

THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING CONTEXTUAL SENTENCES

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Abstract

The aim of this research is to describe the teaching vocabulary by using contextual sentences for the students of Sibling English Course. The methodology used is quantitative research design with 24 samples of students. This research researcher conducted two tests to get the data, the tests are (1) pre-test to know students' basic ability in writing and (2) post-test to know students' vocabulary ability after giving treatment. In doing treatment the researcher used describing contextual sentences as technique in teaching vocabulary. The result of this research is found that the mean score of pre-test was 58.75 and the mean of post-test was 70.42. From both of the data it was found that the result of post-test was higher than the result of pre-test. Then statistically, the data got was analyzed by using SPSS 15.0 version to find t-test. From the computation of the data it was found that the t-test was higher than t-table in significant level 1% and 5 % ($2,07 < 4,049 > 2,81$). From the result of this research showed that contextual sentences are effective in teaching vocabulary of Sibling English Course.

Keywords: contextual sentences, teaching vocabulary

INTRODUCTION

English is a language spoken in many countries. Many countries use English as the international language. One cannot avoid the importance of English. In this case, it is used as the communications among different people. Language functions to deliver messages, ideas, thoughts, and beliefs. In Indonesia, English still becomes a foreign language. It means that just few Indonesians speak English. On the other hand, English is used as the international language. These days English is needed as a tool to upgrade and help the study. English subject has been taught since Junior High School at least. A student who has passed Senior High School, at least they have studied English for about six years. Widiati & Cahyono (2006) state that not so many people use English in the daily communication.

The English subject will be better if it is given in productive period because students still have very good memories. It makes students easier to learn English. Non-Formal school is teaching English as a local payload way of developing the ability to communicate through language. This topic of conversation is about things remaining contextual in a circumstance. The benefit of studying English cannot be seen while the students are still in the English course, but it will be very useful in the future so that they are more knowledgeable and comprehending about English and do not have difficulty when receiving English lessons in the future, such as in junior high or senior high school, because they have felt old stuff with English.

Conderman (2013), states that the negative effects of poor vocabularies to students' ability are to participate in daily routines and conversations. It means that poor vocabularies affect students' English ability. Listening is one of the English skills. Listening is related to understanding about how students understand when they hear or listen what the speakers mean. English skills (listening, speaking, reading, and writing) will be easier to develop if one masters more vocabularies. The questions coming are about how many words a teacher should master in teaching and learning and how many words students need to master them. According to McCarten (2007), it appears critical to determine which 2,000–5,000 vocabulary words are used the most frequently and to prioritize teaching those words. He continues by saying that students must develop into independent learners.

Teachers can utilize a variety of methods and exercises, like practice, make-sentence exercises, and discovery strategies, to help students learn vocabulary. The outcome of instruction can be influenced by a technique. A teacher who employs a method that effectively guides students through the learning process can be sure that the students will be influenced and the language target will be met. A teacher should employ as many techniques as she can, but she should pay close attention to whether or not they are acceptable for the classroom environment, as this will affect the teaching and learning process' outcome.

Using contextual phrases is one method that can be used to teach English, particularly when teaching vocabulary. The researcher chose contextual sentences because vocabulary development requires students to understand what a context is. However, some teachers are reluctant to teach students context in formal education settings. The researcher hopes to teach contextual sentences in non-formal education settings, namely in Sibling English Courses, because of the basic importance of vocabulary development in sentences.

A contextual sentence is the first sentence in instructions to an exam task which gives data and information to aid the students in understanding who is speaking or writing, what is being spoken or written about and where all this is happening (<http://www.ask.com/question/what-is-a-context-sentence>). While sentence is a unit of speech constructed according to language-dependent rules, which is relatively complete and independent in respect to content, grammatical structure, and intonation. On other hand, a written sentence is a word or group of words that conveys meaning to the listener, can be responded to or is part of a response, and is punctuated.

The context in teaching and learning vocabularies has important roles to students as the clues to help them understand more about what to choose a use about vocabularies. The contextual sentences in this case have positive effects on students' understanding. Baleghizadeh & Shahry (2011) state that intuitively, the context in which learners encounter words would seem to play a significant role in their subsequent learning.

Teaching vocabularies using the context will be more effective than teaching vocabularies only. Students have some clues what to decide related to the context of the closest meaning. Allen (2007) states that the context. When used alone, are unreliable source of word meanings, when combined with definitions, the combination is more significant than used either alone. While the aim of this research is to know

1. To analyze each student's vocabulary before utilizing contextual phrases to teach them in the Sibling English Course.

2. To determine the vocabulary proficiency of the students enrolled in the Sibling English Course following instruction utilizing contextual sentences.
3. To determine if there is an apparent difference in the vocabulary skills of Sibling English Course students before and after they are taught using contextual sentences.
4. To know whether teaching by using contextual sentences Sibling English Course is effective.

The expert has provided definitions for the vocabulary. Vocabulary, according to Hatch and Brown (1995), is a list or collection of terms that different language speakers may find useful. A list of words that make up a language is called a vocabulary. The entire corpus of words in a language is its vocabulary, according to the Oxford Advanced Learner's Dictionary. According to Penny Ur, vocabulary instruction is just as crucial to teaching a language as grammar and pronunciation. Roughly speaking, vocabulary is a person's collection of words that they use; it is the vocabulary we teach in other languages. Penny Ur, 1996. The definition of vocabulary as "all the words known and used by a particular person" is widely accepted. (The free encyclopedia Wikipedia).

Words regarded as most important part in learning language. Related to that matter McCharty, quoted from Vermeer stated Knowing word is the key to understanding and being understood. The bulk of learning a new language consists of learning words. Grammatical knowledge does not make a great proficiency in a language. (McCharty, Vermeer : 1997). There are two categories of vocabulary, according to Djalinus D and Azimar (1980): general vocabulary and special vocabulary. The general vocabulary comprises terms used generally, without regard to a user's or field's limitations. Special vocabulary, on the other hand, refers to words that are specific to a career, profession, or branch of science. The fundamental components of vocabulary that language learners should be familiar with are words and their meanings. This is known as vocabulary knowledge. Using this concept, words are categorized according to their

functional groups. The way words are categorized in a language is determined by how they are used in conversation (Brown, H. 1995). Functional and content terms are used to categorize words. Adjectives, adverbs, verbs, and nouns are examples of functional words. Content words are words with lexical meaning that describe an object, attribute, situation, or action. The four main groups of functional words are determiner, conjunction, preposition, and pronoun. Thus, a crucial lexical characteristic is word categorization membership. These are nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions in the study of word classification.

When people read a sentence, they utilize context to forecast which words would logically follow. Readers read more slowly when they come across an unexpected or incongruous term than when they come across an expected word (Schwanenflugel & LaCount, 1988; Schwanenflugel & Shoben, 1985). Students have some clues what to decide related to the context of the closest meaning. Allen (2007) states that the context. When used alone, are unreliable source of word meanings, when combined with definitions, the combination is more significant than used either alone.

It takes skill to be a teacher. Brown (2000) defined teaching as "demonstrating and assisting someone in learning or performing an action, offering guidance in the study of something, imparting knowledge, causing to know or to do understand." Setting the stage for learning and assisting the students are the components of teaching. To teach successfully, teachers need to better prepare themselves. A teacher should be equipped with a few vocabulary-teaching strategies. It can assist the students in obtaining the finest study outcomes and the most appropriate activities based on their circumstances. In his book "The Practice of English Language Teaching (1991)," Jeremy Harmer suggests the following approaches for introducing new vocabulary. He offers several methods for teaching vocabulary.

According to Hatch and Brown's research in Qi Pan and Runjiang Xu (2011). Context refers to the words that appear immediately before and after a word, phrase, or statement and aid in understanding its meaning. Contextual

Sentences can assist in providing a variety of contexts for the teaching object, which is extremely important throughout the manipulation stage. They also provide credible representations and specifications of the real-world circumstances in which the visual elements pique student interest.

METHODOLOGY

This research uses quantitative experiment design. The quantitative data refers to the data of scoring in vocabulary ability. The scoring of research is based on scoring of five aspects above (Grammar, Vocabulary, Mechanich, Fluency and Form). The research can be defined as the application of the scientific approach to the study of problem. The objective of the research is to determine the efficiency of teaching vocabulary using contextual sentences to improve vocabulary. The subjects of this research are the students of the Sibling English Course, a group of 24 students. The objective of the research is to determine the efficacy of teaching vocabulary through contextual phrases in increasing students' vocabulary competence. The research design employed in this study was pre-test and post-test as the instrument of this study. According to Arikunto (2002), a research instrument is created when the researcher employs a method. The pre-test and post-test instruments are used in this study to collect data and measure how far students' ability before and after treatment. This section explains the test, which consists of a pre-test and a post-test. Arikunto (2006) designs the formula as the following:

Table 1.

The formula of pre-test and post-test

Group	Pre – test	Treatment	Post – test
Experimental	X1	P	X2

Note:

X1 = Pre-test

P = Treatment

X2 = Post-test

From the table above, we know that the students have received pre-test and treatment. This experiment was carried out using the following procedures: (1) selecting one class as the subject of study; (2) giving a pre-test to determine students' basic vocabulary ability; (3) giving a treatment; (4) administering a post-test to determine students' progress in vocabulary; (5) scoring the test result; (6) comparing the means scores of both tests; (7) analyzing the score using a t-test; and (8) discussing research findings.

RESEARCH AND DISCUSSION

The findings and discussion of this study are presented in accordance with the research questions, which are: to describe the vocabulary ability of the Sibling English Course before and after it is taught using contextual sentences; to determine whether there is a significant difference in the vocabulary ability of students at the Sibling English Course before and after it is taught using contextual sentences; and to determine whether or not it is effective to teach vocabulary at the C class level of Sibling English Course students using contextual sentences.

The Result of Data Before Being Taught by Using Contextual Sentences

Students were given a pre-test to describe their score level before to instruction using contextual language. Prior to instruction utilizing contextual sentences, it is used to ascertain the fundamental competency of the students' vocabulary ability. The data is obtained by the researcher via SPSS 15.0. This statistical table shows that the range was 30, with the highest score being 75 and the lowest being 44. Other than that, the variable's mean was 58,75. The variable's modus was 55 and its median was 55,00. The findings indicated that a large number of students had scores that fell short of the minimal completion criterion (KKM), which is 75. The specific result can be seen on the table below:

Table 2
The Statistical Data of Pre-Test

Statistics

PRETEST		
N	Valid	24
	Missing	0
Mean		58.75
Std. Error of Mean		2.297
Median		55.00
Mode		55
Std. Deviation		11.253
Variance		126.630
Range		30
Minimum		45
Maximum		75
Sum		1410
Percentiles	25	50.00
	50	55.00
	75	70.00

The Result of Data After being Taught by Using Contextual Sentences

Data from SPSS version 15.0 is obtained by the researcher. We can observe that the range was 30, with the best score being 85 and the lowest being 55. In addition, the mode was 70 and the median and mean of the variable were 70 and 42, respectively. As the minimal completion requirement is 75, the results indicated that many students had scored over the minimal completeness standard (KKM).

Table 3
The Statistical Data of Post-Test

Statistics

POSTTEST		
N	Valid	24
	Missing	0
Mean		70.42
Std. Error of Mean		1.994
Median		70.00
Mode		70
Std. Deviation		9.771
Variance		95.471
Range		30
Minimum		55
Maximum		85
Sum		1690
Percentiles	25	62.50
	50	70.00
	75	78.75

Significant Differences between pre – test and post – test in teaching English Vocabulary by Using Contextual Sentences

In finding t-test, the researcher using SPSS manual calculating. The following is the result of calculating by using SPSS.

Table 4
The Table of One Sample of Test

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PRETEST	25.577	23	.000	58.750	54.00	63.50
POSTETS	35.306	23	.000	70.417	66.29	74.54

Table 1 shows that the pre-test t-value was 25,577, the degree of freedom (df) was 23, the variable mean difference was 58,750, and the final result is around the 95% confidence interval of the difference. The values were 54,00 on the lower end and 63.50 on the upper. The final result in the approximately 95% confidence interval of the difference was 66,29, with an upper value of 74,54. The t-test value of the post-test was 35,306, the degree of freedom (df) was 23, and the mean difference of the variable was 70,417.

The Effectiveness of Using Contextual Sentences in Teaching Vocabulary

After getting result of all calculation, it was found that the t-test value was higher than t-table at 5% and 1% significant level. It also means that teaching vocabulary *by using contextual sentences for the students of Sibling English Course* was effective. It was caused that the value of post-test was higher than pre-test. Based on the statement above can be concluded that the alternative hypothesis which stated that “teaching vocabulary by using contextual sentences for the students of Sibling English Course was accepted. To make the explanation

above clearer the researcher provided the summary of data analysis in the following table:

Table 5
The Summary of Data Analysis

Method	T-Test	T-Table 5%	T-Table 1%	Result
Effectiveness of Teaching Vocabulary by using Contextual sentences	4,049	2,07	2,81.	Significant

CONCLUSION

Several conclusions are drawn from the previously reported study results. Before being taught using contextual sentences, the vocabulary of the Sibling English Course students is in a good category, with a mean score of 58.75, a median of 55.00, and a standard error mean of 2.297. Following instruction in contextual sentences, the vocabulary of Sibling English Course students is in good category, with a mean score of 70.45, a median of 70.00, and a standard error mean of 1.994.

1. The result of before being taught by using contextual sentences is fair. It proved that there were 15 students got score 41-60. The mean is 58.75 the median is 55.00 and the standard deviation is 11.253. The higher score is 75 and the lowest score is 45.
2. The result of after being taught by using contextual sentences is good. It proofed that there were 15 students got score 61-80. The mean is 70.42 the median is 70.00 and the standard deviation is 9.771. The higher score is 85 and the lowest score is 55.
3. There is significant difference of students of Sibling English Course before and after being taught by using contextual sentences. It was proofed that t-value of pre-test was 25,577, degree of freedom (df) was 23, the mean difference of the variable was 58,750, and then the last is about 95% confidence interval of the difference the lower value was 54,00 and the upper value was 63.50. While the t-test value of post-test was 35,306, the degree of

freedom (df) was 23, the mean difference of the variable was 70,417, and then the last is about 95% confidence interval of the difference the lower value was 66,29 and the upper value was 74,54.

4. There is effectiveness of teaching vocabulary by using contextual sentences students of Sibling English Course. It proved that the comparing with the r.table, the effectiveness is higher than r.table at either 5% or 1% ($2,07 < 4,049 > 2,81$).

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