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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 skecth 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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IAIN Lhokseumawe, Indonesia 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 an as forgein 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.



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At least, the students should be able to know the English vocabularies in the context of daily life and with book learning they should be able to use those vocabularies in speaking and writing (Kemendikbud, 2013: 54) Based on the researcher observation, the teaching of English vocabulary did not run well, especially at junior high school. The junior high school students are often bored with the technique used by the teacher. Students like something new and they often imitate what they heard and saw but the teacher did not use various techniques to students. The technique in teaching vocabulary that is used by the teacher is boring, the students just memorized the verbs, nouns, adjectives, and adverbs.

As a result, they did many things when the teacher explained the lesson. Some of them made a noise, made a joke with friends, or slept in the class when the teacher explained the lesson. So, the students did not pay attention to the lessons taught by the teacher. Another problem in learning vocabulary is that if the student cannot understand the language that is spoken in the classroom, they might lose their confidence to continue their study enthusiastically. Such problems make it difficult to understand the meaning in learning and teaching English. Because English language is completely different from the Indonesian language in structure, pronunciation and vocabulary.

For teachers, creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to select and implement appropriate techniques, especially for junior high school students, teachers have to develop vocabulary exercises. Teaching vocabulary using a word connects students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or sketches. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. In sketching a word, the students draw sketches to represent the meanings of words such as multiple-meaning words, synonyms, antonyms, homonyms, words with common roots, story vocabulary, and words related to a content area (Mary Beth Allen, 2010: 138).

Ideally, if the students can sketch and give multiple meanings of the word their vocabulary mastery will be up and can make the students easier in learning vocabulary. It can be seen from less vocabulary that they have memorized and they are not able to mention the meaning of simple vocabulary. Derived from the researcher's experience when he conducted observation at the Seventh Grade students of SMPN 3 Nisam, sketch word is a suitable strategy for the students in learning vocabulary. To prove how far sketch word could be influenced students' vocabulary mastery, in this paper the researcher tries to elaborate everything related to the strategy of implementing sketch word and its effect for increasing students' vocabulary mastery.

FINDINGS OF THE RESEARCH

Findings of this research was the data analysis on pre-test and post-test. It would be elaborated as follows:

The research began with a pre-test, treatment in experimental group and the last post-test to both experimental and control group. Then, the result of pre-test and post-test was analyzed by using statistical formula. The result of test was described as follows:

a.	Students Pre-test Score for Experimental Group																
	40	40	45	45	50	55	55	60	60	65	65	65	70		70	70	7070
		75	75	75	80	80	80	85									

b.	Students Post-test Score for Experimental Group															
	65	70	70	75	75	75	75	80	80	80	80	85	8585	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	7075	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

$$\underline{X}_{1} = \frac{\sum F_{i}X_{i}}{\sum F_{i}}$$
$$= \frac{1548}{24}$$
$$= 64,5$$

2. Mean score Pre-test of Control Group

$$\underline{X}_{2} = \frac{\sum F_{i}X_{i}}{\sum F_{i}}$$
$$= \frac{1167}{22}$$
$$= 53,04$$

3. Mean score post-test of experimental group:

$$\underline{X}_{1} = \frac{\sum F_{i}X_{i}}{\sum F_{i}}$$
$$= \frac{2004}{24}$$
$$= 83,5$$

4. Mean score post-test of control group:

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

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

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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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