

The Use of Sketch Word Strategy in Teaching Vocabulary

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ABSTRACT

This research was aimed to find out whether using sketch word strategy was effective in teaching vocabulary. In this case, the researcher used quantitative data approach by using experimental design. There were two classes at seventh grade of SMPN 3 Nisam North Aceh as the sample of this research. There were class VII/1 as experimental consist of 24 students and VII/3 as control group consist of 22 students. In experimental group, the researcher used sketch word strategy in teaching vocabulary. After teaching learning process for three meetings, the researcher gave post-test. The result was shown that the students' achievement in experimental group was higher than control group. It was proved by the average score from pre-test of experimental group was 64,5 and control group was 53,04. Furthermore, the result of post-test of experimental group was 83,5 and control group was 69,86. It could be concluded that using sketch word effective in teaching vocabulary.

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INTRODUCTION

Language is used as a tool of communication among the human in all over the world. English is one of international language that is used throughout the world both as a second language and as foreign language. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing skills. Mastering English is not only for these four skills, but also a component of the language itself that is vocabulary. Richards (2005:16) states that vocabulary is a core component of language proficiency and provides some basics for how well learners can speak, listen, read and write. In addition, he also says that to master language skills, the first thing that should be learned and known is vocabulary.

Without vocabulary, students cannot speak and understand English because they do not know the meaning of the words. That is why learning and memorizing vocabulary are very important to be taught from an early age. Thornbury (2002:13) stated that vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed. It can be concluded that without knowledge of vocabulary, it is extremely hard to communicate. Based on the curriculum of 2013 expectation on English Vocabulary, it is hoped that the students are able to remember (read and write) the English vocabularies in the context of their daily life.

b. Students Post-test Score for Experimental Group

65 70 70 75 75 75 75 80 80 80 80 85 85 85 85 85 90
90 90 95 95 95 100 100

c. Students Pre-test Score for Control Group

35 35 35 40 40 40 45 45 50 50 50 55 55 55 55 60 60
65 70 70 75 80

d. Students Post-test Score for Control Group

50 50 55 60 60 60 60 65 65 70 70 70 70 75 75 80 80
80 80 85 85 90

Based on the data presented above, it was known the lowest score for pre-test in the experimental group was 40 and the highest score was 85. While for the lowest pre-test score in control group was 35 and highest was 80. For the students post-test score, the lowest score in experimental group was 65, and highest score was 100. In addition, for the lowest post-test in control group was 50 and th highest score was 90. From the score above, it could be concluded that using sketch word gave any effect in teaching vocabulary. Furthermore it would be analyzed as follow:

1. Mean score Pre-test of Experimental Group

$$\begin{aligned}\underline{X}_1 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1548}{24} \\ &= 64,5\end{aligned}$$

2. Mean score Pre-test of Control Group

$$\begin{aligned}\underline{X}_2 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1167}{22} \\ &= 53,04\end{aligned}$$

3. Mean score post-test of experimental group:

$$\begin{aligned}\underline{X}_1 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{2004}{24} \\ &= 83,5\end{aligned}$$

4. Mean score post-test of control group:

$$\begin{aligned}\underline{X}_2 &= \frac{\sum F_i X_i}{\sum F_i} \\ &= \frac{1537}{22} \\ &= 69,86\end{aligned}$$

From the result above, it proved that the experimental group had better result than control group. It shown that the average score from pre-test of experimental group was 64,5 and control group was 53,04. Furthermore, the

result of post-test shown that the mean score of experimental group was 83,5 and for control group was 69,86. It means that the students' score got higher after the researcher gave treatment. In line to this findings, it could be concluded that sketch word had significant effect to students' vocabulary mastery.

CONCLUSION

According to findings and conclusion of the research, there were some conclusions can be drawn as follow:

Sketch word strategy is one of the alternative strategies in teaching vocabulary. The research result shown that this strategy is effective in teaching vocabulary. Nevertheless, a good strategy will not work well and help students in learning if does not suit to the students need and condition. Sketch word strategy is still unable to recover the student's entire problem in vocabulary.

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