student

$$X = \frac{\Sigma x}{N}$$

Note :

X = Mean

$\sum x$ = The sum of all score

N = Number of subject

(Gay: 2006)

2. To find the students' improvement the formula as follow:

$$P = \frac{X2 - X1}{X1} \, X \, 100$$

Where:

P = Improvement

X1 = Mean score of pre-test

X2 = mean score of post-tes

(Harmer: 2007)

3. Calculating the value of t-test to indicate the significance of the difference between the pre-test and posttest by using the following formula:

$$T = \frac{D}{\sqrt{\dfrac{\sum d^2 - \dfrac{\left(\sum d\right)^2}{N}}{N(N-1)}}}$$

Where :

T   = Test of significance

D   = The mean Of the difference score

$\sum d2$ = The sum of the square

$(\sum d)^2$ = The square of $\sum d$

N   = Number of students

(Subana:2005)

RESULT AND DISCUSSION

In this result shows description of result from the data that had been collected through vocabulary test in pre-test and post-test. The improvement of students' vocabulary can be seen in the following table:

1. **The improvement of the students vocabulary in term of action verb**

Table 4. The students mean score

Indicator	Mean score		Improvement
	Pre-Test score	Post-Test score	
Students' vocabulary in the term of action verb	41.25	76.87	86.35%

Table showed that mean score of the syudents' in post-test accelarating after teaching students' vocabulary in the term of action verb by giving a weekly achivable target. the mean score of the students pre-test 41.25 and post-test which to be 76.87.

2. **The improvement of the students vocabulary in term of phrasal verb**

Table 5. The students mean score

Indicator	Mean score		Improvement
	Pre-Test score	Post-Test score	
Students' vocabulary in the term of phrasal verb	41.87	76.25	82.11%

Table showed that mean score of students' in post-test accelarating after teaching students' vocabulary in the term of phrasl verb by giving a weekly achivable target. the mean score of the students pre-test 41.87 and post-test which to be 76.87.

3. **Classification of the frequency and percentage of students' vocabulary scores (Pre-Test) by giving a weekly achivable target in the term of action verb.**

Table 6. Classification of the frequency and percentage of students' vocabulary scores (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96 - 100	-	0%
2	Very Good	86 - 95	-	0 %
3	Good	76 - 85	-	0 %
4	Fairly Good	66 - 75	-	0 %
5	Fairly	56 - 65	-	0 %
6	Poor	36 - 55	13	81 %
7	Very Poor	0 - 35	3	19 %
	Total		16	100 %

The data in Table shows the pertancentage and frequency of the students vocabulary in the term of action verb gained from pre-test. The table above shows that none of the 16 students got good grades in the classification, because these students did

not master vocabulary, especially in action verbs. At this stage there are 16 students, 3 of them (19%) get very poor scores, while the remaining 13 students (81%) get poor level scores, so that not a single student gets fairly, fairly good, good, very good, and excellent.

4. **Classification of the frequency and percentage of students' vocabulary scores (Post-Test) in the term of action verb by giving a weekly achivable target.**

Table 7. Classification of the frequency and percentage of students' vocabulary scores (post-test).

No	Classification	Score	Frequency	Percentage
1	Excellent	96 - 100	-	0%
2	Very Good	86 - 95	-	0 %
3	Good	76 - 85	11	69%
4	Fairly Good	66 - 75	5	31%
5	Fairly	56 - 65	-	0 %
6	Poor	36 - 55	-	0 %
7	Very Poor	0 - 35	-	0 %
	Total		16	100 %

The data in Table shows the pertancentage and frequency of the students vocabulary in the term of action verb gained from post-test. The table above shows that none of the 16 students scored excellent, very good, fairly, poor, very poor in classification, especially on action verb. The 16 students, 10 of them (63%) got a good level score, while the remaining 6 students (37%) got a fairly good level score.

5. **Classification of the frequency and percentage of students' vocabulary scores (Pre-Test) by giving a weekly achivable target in the term of phrasal verb.**

Table 8. Classification of the frequency and percentage of students' vocabulary scores (pre-test).

No	Classification	Score	Frequency	Percentage
1	Excellent	96 - 100	-	0%
2	Very Good	86 - 95	-	0 %
3	Good	76 - 85	-	0 %
4	Fairly Good	66 - 75	-	0 %
5	Fairly	56 - 65	-	0 %
6	Poor	36 - 55	13	81%
7	Very Poor	0 - 35	3	19%
	Total		16	100 %

The data in Table shows the pertancentage and frequency of the students vocabulary in the term of phrasal verb gained from pre-test. The table above shows that none of the 16 students got good grades in the classification, because these students did not master vocabulary, especially in phrasal verbs. At this stage there are 16 students, 3 of them (19%) got a very poor score, while the remaining 13 students (81%) got a poor level score, so that not a single student scored fairly, fairly good, good, very good, and excellent.

6. **Classification of the frequency and percentage of students' vocabulary scores (Post-Test) by giving a weekly achivable target in the term of phrasal verb.**

Table 9. Classification of the frequency and percentage of students' vocabulary scores (post-test).

No	Classification	Score	Frequency	Percentage
1	Excellent	96 - 100	-	0 %
2	Very Good	86 - 95	-	0%
3	Good	76 - 85	10	63 %
4	Fairly Good	66 - 75	6	37 %
5	Fairly	56 - 65	-	0 %
6	Poor	36 - 55	-	0 %
7	Very Poor	0 - 35	-	0 %
	Total		16	100 %

The data in Table shows the pertancentage and frequency of the students vocabulary in the term of phrasal verb gained from post-test. The table above shows that none of the 16 students scored excellent, very good, fairly, poor, very poor in classification, especially on phrasal verbs. Of the 16 students, 10 students (63%) got a good score, while the remaining 6 students (37%) got a fairly good score.

7. **Test significance Testing and Hypothesis**

From the T test results, the researcher found that the T-test value (4.01) exceeded the T-table value (2.131) at the Alpha level @ or the P value level = 0.05 at the freedom level (DF) 15. The weekly achievable target was meant to help the students learn new vocabulary.

Based on the result of the T-test, the researcher found that there were significant differences between the result of the pre-test and post-test. The pre-test results showed that significant improvements were made after instruction and learning were processed by setting attainable target goals. The students learned because they were taught. Based on the data, it can be concluded that the students of Junior High School 1 Bontomarannu have improved.

CONCLUSION

After conducted the pre-experimental research about the use a Weekly Achivable Target to eccelarating the students vocabulary and based on the previous chapter, the researcher councluded that a Weekly Achivable Target was eccelarating the students vocabulary in actioan verb and phrasal verb it was shown by the mean score of action verb by giving a weekly ahivable target before after treatment is 41,25 % to 76,87 %. And phrasal verb by giving a weekly achivable target before and after giving treatment it was shown by the mean score 41,87% to 76,25. it mean that there is significance between before and after giving the treatment.

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