

CHAPTER I

INTRODUCTION

A. Background

Language is an important thing in the world because from the language we can express our mind with other people, we can imagine if we are disable to use language as our communication tool, what will happened in ourselves, it's very difficult when we want to say something with other people without language, whereas English language become international language and nowadays is the important language for people in the world. Those are the reason why language is very important in social life, from that reason, language learning must be taught in education system, and language learning is one aspect that should be learned effectively and efficiently. Based on its function, English is the international language. Therefore, English as a medium of communication is needed globally. Matthew cited in Goerge (2010:3), the study of language is one of the most accessible and entertaining introductions to linguistics available, newly updated with a wealth of material for practice and discussion, it will continue to inspire new generations of students.

There are four aspects listening, speaking, reading, and writing that must be taught in English learning, all of that skill need vocabulary first, because vocabulary is the most important part of language. We use the vocabularies in communication; we are sharing the ideas or information by using the language.

Every language has characteristics on vocabularies which make it different with others language. In using English needs to have vocabularies so that

people could easily express her or his thoughts in communication. In addition, Wilkins (1972:111) cited in Thornbury (2002:13) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This statements explain how important vocabulary for communication.

The appropriate approach must be taught to teach the student so that the material can be accepted for student, especially for teaching vocabulary which is English as foreign language. Student centered approach is the right one to teach vocabulary for them because student will more creative when they be a center in class activity. After teacher has decided an approach for their class activities, teacher must select the method for class activity. The method of teaching is the way teachers used to make contact with students during the course of teaching (Nana Sudjana, 1988:76).

There are many methods which can be taught in learning English, according to Anthony, “Method is an overall plan for systematic presentation of language based on a selected approach (Brown, 1994: 48). There are many methods and the teachers have to more selected to decide which one the appropriate methods to teach their student. Same as method, technique is the important part in class activity. Technique is specific activities implemented in the classroom that is consistent with all method and approach (Brown, 1994: 49). There are many of techniques to teach vocabulary material but it depends on the student ability and background, whether the technique acceptable or not.

However vocabulary mastery often becomes the difficult thing for students because it is not easy to achieve. It was found in PPL (Real Teaching

Practicum) in one of Junior High Schools, they tended to disable to speak and write something in English because of their vocabulary was limited. their vocabulary skill was also looked as they were reading English text and most of students were not able to understand the text because there are so many unknown words consequently their comprehension is blocked. Students has not been using the appropriate technique to find out the meaning of an unfamiliar word in text, and the researcher will introduce Semantic Gradient technique to identify the context of the word in sentence.

Semantic gradient is one of techniques from context clues, as Wagner (2009:16) mentions context clues are “Proven to be heavily relied upon for word anticipation and comprehension by developing readers, particularly those struggling with fluency“. Students will be introduced to a semantic gradient which can help them to see a relationship between words and their shade meaning and they are able to improve their vocabulary mastery with a deep way, students will understand that word by opposite or antonym. They will learn the meaning of it and they will find the synonym from the word based on category or degree itself. Semantic gradient is simply an array of related words placed along a continuum; children can later build on this basic continuum by adding words with more specific meanings (Blachowicz & Fisher, 2006:12).

Based on the explanations above, this research is given a title **THE EFFECTIVENESS OF USING SEMANTIC GRADIENT TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY at Second Grade of SMP Karya Budi Cileunyi Bandung**

B. The Research Questions

Based on background above, here are the following specific problems:

1. What is the students' ability in mastering vocabulary by using Semantic Gradient technique?
2. What is the students' ability in mastering vocabulary by using conventional technique?
3. How effective is the use of Semantic Gradient Technique to improve the students' vocabulary mastery?

C. The Purpose of Research

Based on the specific problems formulated above, the purposes of the study are as follows:

1. To find out the students' ability in mastering vocabulary by using Semantic Gradient technique.
2. To find out the students' ability in mastering vocabulary by using conventional technique.
3. To find out the effectiveness of using Semantic Gradient technique to improve the students' vocabulary mastery.

D. The Significances of Research

The results of this research are expected to provide some valuable advantages for the teacher, student, and the researcher and also for the reader

1. For the teacher

Teacher as a director in class activity and influence the class to make an effectiveness in teaching learning process and also can make class not effective if

they use strategy, method, and technique which is not acceptable for their student. So the researcher introduced this Semantic Gradient Technique for one of references to teaching learning activity.

2. For the students

Student can be interested to learning English subject especially for vocabulary with this technique, so it can be motivated the student to learn more diligent and make the class more effective.

3. Personal advantages

Especially to increase my experience in making a scientific work to understand the techniques that are used in learning and teaching processes.

4. For the reader

The researcher hopes this research will become a reference for people who need it as an additional material or used as a comparative study toward the other teaching method and can tell the others of this technique.

E. Rationale

Vocabulary is the most important thing that we have to know before we use language as communication tool, and there is no effectiveness communicating if we dont have vocabulary first, what will be happened if we want to say something but we do not know what should we say to express it. Thornbury (2007:1) states that all language has words, language emerges first as words, both historically, and in terms of the way each of us learned or first and any subsequent language. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

The purpose of learning vocabulary is to know about meaning of words itself. Wilkins (1972:130) cited in Thornbury (2002:56) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest „equivalent“ in the mother tongue. Student which is learn English as their foreign language will find difficulty because they should find the equivalent in their target language. Students“ ability in vocabulary mastery depends on figure of the teacher, whether the teacher provide the appropriate method and technique or not.

Every student has difference characteristics, so the teacher should give them a technique which acceptable for them, junior high school students need the technique which is enjoyable for them, it makes them so interested to learn the vocabulary itself.

Teacher as a facilitator should creates more creative teaching for improving students“ ability in mastering vocabulary and teaching process in order to make a variety atmosphere in the classroom activity especially in teaching vocabularies.

By considering the above fact, Semantic Gradient technique is a cooperative learning developed by Greenwood & Flanigan (2007:249) that is expected to improve students“ vocabulary mastery. Semantic Gradient technique have been able to cover all aspect needed in learning process, i.e. cognitive, affective and psychomotor. Aspect of cognitive can be developed because students must involve their minds to arrange the word based on degree of that word. Moreover their affective also will developed because this technique is kind

of class work in which students are demanded to work jointly with their partners and should be able to share their ideas. Psychomotor aspect also can be gained because when they are work in class they will be demanded to move on around the class and also to arrange word by word in carton and patch it.

In additions, with Semantic Gradient technique the students are able to understand the context of a word then they are ready to learn the definition of a new word using Semantic Gradient technique. In this technique the students not only get the new vocabulary but also they can use their imagination to mind map from two antonym words to find the synonym from each word. Greenwood & Flanigan (2007:250) mentions that:

Semantic gradient are valuable because they provide students with opportunity to order related words along a scale that makes distinctions among them based on shades of meaning. Student must discuss and justify the way their ordered the words, when student are required to justify their choices they deepen and broaden their understanding of the words they are studying.

Related to vocabulary teaching learning this technique will be appropriate because students probably will have fun with their work challenged to be more competitive and enjoy with discussed their ideas.

This research used two kinds of variable, the first is Semantic Gradient technique as the “X” variable, and the second is the students” vocabulary mastery as the “Y” variable. The variable studied can be seen in the figure below:

Figure 1.1
Indicator of Semantic Gradient and Vocabulary Mastery

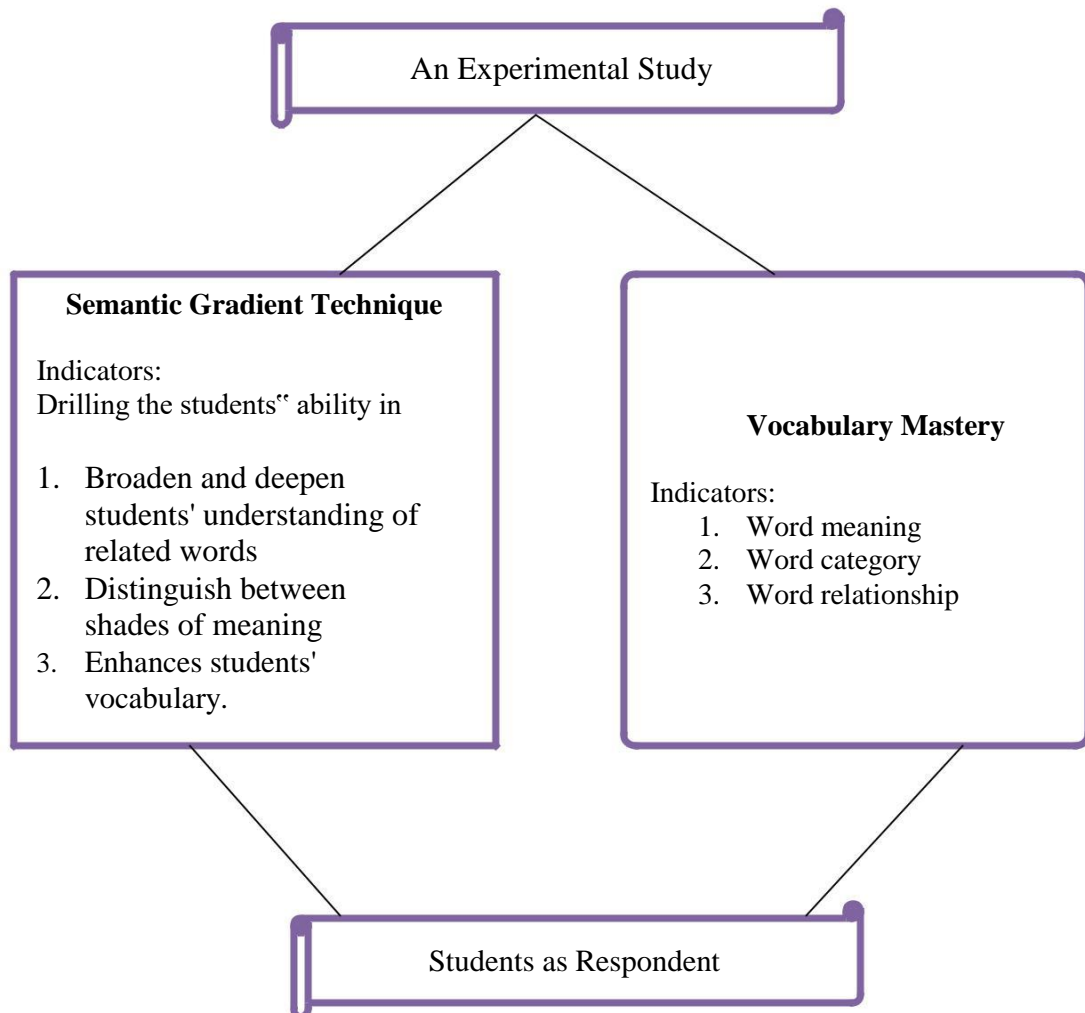
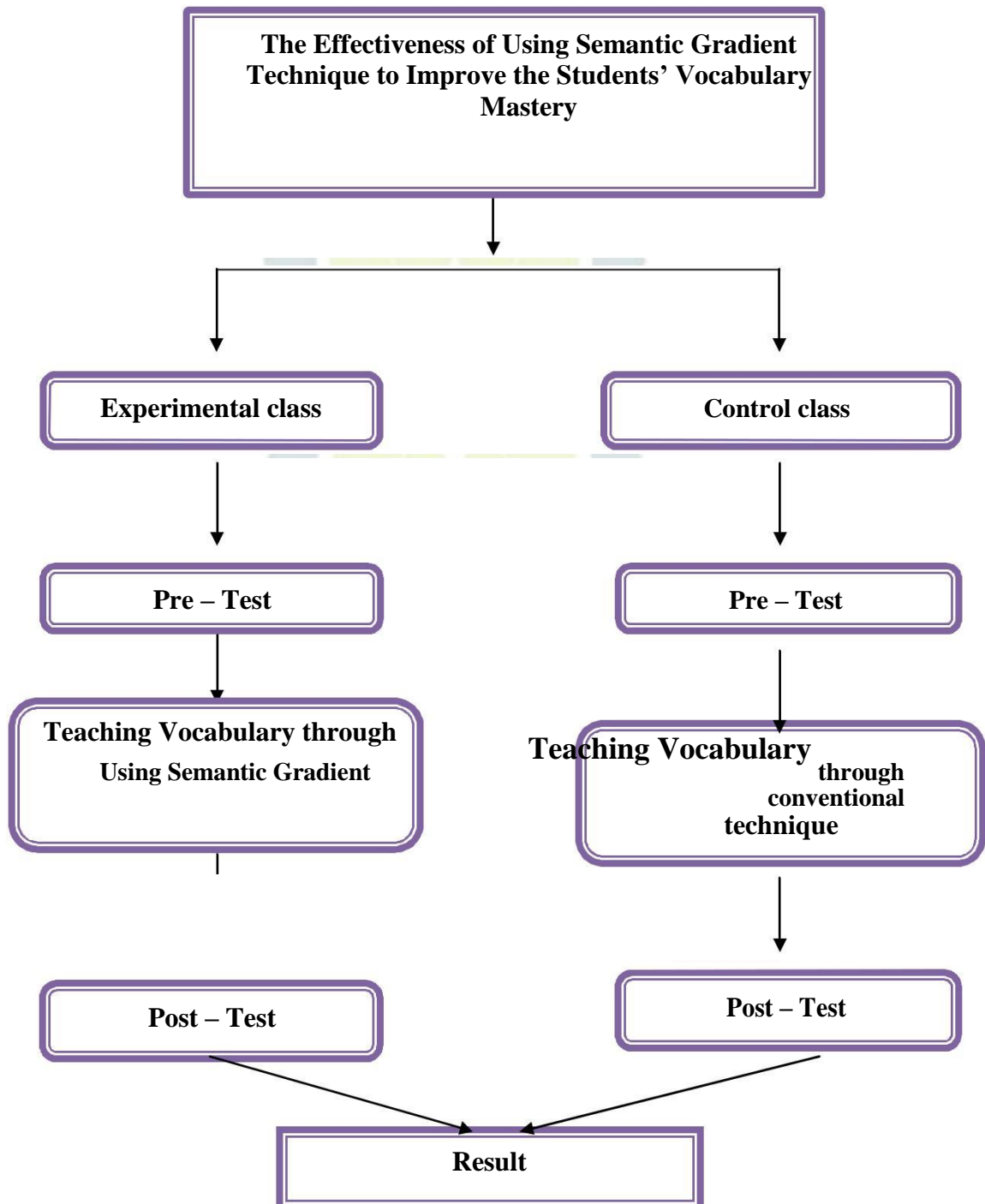


Figure 1.2
Research Scheme



5. Hypothesis

Arikunto (2006:71) states, “The hypothesis is a tentative answer to the problem of research, until proven by the data collected”. Hypothesis must be logical base and a giver of aim to data collection, so hypothesis can be making clear of questions will be researched. This research has two variables; Semantic Gradient Technique as variable X and Students’ Vocabulary Mastery as variable Y.

In relations to hypothesis of this research is proposed as follow: “Students’ vocabulary mastery will improved through semantic gradient technique compared with students who are not though through semantic gradient technique” The formulated hypothesis is described as below:

H_a: there is a significant difference between teaching vocabulary through semantic gradient technique and conventional technique. This hypothesis is accepted if $T_{count} > T_{table}$ and rejected if $T_{count} < T_{table}$ (Subana, 1999:172).

H_o: there is no significant difference between teaching vocabulary through semantic gradient technique and conventional technique. The hypothesis is accepted if $T_{count} < T_{table}$ and rejected if $T_{count} > T_{table}$ (Subana, 1999:172).

F. Methodology of Research

1. Determining source of data

a. Location of research

This research will be conducted at Second Grade of Karya Budi Junior High School, Cileunyi, Bandung. There are many of problem which can be obstacle to learn four skill of English language; listening, speaking,

reading, writing, and there are most students difficulties in mastering vocabularies, especially when they speak or create a sentence, most of them always ask to the teacher and then they will easily forget about the vocabularies that they have already known. So the research will apply in that school. Even this strategy has been taught in elementary school in other country which is English as a second language or as a their mother language but the researcher wants to try this technique in that school which is English as a foreign language.

b. Population

Population, as quoted by Arikunto (2006:130) from *Encyclopedia of Educational Evaluation*, is a set or collection of all elements consisting one or more attribute of interest. The research target, a term which is used interchangeably with population, can be in a form of class of objects, phenomena, or tendencies. The objects in a population are investigated, analyzed, and concluded before the conclusion is finally valid to the whole population. In this research takes second grade students of SMP Karya Budi Cileunyi Bandung to be population of this study.

c. Sample

Arikunto (1993:104) states that the sample is any number of things, people or events which are less than the total population. A good sample, when the conclusion can be imposed on the population, is a sample that is representative or to describe the characteristics of the population. The number of population, sometimes, is too big and out of reach. In this case, research is conducted to a part of the whole population. This part, as suggested by Arikunto (2006:131), must

have the characteristics that represent all the population observed in the research. A sample is a subset of individuals or cases from a population. Sample enables a researcher to collect and organize data efficiently and practically. Simple random technique is use if the member of population is homogeny (Sugiyono, 2009:82) so, this research used this technique for this research.

Table 1.1
The Students Sample at Second Grade of SMP Karya Budi Junior High School

VIII B			VIII C		
Male	Female	Total	Male	Female	Total
13	17	30	14	16	30

Based on sample above, the researcher took these samples. Because it is related to the statement of Arikunto (1998: 120): "If the population is less than 100 students, the sample of research that should be taken is all of them". Nevertheless, if the total number of population is more than 100, the sample can be taken is 60 students, the writer took class VIII C for experimental class and class VIII B for control class.

2. Dividing the class of research

In this research the respondents will be divided into two classes, the first is the experimental class and the second is control class.

Table 1.2
Design of experimental and control class

Experimental Class			Control Class		
Using Semantic Gradient Technique	Treatment	Score	Using conventional technique	Teaching learning process	Score

3. Technique of Collecting Data

a. Test

The primary data of this research is called as test and it will be divided into two kinds of tests, which are pre test and post test. The following is the detail of those two kinds of data:

1) Pre – test

This is the first measure of the condition students understanding vocabulary mastery before they are given the treatment of research. The students must answer the questions related with vocabulary mastery based on their ability.

2) Post – test.

This test is done after the students experienced the process of teaching learning by using Semantic Gradient technique. The implementation of post-test is

conducted in the class. This test used to know the influence of the experiment being conducted toward experimental class and to know how far students are able to master the vocabularies by using Semantic Gradient technique and without using Semantic Gradient technique.

3) Non – Test (Observation)

Observation is a technique conducted with carefully supervision and also systematically record (Arikunto, 2006: 156). The data can be collected as complete as possible in order to know empirical data will be investigated to get real fact and phenomenon to analyze later. In this research, classroom observation is used to get primary data.

G. Data Analysis

1. Determining the normality. According to Subana (2000:38), determining the normality of data by conducting the steps as follows:

a. Making the distribution table of frequency, with procedures:

1) Determining range (R)

$$R = [H - L] + 1$$

2) Determining class interval (K)

$$K = 1 + 3,3 \log$$

3) Determining the length of interval (P)

$$P = \frac{R}{K}$$

4) Table frequency of frequency distribution

Class Interval	X_i	f_i	$f_i \cdot x_i$	x_i^2	
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1	2	3	4	5	6
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- b. Determining central tendency, mean, median and modus. According to Subana (2000: 65) are as follows:

Determining mean

$$\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

- c. Looking for the standard deviation by using formula according to Sudjana (1988:93) are as follows:

$$S = \sqrt{\frac{\sum f_i \cdot (x_i - \bar{x})^2}{n-1}}$$

- d. Arranging the distribution of observation and expectation frequency by using the tables as follows:

Class Limit	Z_{Count}	Z_{Table}	L_i	O_i	E_i	$X^2 = \text{count}$
1	2	3	4	5	6	7

- e. Determining Chi square count (χ^2) according to Subana (2000:124)

by using formula

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- f. Determining the degree of freedom with formula

$$df = K - 3$$

- g. Interpreting data normality by comparing Chi square count (χ^2) and

Chi Square table (χ^2_{table}) with formula:

$$\square \quad \text{IF } (\chi^2) < (\chi^2_{table}), \text{ this data is normal}$$

□ IF $(x h^2) > (x t^2)$, this data is not normal

4. Homogeneity Analysis

Subhana (2000:162) says that the analysis involves the steps of determining homogeneity of two variances by conducting the steps as follows:

a) Determining score F by using Formula:

$$F = \frac{V_k}{V_d}$$

b) Determining the degree of freedom of the data:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

c) Determining homogeneity of the data with criterion:

It is called homogenous if $F_{table} < F_{Count}$

It is called not homogenous if $F_{Table} > F_{Count}$

5. Testing hypothesis by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{dsg^2}{n_1} + \frac{dsg^2}{n_2}}}$$

X_1 = mean of post-test of the experiment class

X_2 = mean of post-test of the control class

n = the total number of cases

dsg = cumulative standard deviation of the experiment class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the post-test standard deviation of the experiment class

V_2 = the post-test standard deviation of the control class

Coefficient of determination (CD)

$$CD = r^2 \times 100$$

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \sum (Y - \bar{Y})^2}}$$

Explanation:

N = the number of students

X = the middle score of pre – test

Y = the middle score of post – test

