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**Research Article**

# Developing Students' Vocabulary Ability of the Second Year of SMPN 2 Enrekang through Piling Up Sentences

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**Abstract:**

The objective of the research is to find out whether or not Piling up Sentences can improve the students' vocabulary ability of the second year of SMP 2 Enrekang. This research employed pre-experimental method which one class was given pre-test, treatment and post-test. The population of this research was the second grade students of SMP 2 Enrekang. The total sample consisted of 30 students and it is used purpose sampling technique. The instrument was noun test in order to measure the students' vocabulary ability in learning process by using piling up sentences technique. The finding of the data indicated that by using piling up sentences technique in teaching vocabulary was affective to improve the students' vocabulary ability at SMPN 2 Enrekang. In other words, the finding showed that by using piling up sentences technique the researcher found that the students understanding on noun was increased significantly. Based on the result of the data showed that there was a significant difference between the students' mean scores in pot-test was higher than the pre-test (8,8>6,5). While the T-test value was higher than T-table value (9,7>2.045). Based on the findings and discussion of the research, the researcher concluded that Piling Up sentences technique is effective in improving the students' vocabulary ability at second grade students of SMP 2 Enrekang. Based on the finding of the research it could be concluded that the use of Piling Up technique in teaching vocabulary can improve the students' vocabulary ability at SMP 2 Enrekang. It can be concluded that the use of piling up sentences is an effective activity to make the students active in learning vocabulary ability particularly noun at SMPN 2 Enrekang.

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**Keywords: Learning Ability, Vocabulary Improvement**

## 1. Intruduction

A language is a crucial means for human communication which is used in interaction with other people in the society. Beside that a language is also used in expressing emotion, feeling and opinion with other people by using a language. Vocabulary has an important role in all aspect of language skill and it is the flesh of a language. People cannot express his or her idea without an enough vocabulary. In learning any languages particularly English, there are four language skills that should be achieved or mastering. These four language skills are developed from four language components such as structure, vocabulary, pronunciation and spelling. From those four skills people can combine their ideas or mind into verbal expressions using a language and create a communication.

Learning English is very important role in almost all fields of life in the world such as communication, commerce, economy, politics, education, science and so on. Teaching English as a foreign language covers four skills they are listening, speaking, reading and writing. In relation to the four skills, one important aspect that can support the success of the teaching English is vocabulary. According to Edward (1997), stated that vocabulary is one of the important factors in all language teaching, students must continually learn words as they are learning structure and as they practice sound system.

English language as an international language has become a tool of international communication in all aspect of life such as science, technology, social and economy. In Indonesia, English is not considered as a second language but is a foreign language that become a target language has to be taught in schools from junior high till senior high schools in today's Indonesian curriculum. Based on standard competence state in the role of government, Number 22, 2006, the goal of English teaching and learning in Indonesia is to develop students' discourse competence. Therefore, the students are hoped to increase their mastery in English. The important of English as the key to the Indonesia communication and commerce makes it compulsory subject for students from junior high school up to senior high school. English vocabulary is one of the elements in teaching English at senior high school. In increasing the students' ability in vocabulary, the teachers have to think how to make students' vocabulary better. There are so many approaches, methods and techniques that can be used by the teachers.

Vocabulary is an activity that the students do in almost every area of their studies. From vocabulary assignment that was given at school, the students can express their ability through writing. From writing the students can express their thoughts, share experiences, tell stories, explain their insights or opinions or simply transmit information. In addition, the students are able to suggest or influence the readers to share their point of view. Since many students have mindsets that vocabulary is difficult skill, so it is expected in teaching vocabulary the teachers should find out activities that can be conducted in class to help the students easier to follow some learning activities especially vocabulary. Therefore, students will be attracted in learning probably being more active in class.

In this research the researcher's attention focused on the vocabulary ability. The ability to communicate and convey message cannot be established without using vocabulary. Therefore, English teachers must be responsible to use technique or method in presenting materials in teaching English particularly vocabulary to their students.

Based on background above, the researcher is interested to conduct a research concerning piling up a sentence as one technique in teaching vocabulary entitled 'Developing Students' Ability in Vocabulary of the Second year Students of SMP 2 Enrekang through Piling Up Sentences'. The researcher is expecting that teaching vocabulary by using piling up a sentence technique is good to develop the students' ability in vocabulary.

The problem statement of this research is 'Can piling up a sentences technique develop the vocabulary ability of the second year students of SMP 2 Enrekang?'

In relation to the problem statement above, the main objective of the research is intended to find out whether or not the use of piling up sentences can develop the students' vocabulary ability of SMP 2 Enrekang.

The finding of this research is expected to be a meaningful input to the English teachers in using a new technique in teaching English vocabulary. Last but not least it is hoped that teaching and learning English vocabulary will be interesting at SMP 2 Enrekang. Finally, the result would be very useful for improvement of teaching English vocabulary ability and it was hoped to be useful information for other researchers.

The scope of this research is restricted in teaching vocabulary ability using piling up sentences for second grade of SMP 2 Enrekang. The kind of vocabulary that was given to the students was a noun. These nouns are categories into names of parts of body, flowers, things in the classroom and so on.

## **2. Re view of Related Literature**

There are some researchers have carried on research for suitable method or technique to support the learners and give some references to the English teachers to find out the way to develop the students' vocabulary ability. The following are some previous researchers related with this research:

Jayanti (2021) in her research entitled the influence of using game toward students' vocabulary mastery at the seventh grade of MTS Mifthahul Ulun Kotabaru. She concluded that the implementation game could make the students focus following the learning process. The game could help the students in memorizing vocabulary and they felt enjoyable and pleasant during the learning process.

Zulkarnain (2019) in his research with the title 'increasing the vocabulary mastery of the second year students of science class at SMAN 2 Bantaeng through mnemonic device'. He stated that mnemonic was effective in increasing the students' vocabulary. In doing their tasks after following the mnemonic device was increased and many students got good result in the final test. While Febrinayanti (2021), said that the use of spider web extension as a teaching medium in teaching vocabulary for the students of SMPN 4 Bangkala Jenepono is effective to improve the students' vocabulary ability.

Herlianti (2018) in her research stated the used of building up the students' motivation in learning vocabulary is effective in teaching vocabulary. She concluded that the student' post-test was better than the pre-test after using the building up strategy. Visual aids are things that you can look at, such as film, model, maps or slides to help you something to remember easy vocabularies (Collins Dictionary, 2019). Yanti (2017) said that vocabulary was a tool to communicate with other people. This is the main goal in learning English and vocabulary is the important aspect for students to master their skills to read, listen, write and speak in English.

The similarity in general between the above researchers and the other researchers was using game as a media to teach vocabulary and also to the students' vocabulary mastery while the different are the design and the media. By using piling up a sentence the researcher was sure that the students of the second year students of SMPN 2 Enrekang vocabulary ability was improved.

In the background of this research, the researcher has briefly explained the important of vocabulary. Vocabulary is a fundamental requirement that influence the students' achievement in studying English. Ur (1996) stated that vocabulary can be defined, roughly as the word we teach in the foreign language. A new item of vocabulary may be more than a single word which made up two or three words but express a single idea. Hornby in Sukerti (1987) said that vocabulary is:

- a. All the words that a person knows or uses.
- b. All the words in particular language.
- c. The words that people use when they are talking.
- d. A list of words with their meaning in a book for learning a foreign language.

According to Rafinnanggin Hidayanti (2016), stated that vocabulary is a collection of words in a language to communicate. In other words, vocabulary is the key to understand a foreign language an enrich oneself to use vocabulary someone can express ideas in communication easier. While Thornburry in Febriansyah (2015) said that vocabulary means a large collection of and learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of a learner in learning a language depends not only the size of vocabulary but also vocabulary building. According to Rohmatillah (2014) there are some factors that make vocabulary more difficult such as pronunciation, spelling, length of complexity, grammar, meaning and range of connotation. Hammer (1991) distinguished two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learned by the students and the second refers to the words of which the students will recognize when the them, but of which they will probably not able to pronounce.

After seeing some definition of vocabularies, the writer concluded that vocabulary is a list of words that having definition or when someone listen, speak, read and write then we can get the meaning. The meaning of words is not only the meaning we found in the dictionary but also the meaning according to the text.

Harmer (1991) stated that there are two types of vocabulary:

- a. Passive or recognition vocabulary which is made up of the word, one recognizes in the context of reading material but he does actually use himself.
- b. Active vocabulary which consist of corking word which is used daily in writing and speaking. Schail in Nurwahidah (2018) classified vocabulary into three types:
  - a. Active vocabulary the words are customary used in speaking.
  - b. Receive vocabulary the words we know but we are rarely used them in ordinary speech. We use them in writing letter and scorching to synonym.
  - c. Passive vocabulary the words are recognized vaguely but we are sure the meaning we just know them because we see them before.

According to Redjeki (2004), piling up a sentence is the process to accumulate the sentences by making the sentence on the items of a category to become bigger or greater in amount. The advantages of piling up sentences are making the students easy to find the words on the item of category because it has restricted word to fill the blank.

Procedure of piling up sentences can be explained as follows:

- 1. Start by providing a category heading by the teacher, for example the headings; Food,
- 2. The teacher makes incomplete the piling up sentences for example:

I like eating....., Arif dislikes eating....., my mother likes eating.....and Donny likes eating.....

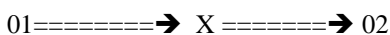
- 3. Ask the students to complete the piling up sentences based on the item of food category. For example:

I like eating bread, Arif dislikes eating cake, my mother likes eating apple and Donny likes eating biscuit.

The category headings might be, drinks, places, vegetables, fruits, sport, things in the kitchen and so on.

### **3. Method of the Research**

The method of this research is pre-experimental method that consisted there steps namely pre-test, treatment and post-test. The design of this research is presented as follows:



Where:

01= Pre-test

X = Treatment

02 = Post-test, (Gay, 1987).

There are two variables in this research, namely independent variable and dependent variable. Dependent variable is the students' vocabulary development and independent variable is piling up a sentence as the method that is used by the researcher in developing students' vocabulary.

The population of this research was the second grade students of SMPN 2 Enrekang. There were 30 students of this grade. The researcher applied total sampling technique which the total population as the sample in this research.

In collecting the data the researcher used objective test which consisted 30 items. This test was done in order to know the students' vocabulary mastery in pre-test and post-test. The pre-test was intended to find the students' prior knowledge of English vocabulary while the post-test was intended to find the students' vocabulary mastery after the treatment by using piling up a sentence technique.

In collecting the data, the researcher used three steps namely:

- 1. Pre-test. The pre-test was given to find out the students' prior knowledge of vocabulary before the treatment by using piling up a sentence technique.
- 2. Treatment. The treatment was done for four meeting by using piling up a sentence technique in teaching vocabulary. Each meeting took 90 minutes.
- 3. Post-test. After given treatment the researcher provided post-test to find the students result after treatment.

### **4. Finding and Discussion.**

The findings of the research was dealing with the students' scores of pre-test and post-test, the frequency and rate percentage of the students' mean score, the mean scores and standard deviation of pre-test and post-test, the test value, and hypothesis testing.

The raw score of the students' vocabulary skill were classified into seven levels based on DEPDIKBUD 1985 classification. The students' scores of pre-test and post-test were classified into some criteria. The data showed that the frequency and rate percentage of the students' English vocabulary mastery particularly noun in pre-test showed that there were 2 students (6,7%) out of 30 students got very good score. There were 4 students (13,3%) out of 30 students got good score, there were 12 students (40%) out of 30 students got fairly good score. There were 5 students (16,7%) out of 30 students got fair score and 7 students

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(23,3%) out of 30 students got poor score and none of the got excellent and very poor scores.

After applying the application of the treatment by using piling up a sentence showed that the frequency and rate percentage of the students English vocabulary mastery particularly noun in post-test result were better than pre-test result. There were 8 students (26,7%) out of 30 students got excellent score, 13 students (43,3%) out of 30 students got very good. While 7 students out of 30 students got good score and there were 2 students (6,7%) out of 30 students got very fairly good score. There were none of the students out of 30 students got fair, poor and very poor.

The mean score of the students' pre-test was 6,5 classified as fair while the main score of the students' post-test was 8,8 classified as very good. In order words, the mean score of the students' post-test was higher than the mean score of the students' pre-test.

The result of t-test value was higher than the result of t-table value ( $9,7 > 2,045$ ). It can be concluded that there were a significant difference between the results of the students' pre-test and post-test in using of piling up a sentence to develop the student' vocabulary at SMPN 2 Enrekang. The value of t-test was greater than t-table value ( $9,72 > 2,045$ ), it means that there was a significance different between the pre-test and the post-test of the students' achievement after presenting piling up a sentence. It could be concluded that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

The discussion deals with interpretation of the findings derived from the data analysis. The description of the data collected through vocabulary test was explained in the previous showed that the students' English vocabulary was developed. That was supported by the result of frequency and the rate percentage of the students pre-test and post-test. The students' score after presenting material by using piling up a sentence in the teaching vocabulary was better than after giving treatment.

In pre-test, there were 2 students (6,7%) classified into very good, 4 students (13,3%) classified into good, 12 students (40%) classified fairly good, 5 students (16,7%) classified into fair, while 7 students classified into poor and of the students was classified into very poor score. After giving treatment by using piling up a sentence the students' ability was increased in doing their vocabulary test. It was showed by the students mean score in pre-test before treatment was 6,5 that was categorized as fair score and the mean score of the students pre-test after treatment was 8,8 which was categorized as very poor. It means that the effectiveness of application piling up a sentence in teaching English vocabulary could develop the students' achievement from fair score to very good score.

The improvement of the English vocabulary mastery was also proved by value of the t-test was higher than the value of t-table ( $9,7 > 2,045$ ). The criteria used to reject or to accept the hypothesis showed that the null hypothesis was rejected when the value of t-test is greater than the value of the t-table automatically the alternative hypothesis is accepted.

Finally, it is clearly enough that the mean score and the t-test analysis drew some result or conclusion that there was a significant difference between the results of pre-test and post-test. In other words, using piling up a sentence as a media in teaching and learning English vocabulary especially in teaching English noun was effective to develop the students' English vocabulary at SMPN 2 Enrekang.

## 5. Conclusion and Suggestions

Based on the finding and discussion of the research, the researcher would like to formulate some conclusions as follows:

1. Using piling up a sentence as a media in teaching and learning vocabulary particularly in teaching English noun was effective to develop the English vocabulary of SMPN 2 Enrekang. It was proved by the result of mean score in pre-test was 6,5 while the mean score was 8,8.
2. The researcher found that the piling up a sentence could be used to develop the students' vocabulary because it can encourage the students in learning vocabulary.

Looking at the conclusion above, the researcher would like to suggest some suggestions:

1. The English teacher of SMP should use piling up a sentence in teaching vocabulary as one technique to motivate students in learning English.
2. To attract the students' attention, the English teacher should be creative to use interesting media in presenting the lessons for the students.
3. The English teacher used piling up a sentence as a response to need of variations in teaching English vocabulary and as an alternative among other medium to improve the students' English vocabulary ability.
4. The students can share their ideas in order to help them in understanding their materials.
5. The teacher should present the lesson enjoyable and relaxing way.
6. Finally the teacher should be creative and active in finding various methods in teaching the students.

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