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Editorial for MAJESTY Vol. 3 No. 2, 2021

Pengantar

Sebanyak lima artikel yang diterbitkan dalam edisi ini mencerminkan penelitian dalam pembelajaran bahasa Inggris. Kelima artikel tersebut membahas tentang Penggunaan Video berbahasa Inggris untuk meningkatkan listening, Penggunaan Western Song, Guess Word Games dan Personal Vocabulary Notes (PVN) untuk memperluas Kosakata. Sedangkan artikel kelima membahas tentang penggunaan metode STAD dalam rangka meningkatkan keterampilan menulis siswa.

Sam Hermansyah & Hasan (2021) mempresentasikan studi tentang penggunaan video berbahasa Inggris untuk meningkatkan listening siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah film-film Inggris dapat meningkatkan kemampuan mendengarkan siswa dan untuk mengetahui sikap siswa terhadap penerapan menggunakan film bahasa Inggris dalam meningkatkan kemampuan mendengarkan mereka. Peneliti menerapkan metode pra-eksperimen. Hasil penelitian menunjukkan bahwa kemampuan mendengarkan siswa memiliki skor buruk dalam pretest. Setelah perawatan, kemampuan mendengarkan mereka meningkat secara signifikan. Itu bisa dilihat dari skor mereka yang berubah menjadi baik. Data yang dianalisis menggunakan uji-t menunjukkan bahwa nilai t-test lebih tinggi dari T-Table (7,98> 2.093). Dapat disimpulkan bahwa film-film Inggris efektif dalam meningkatkan kemampuan mendengarkan siswa. Data dari kuesioner menunjukkan bahwa siswa memiliki sikap positif terhadap penerapan menggunakan film bahasa Inggris.

Dalam studi **Yaya Asmi Utami** melihat bagaimana Western Song bagi siswa di MTS Darul Falah Islamic Boarding School Enrekang dapat meningkatkan English Vocabulary. Secara khusus, penelitian ini bertujuan untuk menentukan apakah media lagu dapat memiliki perbedaan yang signifikan dalam peningkatan kosa kata bahasa Inggris siswa di kelas tujuh MTS Darul Falah Islamic Boarding Enrekang, dan untuk mengetahui apakah penggunaan media lagu lebih efektif daripada penggunaannya lebih efektif daripada penggunaan. media konvensional. Populasi dalam penelitian ini adalah 60 siswa. Ini terdiri dari 2 kelas dan setiap kelas terdiri dari 30 siswa. Dari hasil perhitungan pada saat pre-test atau sebelum perawatan, diperoleh nilai T0 = 1,517 <TT = 2.001, yang menunjukkan bahwa kedua kelas layak dipelajari karena mereka tidak memiliki perbedaan yang signifikan dalam meningkatnya Siswa kosakata bahasa Inggris setelah diuji menggunakan uji-t, tetapi setelah memberikan perawatan dan nilai tes yang diperoleh t0 = 3.201> tt = 2.001, dengan tingkat signifikansi α = 0,05 dan df = n1 + n2 - 2 = 58, Maka T0 lebih tinggi dari TT yang menunjukkan ada perbedaan yang signifikan dalam peningkatan kosakata bahasa Inggris siswa antara kelas yang diajarkan menggunakan media lagu (kelas eksperimen) dan kelas yang diajarkan menggunakan media konvensional (kelas kontrol) setelah diberi pre-test,

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selain itu Penggunaan media lagu lebih efektif dan memiliki efek yang signifikan daripada penggunaan media konvensional, dengan berat efektif, skor rata-rata akhir siswa di kelas eksperimen adalah 13,8 lebih tinggi dari kelas kontrol, yaitu 9 .6.

Fokus makalah dari **Fitri Handayani Suleman adalah** Pembelajaran kosa kata. Tujuan dari penelitian ini adalah untuk menentukan apakah Guess Word Games memiliki perbedaan yang signifikan dalam peningkatan kosa kata bahasa Inggris siswa di kelas tujuh MTS Darul Falah Islamic Boarding Enrekang, dan untuk mengetahui apakah penggunaan Guess Word Games lebih efektif daripada penggunaannya lebih efektif daripada penggunaan media konvensional. Dari hasil perhitungan pada saat pre-test atau sebelum perlakuan, diperoleh nilai T0 = 1,517 <TT = 2.001, yang menunjukkan bahwa kedua kelas layak dipelajari karena mereka tidak memiliki perbedaan yang signifikan dalam meningkatnya kosakata siswa bahasa Inggris setelah diuji menggunakan uji-t, tetapi setelah memberikan perawatan dan nilai posttest diperoleh t0 = 3.201> TT = 2.001, dengan tingkat signifikansi α = 0,05 dan df = n1 + n2 - 2 = 58, maka T0 lebih tinggi dari TT yang menunjukkan ada perbedaan yang signifikan dalam peningkatan siswa kosakata bahasa Inggris antar kelas yang diajarkan menggunakan media lagu (kelas eksperimen) dan kelas yang diajarkan menggunakan media konvensional (kelas kontrol) setelah diberi pre-test. Dengan demikian, dapat disimpulkan bahwa Penggunaan Guess word game dalam meningkatkan Kosakata siswa lebih efektif dan memiliki efek yang signifikan daripada penggunaan media konvensional, dengan berat efektif.

Pemilihan metode Personal Vocabulary Notes (PVN) menjadi tema penelitian penting dari **Siti Awalia**. Dalam artikel yang berjudul Using Personal Vocabulary Notes (PVN) Technique to Develop the Students Vocabulary bertujuan untuk mengetahui bagaimana PVN dapat meningkatkan kosakata siswa di MTS Negeri Papi Enrekang. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain penelitian adalah studi pra-eksperimental. Peneliti telah membandingkan skor pretest sebelum tindakan diberikan dan setelah tindakan diberikan. Hasil yang diperoleh adalah analisis statistik untuk tingkat signifikansi 0,05 dengan derajat kebebasan (DF) = N-1, di mana (n) = 21, df = 17. Nilai probabilitas lebih kecil dari *a* (0,05). Diindikasikan bahwa hipotesis alternatif (HN) diterima dan hipotesis nol (H0) ditolak. Ini berarti bahwa menggunakan PVN efektif dalam meningkatkan kosa kata.

Makalah terakhir dari edisi ini adalah penggunaan metode STAD dalam rangka meningkatkan keterampilan menulis siswa yang diteliti oleh saudari **Juhelmi** dan dibimbing oleh **Hasan, M.Pd. Penelitian bertujuan untuk** mengetahui bagaimana Students Teams Achievement Division (STAD) dapat meningkatkan kemampuan menulis deskriptif siswa di MTS Islamic Boarding School Darul Falah, Enrekang. Penelitian ini menggunakan eksperimen semu dengan Instrumen yang digunakan adalah menulis makalah deskriptif tentang teman sekelas dan keluarga. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan menulis siswa antara pre-test dan post-test di kelas eksperimen setelah perawatan. Sebelum melakukan perawatan, nilai yang diperoleh adalah T0 = 1.570 <TT = 2.001 yang menunjukkan bahwa itu tidak memiliki efek signifikan dalam

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meningkatkan kemampuan menulis siswa setelah diuji menggunakan hasil uji-t, tetapi setelah diberikan perawatan dan post-test Nilai T0 = 4.336> TT = 2.001 dengan tingkat signifikansi A = 0,05 dan DF $N_1 + N_2$ -2 = 58 maka T0 lebih tinggi dari TT yang menunjukkan pengaruh signifikan dalam meningkatkan kemampuan menulis siswa menggunakan metode STAD. Di kelas eksperimen digunakan metode STAD dan kelas kontrol digunakan metode konvensional dan skor akhir siswa di kelas eksperimen adalah 72,80> 59,83. Hasil ini menunjukkan bahwa penggunaan metode STAD secara signifikan meningkatkan kemampuan menulis siswa dalam menulis teks deskriptif.

Secara keseluruhan kelima artikel dalam edisi ini memberikan gambaran penelitian yang cukup luas dari pembelajaran bahasa Inggris. Penggunaan video, Guess Word Games dan Western Song merupakan media yang terbukti sebagai metode yang efektif untuk belajar di berbagai bidang konten yang berbeda dalam peningkatan keterampilan bahasa Inggris. Demikian pula, Penggunaan Personal Vocabulary Notes (PVN) dan Students Teams Achievement Division (STAD) menunjukkan betapa beragamnya media pembelajaran yang dapat diimplementasikan dalam dimensi pedagogis. Editor mengagumi keragaman strategi penelitian, metode dan teknik dan keragaman perspektif para pemangku kepentingan dan berharap Anda menikmati membaca makalah ini.

Ismail
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Using English Movies to Improve the Listening Ability to the Students of SMPN 1 Maiwa

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ABSTRACT

This research aimed to improve the listening ability of the students of SMPN 1 Maiwa by using English Movies. The problem statements were: 1). to what extent may the students improve their listening ability through using English Movies? 2). to what extent is the students' attitude toward the application of using English Movies? The objectives of the research were to find out whether or not English Movies can improve the students' listening ability and to find out the students' attitude toward the application of using English Movies in improving their listening ability. The researcher applied pre-experimental method. The population of the research was the students of SMPN 1 Maiwa in academic Year 2018/2019 which consists of 20 students. Ten students from the first class and ten students from the second class. The writer used random sampling in taking the sample. The researcher used tests and questionnaire to collect data. The researcher distributed listening test through pretest and posttest and she distributed questionnaire to collect information about their attitude toward the application of using English Movies. The result of the research showed that the students' listening ability had poor score in pretest. After treatment, their listening ability is significantly increased. It can be seen from their score that changed became good. The data analyzed using t-test showed that the value of t-test is higher than t-table (7.98>2.093). It can be concluded that English Movies is effective in improving the students' listening ability. Data from questionnaire showed that students have positive attitude toward the application of using English Movies.

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INTRODUCTION

This chapter begins with the background of the research followed by problem statements, objective, significance and the scope of the research. The definition of terms is presented at the end of this section. Listening is one of the keys to create a good communication. It has an important role in communication because most of our time we spend for listening activity. Gilbert (2002) stated that listening is the most critical communication skill. Students are in listening situation 65% to 90% of the time. Moreover, Harmer (1983) stated that nearly 50% of typical students' time spent in listening, the higher the grade level, the more time usually spent in listening. Many college's students spent nearly 50% of their time listen to the lectures and discussion (Ismail, 2021; Hasan et.al. 2021). Listening skill is really important in our life. In order to make the communication can go smoothly we must understand the speaker's message. Underwood (1989) stated that listening is the activity of paying attention to and trying to get meaning from something we hear. Listening is not only activity to hear the speaker's message but also to understand the meaning of the message that conveyed (Kline, 2009; Chapeaux, 2007).

Teachers have been trying many techniques to improve listening, from traditional to modern technology in teaching listening (Samad, 2020; Mega, 2020). Using modern technology will be better than traditional one (Zam-Zam, 2005). One of the modern technologies that can be applied and give a big contribution in improving listening ability is using movie as a media of teaching (Malik, 2001; Wisma, 2007). Macavity (2005) stated that watching films can help to take the language away from the artificial classroom norm, because they see/hear the language in a more natural setting. Louw (2008) also stated that movies present language in a way that is often more natural than that found in course-books, the fantastic visual context aids understanding and boosts listening, and students just simply love them.

From the statements above, the writer concludes that listening skill should be interestingly taught in order to make students feel natural in studying it. With a good technique, students' listening can be improved and is expected that English Movies is one of the ways of assisting students to understand native speakers' speech.

Based on the previous description, the research formulates a research questions as follows: (1) to what extent may the students improve their listening ability through using English Movies? (2) To what extent is the students' attitude toward the application of using English Movies? The result of the research is expected to be useful information for English teacher about the usage of English Movie in teaching listening skill and is expected to be worthwhile information for all students (readers), so that they can utilize as a media, not only as entertainment but also to increase their knowledge. It is hoped that it gives a meaningful contribution to the students improve their listening ability.

METHOD

In this research, the researcher used pre-experimental design. The

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researcher collected information first before deciding the sample. The research found that the students at the school never using media in listening activity, so the researcher d; ecided to use only one class namely experimental class. The design that used was the one-group pretest-posttest design (Arikunto, 2006; Sudjana, 2008). This research has two variables, independent and dependent variable. The independent variable is the using of English Movies and dependent variable is students' listening ability. The population of the research was the students of SMPN 1 Maiwa in academic year 2008-2009. It consists of three classes, so the population of the research is 50 students. Actually, the researcher could use population research because the number of population is less than 100 students, but it is impossible used this technique because she cannot disturb the students from the third class. So, in taking the sample the researcher used random sampling. The number of the sample in this research is 20 students. The students were taken from the first and the second class. The procedures of collecting data in this research were pretest. Before applying the English Movie techniques in improving listening ability, the researcher gave a test to the students in cloze test form to get data about their ability in listening. The treatment was administrated after the pre-test and it took place during 7 meetings and spent 90 minutes in each meeting

RESULTS

Based on the data analysis from the students' pre-test and post-test, there was improvement after treatment. The result of the students' pre-test showed that they were poor in listening skill. In the pre-test, from 20 students only one students (5%) got the very good score, 2 (8, 33 %) students got the fairly good score, 11 (55 %) students got the poor score, and 6 (30 %) students got the very poor score. None of them got the excellent, good and fair score. In the post-test, the students' score was significantly increased. It was proved by the fact that there were 3 (15 %) students got the excellent score, 3 (15 %) students got the very good score, 9 (45 %) students got the good score, 2 (10 %) students got the fairly good score, 1 (5 %) students got the fair score, 2 (5 %) students got the poor score. None of them got the very poor score. Based on the data above, we can see that rate percentage of the post-test is higher than the pre-test. It means that the students' listening ability was significantly increased.

Based on the students' mean score in the pre-test and post-test, the researcher saw that they were significantly different. The mean score of students' pre-test is 3.80 and post-test is 7.95. And then, the result of the t-test indicates that the t-value 7.98 is higher than the t-table 2.093. It means that using English Movies is an effective technique in teaching listening.

Based on the students' mean score in the questionnaire, the researcher concluded that the students of SMPN 1 Maiwa have positive attitude toward the application of using English Movies in their listening class. It can be seen from the result of the mean score that is 33.5. It means most of the students agree with the using of English Movies.

CONCLUSION

Based on the findings and discussion, the researcher concludes that the students listening ability of SMPN 1 Maiwa before treatment was

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classified as poor and then after treatment their listening ability is significantly increased. It can be seen from the result of their post-test, their listening ability change became good classification. Using English Movies is an effective technique that can be used in teaching listening skill. It can be seen from the result of t-test value and t-test, where the value of t-test is higher than t-test. The students of SMPN 1 Maiwa have positive attitude toward the application of using English Movies in their listening class. It was supported by the questionnaire that they had answered.

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Increasing Students' English Vocabulary by Listening Western-Song at Seventh Grade of Mts Darul Falah Islamic Boarding School Enrekang

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English Song, Media, Students' Motivation, Vocabulary

ABSTRACT

Vocabulary learning was a very important aspect for students when they are learning English. Students need new learning methods so they can enjoy the ongoing learning process. The teacher should also be able to convey the material well and using media appropriately. The purpose of this study was to determine whether song media can have a significant difference in increasing of students English vocabulary at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang, and to find out whether the use of song media is more effective than the use of conventional media. The population in this study was 60 students. It consists of 2 classes and each class consists of 30 students. From the results of calculations at the time of the pre-test or before treatment, it was obtained the value of $t_0 = 1.517 < t_t = 2.001$, which shows that both classes are worthy of study because they do not have a significant difference in increasing of students English vocabulary after being tested using the t-test, but after giving treatment and posttest values obtained $t_0 = 3.201 > t_t = 2.001$, with a significance level $\alpha = 0.05$ and $df = n_1 + n_2 - 2 = 58$, then t_0 is higher than t_t which indicates there is a significant difference in increasing of students English vocabulary between classes taught using song media (experimental class) and classes taught using conventional media (control classes) after being given a pre-test, besides that the use of song media is more effective and has a significant effect than the use of conventional media, with the effective weight was, the final average score of students in the experimental class was 13.8 higher than the control class, which was 9.6.

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INTRODUCTION

There are four skills in English language are listening, speaking, writing, and reading. One of the most important components that students should be obtained is by increasing their vocabulary. Why vocabulary is important, because without it the students will not be able to have listening, speaking, reading, and writing skills as well (Tim Bimba English, 2017). So in this researcher, expected to apply one of media to increase students' vocabulary.

Hastuti (1992 : 2) stated that mastery vocabulary that important that students said or terms able to understand and capable of use it in speaking, in the commission of a his speak, read, and writing. In mastering skill, receptive and productive students' development with equity should be supported by a mastery of English vocabulary (Samad, 2019). As competency standard that development with equity should be controlled students in learning English so mastery of vocabulary is important, (Sarmita, 2021)".

In the learning process, teacher is faced with many problems, one of them is the lack of students' vocabulary and it causes the presentation of teaching materials that less attractive and it makes boredom for students and less motivated in learning, and their teaching method is too monotonous or less in using teaching media, which makes it difficult for students to understand. The learning process will succeed effectively if the communication is delivered well. The use of learning sources will help in increasing students' to understand and skills in a lesson.

Conventional learning still dominates learning in Indonesia. The conventional learning is perceived still there are shortages, both in learning process and in learning outcomes. In addition, conventional learning still cantered on teachers and has not been able to serve to students according with their needs, because the learning process is carried out in the classroom within a particular period. The lack of use of media as a vehicle in transmitting to supporting information of learning activities creating an atmosphere where students are passive and teachers becomes the only source of in the learning process. This is also supported with ineffective the use of facilities and infrastructure that have been owned by the school.

One of the media can be used to overcome the obstacles above that is by using learning media. In the teaching and learning process, the use of the media is very important. Sadiman (2006: 14) claim that educational media can overcome differences in learning style, interests, intelligence, limitation of the sense power, disability, or obstacle geographical, time and others.

Based on the previous problems, then the researcher trying to find solutions in learning English, especially in increasing students' English vocabulary by listening western song. The use of song as one of an alternative learning that will help students in increaseing of English vocabulary and that is interesting media and as an option to motivate students. The advantage of using song media is fast-memorized vocabulary, can be remembered in a long term. The song media can also to arouse excitement for students and will make the classroom atmosphere lively or an interactive, so that will may make it easy

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to follow learning English. With the learning process, the teachers can understand the extent of students, which in this case can understand and absorb the learning material that has done.

These various efforts carried out by reason in order to develop the potential of students in depth so that learning process successfully and can problem solving. Based on the thoughts, the writer is interested in conducting research with the title "Increasing Students' English Vocabulary by Listening Western-Songs at Seventh Grade of MTs Darul Falah Islamic Boarding School Enrekang."

METHOD

This research was a quasi-experimental study to measure the effectiveness of the effect of a given treatment. The treatment in question is the use of songs media on English vocabulary learning in seventh grade of MTs Darul Falah Islamic Boarding School Enrekang. In the design of this study, the subject of the study consisted of two classes, namely the experimental class and the control class, which were chosen by simple random sampling technique.

The experimental class will be given treatment (X) which is taught using song media and the control class is not treated. Before starting the treatment the two groups will be given the initial test as a pre-test to determine the level of mastery of the vocabulary of each class. After that the experimental class will be treated in a certain period of time, while the control (comparison) class is not given special treatment. The material taught in the experimental class and the control class was the same, but delivered differently: the experimental class uses song media and control classes using conventional media. After being given these treatments, the two classes will be given the final test as a post-test. The final results of the measurement tests of the two classes will be compared between classes taught using song media and those taught with conventional media.

The research design used in this study is quasi-experimental with a pre-test and post-test research model. Through the design of the pre-test and post-test, it can be seen the significance differences in students' initial and final abilities afert being given treatment. In addition, the pre-test and post-test not only measures the final ability, but also measures the students' initial ability whether they were the same or not.

FINDING AND DISCUSSION

Based on the results of the first hypothesis testing, Before being given treatment, both classes were given an initial pre-test with 30 multiple choice question. T-test results of the pre-test between the two classes indicate that the experimental class and the control class, there were not significant differences in increasing students' English vocabulary between classes taught using song media and classes taught using conventional media at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang, which meant that both classes had the same vocabulary mastery. And also it can be seen from the pre-test results of both classes and it is proven by the t-test that t_0 is smaller than t_t with a significance level $\alpha = 0.05$, then from data processing obtained $t_0 = 1{,}517$ and $t_t = 2{,}001$ and degrees of freedom (df) = $n_1 + n_2 - 2 = 58$, so $t_0 = 1{,}517 < t_t\ 2{,}001$. But after being treated, especially in the experimental class, then given a post-test for both classes, the research results obtained $t_0 = 3.201 > t_t\ 2.001$

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with a significance level (α) = 0.05 and df = 58, it can be concluded that the ability of experimental class students is better than the control class. This shows that the use of song media is more effective and has a significant effect than the use of conventional media in increasing students' English vocabulary at seventh grade of Mts Darul Falah Islamic Boarding School Enrekang. And improved learning outcomes can be seen from the average score of the post-test in the experimental class and the control class. Both classes showed an increase in learning outcomes, but the most striking improvement in learning outcomes was shown by the experimental class with differences in the pre-test and post-test of mean scores of 13.8, while in the control class it showed an increase of 9.6.

Thus, it can be concluded that there were significant differences in increasing students' English vocabulary between classes taught using song media and classes taught using conventional media at seventh grade of MTs Darul Falah Enrekang Islamic Boarding School.

Jamalus (1988: 1) song is the art of music that is played using sound or with a musical instrument. And sound can be used as a medium to express ideas to others, thus enabling communication. By utilizing the function of songs as a tool for communication, songs can be used to teach several types of language skills, such as sentence structure or grammar, vocabulary and speech. As expressed by Paquette (2008: 2) as stated, songs can be used to teach various language skills, such as sentence patterns, vocabulary, pronunciation and parts of speech. Movement can be added to songs to make it more meaningful and enjoyable (Ismail, 2021). As a learning medium, song media is certainly one of the practical media to arouse students' feelings, interests and enthusiasm in learning English vocabulary. From the results of the study it can be seen that the use of media songs in the experimental class makes the learning atmosphere of students enjoyable, and remembers the vocabulary they have obtained, so that their vocabulary also increases.

In addition, the teaching and learning process creates a pleasant learning atmosphere while motivating students to be more enthusiastic in following the learning process through song media. As with the use of conventional media that will make the learning atmosphere boring because it seems monotonous, so students quickly feel bored and attention to the subject matter will be reduced. Students also often forget the vocabulary they have learned. This improvement in vocabulary mastery shows that students are more pleased when the teacher uses song media in learning English vocabulary. This can be seen from the changes in children when learning is not sleepy, and enjoy learning through songs. Through this song media indirectly children can practice speaking English with a song repeatedly.

CONCLUSSION AND SUGGESTION

Based on the results of data analysis, testing hypothesis and the discussions that have been conducted, it can be concluded that:

There was a significant difference in the increasee students' English vocabulary at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang who were taught using song

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media and who were taught using conventional media. This statement was proven from the mean score of the experimental class (66.36) higher than the mean score of the control class (56.83). The t_0 = 3.201 was higher than t_t = 2.001 with a significance level of α = 0.05 with df = n_1 + n_2 - 2 = 58.

The use of song media in increasing students English vocabulary at seventh grade MTs Darul Falah Islamic Boarding School Enrekang were more effective than conventional media use. This was evidenced by the weight of effectiveness can be seen the mean score of the two classes, experienced an increase. But the increase in the average value of the experimental class was higher. The increase in the average value of the experimental class was 13.8, while the increase in the average value of the control class was 9.6.

The results of this study indicate that song media could increase students' English vocabulary. The students who are taught to use song media were better than students who were taught using conventional media. So, song media can be input for teachers in determining the media that will be used in teaching English vocabulary so that learning became more enjoyable.

Media songs in vocabulary learning could help students understand and recalled the vocabulary they have learned. Besides that, it can be seen in the teaching and learning process, the students were more enthusiastic, active and there was interaction between the teacher and students. Students became not bored and felt happy in the teaching and learning process.

From the explanation above, the most important thing in the application of song media was that students were more motivated and more enthusiastic in taking lessons. This shows that the use of song media in English vocabulary learning has proven to be more effective than the use of conventional media.

From the results of the research that has been done, then as an effort to be able to improve learning achievement, especially mastery of English vocabulary of students, the following are suggested:

1. For teachers could use song media as one of the alternative media in English vocabulary learning process, especially in increasing students of vocabulary, and they will be more motivated and enjoyed.
2. For other researchers, it was expected to be a material consideration when conducting similar or advanced research.

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Increasing Student Vocabulary by Using Guess Word Game

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ABSTRACT

Vocabulary learning was a very important aspect for students when they are learning English. Students need new learning methods so they can enjoy the ongoing learning process. The teacher should also be able to convey the material well and using media appropriately. The purpose of this study was to determine whether song media can have a significant difference in increasing of students English vocabulary at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang, and to find out whether the use of song media is more effective than the use of conventional media. The population in this study was 60 students. It consists of 2 classes and each class consists of 30 students. From the results of calculations at the time of the pre-test or before treatment, it was obtained the value of $t_0 = 1.517 < t_t = 2.001$, which shows that both classes are worthy of study because they do not have a significant difference in increasing of students English vocabulary after being tested using the t-test, but after giving treatment and posttest values obtained $t_0 = 3.201 > t_t = 2.001$, with a significance level $\alpha = 0.05$ and $df = n_1 + n_2 - 2 = 58$, then t_0 is higher than t_t which indicates there is a significant difference in increasing of students English vocabulary between classes taught guess word games (experimental class) and classes taught using conventional media (control classes) after being given a pre-test, besides that the use of song media is more effective and has a significant effect than the use of conventional media.

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INTRODUCTION

Learning English vocabulary is a basic and very important part of learning the language. Learning a new vocabulary word means more than just understanding what theword means. To really learn new English words, we must understand and be able to use the words correctly when you speak or write.

In mastering English, we must learnvocabulary beforehand. Based onP. Bintz (2011:45) in his journal explained that learning vocabulary is fundamentally about learning definition of words. The learners have to master English vocabulary before master English. They would not be able to express their felt clearly if they do not mastervocabulary. There are many ways to increase the learner's vocabulary but as a teacher we must be able to choose good technique to teach them.To make the learners or students feel interest in learning vocabulary andmake them easy to increase their vocabulary. Means that the techniques here are all those activities that contain.

Nurbaeti (2013) in his research paper explained that vocabulary is a central to language and it is significant to language learners.Therefore, to develop the students' ability in mastering English, it cannot be separated from the mastery of vocabulary, because it can be a measurement of the students understand in English and to buildtheir confidence in speaking English up. In the other hands, by mastering the vocabulary, it can be a bridge for the students to extract any information then can enlarge their knowledge.

According to Zhihong (2005) Vocabulary is a component of language maintains all of information about meaning and using word in language. Vocabulary has an important role in teaching and learning any language. Learning vocabulary is an important aspect of language development.

The learner must master the vocabulary language prior. They willnot be able to express their feeling clearly, if they should not mastery the vocabulary. There are many ways to increase your vocabulary learnersbut as teachers we should be able to choose a good technique to teach them. To made learners or students felt interesting in learning the vocabulary and make it easy toincrease their vocabulary. Means the technique here is all of theactivities it contains. This type of activity should be simple, exciting and fun game, for example. Mediagames is one way that is apply in the classroom so that the interaction between students in the classroom come alive, because most of the teaching in the classroom more used of theory so impress the monotony and make students boring. Based on the above explanation that researchers using the method of the game to enhance students'vocabulary. Because basically thegame media is one of the most effective methods, in increasing vocabulary.

The game is part of the play and played also all part of the game both women and men have contact one another. The game is activities are to be implement which often bump into the exclusion of there are rules designed to weed out, secured a play and culture. Game is a system by which the mostly players from thelocal engage in a conflict artificial, here mostly players from the local interact with the system and conflictsin the game of is engineering or artificial, in the game of there before

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instances of legislation design toconfine behavior mostly players fromthe local as well as to determine a game. Aimed at peaceful and steady game underlined the near impossible to entertain, usually games of the match much like by the son ofchildren of the adult population.

Games are actually important to develop brain, to increase the concentration and to train to solve a problem by proper and quickly as ina game there are various conflict or a problem require us to solve it by quickly and correctly. Playing game in teaching vocabulary is very important, one of the best game to increase students' vocabulary is guess word games, because teaching guess game could create a fun situation and of course it could increase students' motivation.

According to Brown (2001) guessing games are common language classroom activity. Twentyquestions, for example, are easily adapted to a small group. One member secretly decides that he or she is some famous person. The rest of the group has to find out, who within twenty yes/no questions, with each member of the group taking turns asking questions. The personwho is "it" rotates around the group and point is scored.

Smith (2005) stated that thegame emphasizes that the speaker is only allowed to answer "Yes" or "No". The activity is demonstratedby asking one student to come from the front. Draw the slip from the special envelope, and question from the students in the class. Meanwhile, the students would work in groups, taking turns to draw a slip from the thing. In guessing game, hears has to infer what speakers are referring to.

Klippel (2004:32). According to the Basic Rules, "Klippel guessing is very simple one people know something I want to know to others. "Based on the definition, it could be concluded that guessing game is agame where a person or participants know something and compete individually or in teams to identify orto find out the answer.

Guessing Game is one of the technique learner while playing. As we know, there is a tendency thatstudents always used Mother Tongue in the classroom, so that when students are learning English, a habit that still remains to be done. At school, English class are usually think during the middle, or even though in the last hour, which is usually the students begin to felt lazy and bored. Therefore, it was need theinnovative teaching technique to made students more active in learned English. Used of games media wouldbe very helpful and interesting, since it provid more image interpretation for students. Guessing game is a game in which an individual or a team trying to guess or to answer a question that has been given the key words associated with the word.

Based on the explanation the researcher choose to used guess word games method could be apply in SMP 2 Enrekang. Learning methods guess word was fun learning methods. In this method, students are ask to guess the intent or the name ofa specific object. How it works, to rely on the provision of basic knowledge which belong to students. A series of words or phrases are given only as a guide to direct students. From explanation above researcher interest to apply increasing students' English vocabulary using guess word games.

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METHODOLOGY

The design of the research apply quasi-experimental method. It apply the pre-test post-test design for controlling and pre-test, treatment and post-test design for experimental class. The variable was the concept of attribute or property in the subject of the research could be qualitative as well as quantitative varies (Azwar, 1999:59). Riyantoro (in Musfiqin, 2012:44) reveals that the variable is the symptoms that became the object of research. In line with that Musfiqin (2012: 45) says that the variable is the totality of the object ofresearch. Totality here includes symptoms, phenomena, and the facts are examined. The design of this research uses the free variable andbound variable.

FINDINGS

In order to find out and solve the problem statements as well asexplained on the first chapter of this research, the researcher formulated two kind of test namely Pre-test and Post-test. This research has conducted on May 15th 2019 and June 15th 2019 at SMP NEGRI 2 ENREKANG, to measure how students increasing vocabularyability before the treatment gave or before the researcher executed guess word game as media in teaching to increasing vocabulary especially in experimental class. After the researcher found the result of Pre-test both experimental class and control class, the researcher start to make a treatment especially for experimental class and just give conventional method for control class. The aim of this treatment was to finding the effect of games especially guess word game as a media to improve students' skill in vocabulary. And the post-test was conducted on June 14th 2019 incontrol class, June 15th in experimental class 2019. The aim of post-test was finding out how effect guess word games to improvestudents' skill in vocabulary.

1. Descriptive of the Pre-test Data

a. The Pre-test Data of Experimental Class

Table 4.1 The Frequency Distribution Pre-Test of Experimental Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	0	0	0	0
71-85 (Good)	2	8,70	8,70	8,70
56- 70 (Fair)	4	17,40	17,40	26,10
41-55 (Poor)	7	30,40	30,40	56,50
<40 (Very Poor)	10	43,50	43,50	100,00
Total	23	100,00	100,00	

The subjects in the experimental class were 23 students. From the results of the English vocabulary mastery test, there were 2 students got a good score, 4 students got a fairscore, 7 students got a poor score, 10 students got a very

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poor score and the student got a very good score wasnone. In the case mostly students in experimental class when did pre-testthe students confuse about the vocabulary unfamiliar about the vocabulary.

b. The Pre-test Data of Control Class

Table 4.2 The Frequency Distribution Pre-Test of Control Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	0	0	0	0
71-85 (Good)	1	4,3	4,3	4,3
56-70 (Fair)	3	13,0	13,0	17,4
41-55 (Poor)	7	30,4	30,4	47,8
<40 (Very Poor)	12	52,2	52,2	100,0
Total	23	100,0	100,0	

The subjects in the control class were 23 students. From the results of the English vocabulary mastery test, there were 1 students got a good score, 3 students got a fair score, 7 students got a poor score, 12 studentsgot a very poor score and the students got a very good score was none. Based on the table, it can be seen that students who were in the experimental class with the highest number of frequencies were in the interval class (< 40 "very poor"),with 10 students or as much as 43,5% and the least were in the interval class (71-85 "good"), with 2 students or as much as 8,7%. Whereas, in the control class, it can be seen that the students with the highest number of frequencies werein the interval class (<40 "verypoor"), with 12 students or as much as 52,2% and the least were in the interval class (71-85 "good"), with 1 student or as much as 4,3%.

Table 4.3 Descriptive Statistic Pre-Test of the Experimental Class and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experimental Class	23	20	75	45,87	16,282
Pre Test Control Class	23	20	70	42,83	13,803

Based on the table above, in the experimental class mean score was45.87, and control class mean score was 42, 83, although there were adifference in the mean score of bothclasses this cannot be the conclusion that the experimental class has a vocabulary mastery better than control class.

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2. Descriptive of the Post-test Data

a. The Post-test Data of Experimental Class

Table 4.5 The Frequency Distribution Post-Test of Experimental Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	3	13,0	13,0	13,0
71-85 (Good)	6	26,1	26,1	39,1
56-70 (Fair)	6	26,1	26,1	65,2
41-55 (Poor)	4	17,4	17,4	82,6
<40 (Very Poor)	4	17,4	17,4	100,0
Total	23	100,0	100,0	

The subjects in the experimental class were 23 students. From the results of the English vocabulary mastery test, there were 3 students got a very goodscore, 6 students got a good score, 6 students got a fair score, 4 students got a poor score and 4 student got very poor score.

b. The Post-test Data of Control Class

Table 4.6 The Frequency Distribution Post-Test of Control Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	0	0	0	0
71-85 (Good)	4	17,4	17,4	17,4
56-70 (Fair)	6	26,1	26,1	43,5
41-55 (Poor)	6	26,1	26,1	69,6
<40 (Very Poor)	7	30,4	30,4	100,0
Total	23	100,0	100,0	

The subjects in the control class were 23 students. From the results of the English vocabulary mastery test, there were 4 students got a good score, 6 students got a fair score, 6 students got a poor score, 7 students got a very poor score and the students got a very good score was none.

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Table 4.7 Descriptive Statistic Post-Test of the Experimental Class and ControlClass

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Experimental Class	23	35	100	64,57	18,764
Post Test Control Class	23	30	85	54,57	16,231
Valid N (list wise)	23				

DISCUSSIONS

Based on the results of the first hypothesis testing, it can be seen that there was no significant differences in increasing of students' English vocabularybetween classes taught using media games (guess word) and classes taught using conventional media at eight grade of SMP 2 Enrekang. This can be seen from the pre-test results of both classes and it is proven by the t-test that t_0 is higher than $\alpha = 0.05$, then from data processing we obtain $t_0 = 0.498$ and degrees of freedom (df) = $n_1 + n_2 - 2 = 44$, so $t_0 = 0.498 > 0.05$. But after being treated, especially in the experimental class, then given a post-test for both classes, the research results obtained $t_0 = 0.04 < 0.05$ and df = 58, it can be concluded that the ability of experimental class students is better than the control class. This shows that the use of media games has a positive effect on increasing studentvocabulary. Thus, it can be concluded that there were significant differences in increasing of students' English vocabulary between classes taught using media games (guess word) and classes taught using conventional media at eight grade of SMP 2 Enrekang.

Melisa Dwi Cahyani. W (2017:70) stated that guessing game is the good technique which can be implemented in the process of learning English vocabulary. Guessing game is not only easy to be implemented both by teacher and students, but also can increase the students' motivation andparticipation in learning process. Moreover, the students also showedan improvement in their English ability especially their vocabulary.

Hari Supriyatna (2014:29) concludes that teaching vocabulary using guessing game is more effective than only using memorizing method. It is because game is more interesting. Nur Hidayat (2016:102) finding of this study shows that using word game can improve students' vocabulary mastery and it can be effective strategy in teaching English. It helped students to memorize vocabulary easier, made them enjoy and motivated them in teaching learning process. It also becomes a good strategy for the teacher to teach vocabulary but the teacher who wanted to teachvocabulary used word game had to consider the time and the level of the students.

This research also supported by theory of the experts like Mc.Kelvin as cited by Dougerty (2010:24). He said that games can be used to practice communication, structure, and vocabulary and Kim (1995) was also supported with the statement that "language games help students to learn the language and enjoy it at the same time students will love learning that at first makes them feel bored using the

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game".

Richards (2001) also stated that the motivation to learn moreprioritizes by cognitive responses, it was the tendency of students to achieve meaningful and useful academic activities try to benefit from the activity. The students‟ that has motivation to learn will attention the material that the teacher explain, try to understand by reading, looking for references and using strategies to supportive learning.

COCLUSSION

Based on the findings and discussion of the research, it can be concluded that the used guess word game more effect to enrich the students' vocabulary of the eight year at SMPN 2 Enrekang. Using Guess word game, there was significance difference between the result of pre-test and post-test. This statement was proven from the t_0 = 0.04 was smaller than significance level of α = 0.05 with df = n_1 + n_2 - 2 = 44. The effect of students' vocabulary was obtained through the use of Guess word game. By using Guess word game the students have a big motivation and interested to learnvocabulary. Based on the all data collection in the research the writer can conclude that the students' score in pre-test have effect after giving treatment, especially at SMPN 2 Enrekang.

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Using Personal Vocabulary Notes (PVN) Technique to Develop the Students Vocabulary

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ABSTRACT

The objective of this study was: to know whether PVN develop student's vocabulary in MTs Negeri Papi Enrekang. The method used in this study was quantitative method and research design was pre-experimental study. The sampling technique used in this study was cluster sampling. The researcher took one class as the subject of this study. The researcher had compared the pretest score before treatment was given and after the treatment was given. The result of gained was the statistical analysis for level of significance 0.05 with degree of freedom (df) = N-1, where (N) = 21, df = 17. The probability value was smaller than *a* (0.00<0.05). It is indicated that the alternative hypothesis (Hı) was accepted and the null hypothesis (H0) was rejected. It means that using personal vocabulary notes is effective in increasing vocabulary. This finding were in line with who found that using personal vocabulary notes can improve students' vocabulary achievement.

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INTRODUCTION

The fact shows that the result of teaching and learning English process is not expected it English is very difficult subject to study. And one of the reasons is the students' lack of vocabulary, it means that learning language firstly learning their vocabulary, as we know vocabulary is one of the language elements plays important role. Vocabulary is the first stage in any language learning. Vocabulary can be defined, roughly, as the words we teach in the foreign language. Vocabulary is important to be improved in the language learning process in order to get other competencies like reading,

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writing, listening, and speaking. Without vocabulary, people cannot communicate effectively. Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading because they are poor in vocabulary.

The students especially at the first grade still cannot use their language in communication because the English subject is bored and scare. Students lacking of vocabulary, monotonous teaching method. Boring learning or not feeling fun in learning, process besides students have lost their motivation in learning vocabulary. Those low motivation are caused by many factors one of them is the teachers' method in Teaching English at Junior High School.

Based on information from an English teacher at of the first grade students especially at the class VII A that consists of 33 students'. The achievement in vocabulary was still low where the students' value average still got score 5.8 or about 56%, while the standard vocabulary in curriculum is 6.5. Because the students' still lack in use vocabulary correct grammatical, correct nouns and verbs. In this study the researcher wants to solve this problem until the students' have a good score therefore through this technique the researcher to develop the students' vocabulary until achieve score 7.0, it is successful minimal criteria (KKM) of that school.

Firman (2008) states that to develop the students' vocabulary the teacher must be found out effective way of teaching vocabulary. The teacher should use a good method and technique to improve students achievement specially vocabulary. In the cures at researcher the writer interested intrying one that could be used by Rachers to increase their teaching technique (in teaching English specially) and can help the students to improve vocabulary, it is Personal Vocabulary Notes (PVN) Technique because this method is a good and new technique for teaching English. According to Kurzweil (2002:1) PVN is a way to teach students vocabulary in a personalized way while encouraging them to become autonomous learners. PVN Technique is one of the alternatives from communicative learning technique. Personal Vocabulary Notes are element which are present in a language classroom to help students to learn effectively and not make students boring and scare. In PVN Technique the teacher tries to encourage student. With using PVN, the students are hope to be motivation in learning English and more focus in teacher presentation.

In developing the students' vocabulary the teacher must find out the effective way in teaching vocabulary (Ismail, 2019). The teacher should use a good method and technique to improve students' achievement especially in vocabulary. The researcher interested in trying this PVN technique in teaching technique (in teaching English specially) and can help the students to improve vocabulary, because this technique is a good and new technique for teaching English. PVN Technique is one of the alternatives from communicative learning technique. Personal Vocabulary Notes are element which are present in a language classroom to help students to learn effectively and not make students boring and scare. In PVN Technique the teacher tries to encourage the student. The PVN Technique show that students who come are ready to accept lessons

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and motivate themselves to listen and improve vocabulary.

Considering the previous description, the researcher used PVN Technique to overcome the problems. The research was conducted the researcher entitled "Using personal vocabulary notes (PVN) technique to develop the students vocabulary at MTs 4 Negeri Papi Enrekang.

METHODOLOGY

This research design of pre experimental quantitative method. In quantitative research, the researcher identified a research problem based on trends in the field on the need to explain why something occurs. Described a trend means that the research problems could be answer best by a study in which the researcher saw to establish the overall tendency of responses from individuals and to note how is tendency varies among people. For example, we could see to learn how voters described their attitudes toward a bond issue.

The research design used in this study is pre-experimental design method with the type of pre-test and post-test one group design .This method is given one group or comparison group. The first thing in conducting experiments using the design of a single subject was done by giving a test to a subject who had not been given treatment namely the pretest (O1) to get students who had problems in a low vocabulary.

After obtaining data on students who have problems in vocabulary, then treatment (X) is carried out after treatment of students who have problems, then given another test to measure the level of vocabulary skills of students after being subjected to experimental variables (X), in the post test results data obtained from experiments where students' vocabulary abilities increased or there were no changes at all. Compare O1 and O2 to determine how much difference arises, if there is a partial result of the experimental variable. Then the data was analyzed using a t-test (Arikunto: 2002).

FINDINGS

The Analysis Students' Vocabulary Score in Pretest

In this section, the researcher shows the complete of the students' pretest. The researcher calculated the data by using SPSS 20 application. For more clearly, the researcher shows the students' score in Pretest. It was tabulated by following table:

Table 1. The Mean Score of the Students in Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	21	25	90	49,29	16,224
Valid N	21				

Table 1 shows that the highest score of students was 90 and the lowest score was 25. Besides, it also indicates that the mean score of the students' accuracy in pre-test is 49.29 and the standard deviation error is 16.224.

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The Analysis Students' Vocabulary Score in Posttest

In this section, the researcher shows table score of students' correct answer in Posttest, the rate percentage of students' vocabulary score in posttest, the mean score and standard deviation of students. The researcher presented them in the table and calculated the scores by using SPSS 20. Data table, showed that the highest correct answer of the students was 95 and five students got it, the lowest correct answer was 65 and four student got it. To find out the mean score of students' in posttest, the researcher calculated by using SPSS 20. The result can be presented in the table of descriptive statistic as follows:

Table 2. The Mean Score of the Students in Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	21	65	95	79,05	11,578
Valid N	21				

From the table 4.5, it shows that thehighest score of students was 95 and the lowest score is 65. Besides, it also indicates that the mean score of the students' accuracy in post-test was 79.05 and the standard deviation error was 11.578. Besides, the researcher also would present the total mean score and standard deviations of in pretest and then compare both of them. The result would be presented into the table descriptive statisticas follow:

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	49,29	21	16,224	3,540
	Posttest	79,05	21	11,578	2,527

The table, indicates that the standard deviation in pretest were 16.224 and in posttest were 11.578. It also shows that the mean score of the student in pretest were 49.29 and the mean score of the students in posttest were 79.05. The result of the table above shows that the mean score of students in posttest was higher than the mean score of the students in pretest. It concludes that personal vocabulary notes improve student's vocabulary.

From the analysis, the researcher concluded that there was a significant difference between pre-test and post-test in teaching students' vocabulary ability by using personal vocabulary notes (PVN) technique to develop the students vocabulary.

The result of statistical analysis forlevel of significance 0.05 with degree of freedom (df) = N-1, where (N) = 21, df =
20. The probability value was smaller than α (0.00<0,05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that using

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personal vocabulary notes (PVN) technique to develop the student's vocabulary.

DISCUSSION

The research found that, Personal Vocabulary Notes (PVN) was strongly effective to teach English vocabulary. It can be seen from the computation of the effect size which is categorized "strong". This technique had positive effect in students' mastery of vocabulary. It was proven by the result of post-test which higher than the pre-test. Students are more active in class and faster in understanding the lessons.

The use of PVN to teach English vocabulary is significant. Based on the previous research (Ahmad, 2014), Personal Vocabulary Notes is one of the techniques that make students interested because they like learning active and not monotonously techniques. In the beginning, students still got confused what PVN itself is. The teacher explained that PVN is a technique used to teach vocabulary. The students could write their own vocabulary based on the text given by the teacher. The teacher used a descriptive text to help students findthe new vocabulary. In this meeting, the teacher also explained about how to classify the vocabulary into part of speech.Most of the students didn't know what part of speech is. After the explanation from the teacher, they could understand it. Students showed their enthusiasm during the teaching learning process because they learned something new in the way of learning English vocabulary. They could memorize the vocabulary for long time if they write the vocabulary that they didn't understand.

The researcher discovered that students were enjoying and enthusiastic while learning vocabulary, because they wrote their own vocabulary. Students enjoyed the process because this technique could measure their ability in mastery vocabulary. Kurzweil (2004) claims, "PVN engages students in the cycle of noticing their own needs, researching language, trying it out, and learning from their mistakes." Students might forget a word easily, but using this technique can make them remember word longer. The students followed the lesson respectfully and also discussed their PVN with their friends and helped each other to make their PVN. The researcher found the difficulty while conduct this research, it is a little tired for the teacher, because the teacher should monitoring the students while discussing. The teacher would back and forth to the students' table when they wantto ask something.

The result of the data analysis shows that technique to develop improves students' vocabulary. It can be seen on the table before and after giving treatment. In pretest, the researcher asked the students toanswer vocabulary test that consist of 20 questions in the form of multiple choices. The number of students taken as a sample gets a very good score 1 (5%), students get a good score of 1 (5%), students get a fair score of 2 (9%), students got poor score were 12 (57%), and students got very poor score were 5 (24%). This is because students' vocabulary still low. The highest score is 90 and the lowest is 25.

After giving pretest, the researcher gave treatment during three meetings. The treatment was given

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about teaching personal vocabulary notes. There were three themes that has given to the students. There are days of the week, month of the year, and degree of time. In each meeting, the researcher gave explanation about the material. The materials were about days of the week, month of the year, and degree of time. Then, the students repeated the vocabulary that has given by the researcher. Next, the researcher applied personal vocabulary notes technique to develop. The researcher asked the studentsto come forward one by one to practice mentioning the vocabulary. The last, the researcher asked the students to memorized the vocabulary and practice more.

In posttest, the researcher gave the same question from the vocabulary test at the pretest. This section shows that personal vocabulary notes have an effect on increasing vocabulary. This means that after providing treatment using personal vocabulary note techniques, students' ability to master vocabulary is better than before treatment where after treatment, the highest score obtained by students is 95 and the lowest score is 65.

Based on data analysis the mean score of the student in pretest were 49.29 and the mean score of the students in posttest were 79.05. It shows that the meanscore of students in posttest was higher than the mean score of the students in pretest.

The researcher concluded that there was a significant difference between pretest and posttest in teaching students' vocabulary ability by using personal vocabulary notes. In pre-test, students are still lacking in vocabulary, while in post- test vocabulary knowledge of students increases after using the PVN method.

The result of statistical analysis forlevel of significance 0.05 with degree of freedom (df) = N-1, where (N) = 21, df = 20. The probability value was smaller than α (0,00<0,05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Based on the explanation above, it can be concluded that after the use of the VPN method there is an increase in the vocabulary of students in MTs Negeri 4 Papi Enrekang and also the positive impact generated by students after the use of the PVN method. It means that using personal vocabulary notes is effective in increasing vocabulary. This finding were in line with who found that using personal vocabulary notes can improve students' vocabulary achievement.

CONCLUSION

In teaching learning activities in vocabulary subject it is very important to choose the suitable technique to improve the students' skill. Based on the data, it can be concluded that effective to use Personal Vocabulary Notes (PVN) on students' vocabulary developing and it had proved toward the students' of MTs 4 Negeri Papi Enrekang.

The result of the data analysis above shows that technique to develop improves students' vocabulary. It can be seen on the table before and after giving treatment. In pretest, the researcher asked the students to answer vocabulary test that consist of 20 questions in the form of multiple choices. The number of students taken as a sample gets a very good score 1

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(5%), students get a good score of 1 (5%), students get a fair score of 2 (9%), students got poor score were 12 (57%), and students got very poor score were 5 (24%).This is because students' vocabulary still low. The highest score is 90 and the lowestis 25.

The result of statistical analysis forlevel of significance 0.05 with degree of freedom (df) = N-1, where (N) = 18, df = 17. The probability value was smaller than α (0.00<0,05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that using personal vocabulary notes is effective in increasing vocabulary. This finding are in line with who found that using personal vocabulary notes can improve students' vocabulary achievement.

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Improving Students' Writing Ability by Using Student Teams Achievement Divisions (STAD) Method

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ABSTRACT

The aims of this research is to find out how Student Teams-Achievement Divisions (STAD) can improve students' descriptive writing ability of the eighth grade students at Mts Darul Falah Islamic Boarding School, Enrekang in the 2018/2019 academic year. The research employed a quasi-experimental. This research used the experimental class and the control class. Class VIII A as an experimental class and class VIII B as a control class. The experimental class consisted of 30 students and the control class consisted of 30 students. The instrument used in this study was writing descriptive papers about classmates and family. The results of the study showed that there was an improvement in students writing ability between pre-test and post-test in the experimental class after treatment. Before conducting the treatment, the value obtained is t0 = 1.570 < tt = 2.001 which shows that it does not have a significant effect in improving students' writing ability after being test using t-test result, but after being given treatment and post-test values t0 = 4.336 > tt = 2.001 with a significance level of a = 0.05 and df n_1+ n_2 -2 = 58 then t0 is higher than tt which shows a significant influence in improving students' writing ability using the STAD method. In the experimental class was used STAD method and the control class was used the conventional method and the final average score of students in the experimental class is 72.80 > 59.83. The values indicate that the use of the STAD method significantly improving students writing ability in write descriptive texts.

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INTRODUCTION

Writing is a medium of human Communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make languages be read. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence, record keeping and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

Among those four skills, writing is a skill difficult to be mastery. Because writing is an active or productive skill, that students have to learn how to find ideas, and express them into writing. In writing involves several language components such as spelling, grammar, vocabulary, concordance, punctuation, coherence, and cohesion and students are required to master grammar, vocabulary, concordance, punctuation, coherence, and cohesion.

There are at least three causal factors of the writing difficulties (Byrne, 1998: 50). The first factor is linguistic problem. The second is psychological problem (writing is a solitary activity in which we have to write our own without the possibility of interaction). The third is cognitive problem due to the need to master the written form of the language and certain structures which are less used in speaking, or perhaps not used at all, but they are important for an effective communication in writing.

Although writing is difficult for students to understand, however writing is very important as Warschauer (2010) state, "Writing is one of an important skills because writing is a crucial skill for academic or occupational success. Furthermore, writing can be an effective tool for development of academic language proficiency as learners have to explore advance lexical or syntactic expression in their written work. The last is writing across the curriculum that can be invaluable for mastering diverse subject matter". Therefore, it can be state that writing is the primary basis upon which our work and study will be judged in school or college, in the workplace, and in the community.

Several causes of the problem can be derived in the teaching and learning process, either from the teacher's side or the student's side. From the teacher's side, the teacher employed unvaried conventional teaching strategies. The teacher is not very innovative and tends to apply monotonous strategies in teaching students without providing guidance to students in the writing process. Teacher- centered approach with fewer student participation in the teaching and learning process. This causes a lack of interest in student learning.

Therefore, factors affecting the success of the instruction, one of which is the teacher's teaching technique, needs to be reviewed, and a better teaching technique needs to be pursued. In order to solve the problems and to improve the students' writing proficiency, the use of an appropriate

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method is indispensable. There is a lot of methods can use by the teacher, one of them is cooperative learning.

The use of cooperative learning the students can share the experience with their friends to express their difficulties and ask for help. Besides, cooperative learning can decrease the number of students in the class and it helps the teacher to make effective process teaching and learning.

Besides, there are several types of cooperative learning that can be used by teachers, one of which is student team achievement division (STAD). Cooperative learning type Student team achievement division (STAD) developed by Robert Slavin and his friends at John Hopkin University (1995) is the simplest cooperative learning, and is cooperative learning suitable for use by teachers who are just starting to use learning cooperative. Student Team Achievement Divisions (STAD) is one of the simplest types of cooperative learning. Students are placed in a four-person learning team which is a mixture according to their performance level, gender and ethnicity. The teacher presents lessons then students work in teams to ensure that all team members have mastered the lesson. Finally, all students were given a quiz about the material with notes, when they quiz they should not help each other.

A good method and techniques can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in the teaching-learning process. There are a lot of methods and techniques to get English teaching effectively. For this purpose, the researcher was like to use the cooperative learning model Student Team- Achievement Division (STAD) as an alternative solution.

METHODOLOGI

In this experimental research the researcher used quasi experiment. One group as an experimental group and other group as a control group.

The design of this research used the independent variable and dependent variable. The used of the student teams achievement divisions (STAD) method as independent variable and gave the symbol notation X, while improve writing ability as dependent variable with gave a coat of arms of a Y notation. The Scoring component using rating scale in scoring the composition (Jacobs, 2000).

In writing skill, there are some kinds of text that were learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is used to describe something. It is usually used to describe a thing, person, place or event to give an explanation for someone.

Two weeks before conducting this research, the researcher first conducted observation in Mts Darul Falah to find out the problems about students, especially in writing. English teacher at Mts Darul Falah said that students were not enthusiastic to write because of the less of teaching grammar and how to write in class. Some students the researchers met didn't even know about grammar and how to write descriptive text in English. The students said that they were bored with learning using only textbooks. Even students are not taught how to write well and correctly. Some students also said that they understood faster when working with friends. Therefore, researchers used the

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STAD method.

FINDINGS

The findings were obtained though writing test at the eighth Grade students of MTS Darul Falah Enrekang in academic year 2018- 2019. The researcher applied all procedures that had been showed in the previous chapter. The researcher gave two term of test, they were pre- test and posttest. After that, it was continued by analyzing the pre-test and post-test score of both groups, experimental group and control group by using SPSS 20. It aims to find out the significance different of the students from of the both groups. The researcher collected data from the test which has been given to the students. The findings of this research deal with the scoring classification of the students pre-test and post-test between experimental and control group, testing of paired sample containing, mean score, standard deviation, and the test of significant by using SPSS Version.

Before conducting this research, the researcher had preliminary observation and found that the students treated trough common teaching of writing. The students were explained the teaching materials given the topic and write paragraph (descriptive text) related to the topic. Consequently, there are many students who got difficulties to understand descriptive text on how they describe person, place, or thing, what is purpose involve the generic structure and language features and how to apply those descriptive features in the text.

Based on the writing test that the researcher conducted during the observation, the researchers found that students are still lacking in writing. When researcher provide an explanation of descriptive text most students are slow to understand and even do not understand.

After the researcher gave a pre-test, the researcher saw that there were still many students in the control class and the experiment lacked grammar vocabulary and even the composition of the writing was destroyed. So that the researchers used the STAD method to improve students' writing skills, by means of groups students were more enthusiastic to do the task.

Some students who are active in class and understand little of the material was in group with students who lack understanding so that students can learn together. Based on the grades that having achieved by students from the pretest and posttest shows that there are significant improvement after using the STAD method especially in the experimental class. The result of students' mean score median score and standard deviation in pre-test by using SPSS version 20.0 were presented in the following table:

Table 1. The mean score, median score and standard deviation in pre-test

Group	N	Mean Score	Median Score	Std. deviation
Experimental	30	60,40	59,00	9,122
Control	30	56,47	58,50	10,248

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The table 1 showed that the mean score of pre-test obtained by the students before giving the treatment both experimental group and control group is almost equal. It means that the ability of students in writing ability both experimental group and control group was almost same. The mean score both to groups were into fair classification. Besides, the median score of pre-test both the groups was almost same. It means that the median both of groups was a few values different. Meanwhile, the standard deviation of pre-test in experimental group and control group showed that the students were more various in comprehending the material. It can shows in standard deviation score on table 1. It indicated that the students' ability in writing descriptive text both experimental and control group was still variety score.

The result of students' mean score median score and standard deviation in post-test by using SPSS version 20.0 were presented in the following table:

Table 2. The mean score, median score and standard deviation in post-test

Group	N	Mean Score	Median Score	Std. deviation
Experimental	30	72,80	75,00	11,737
Control	30	59,83	61,00	11,426

The table 2 showed that the mean score obtained by the students in experimental group (72.80) was higher than control group (59.83). It indicates that after got the treatment. Besides, in median score obtained by the students in experimental group (75.00) also higher than control group (61.00). Meanwhile, the standard deviation showed that the students were more various than pre-test in comprehending the material, it can showed the score of standard deviation. In generally, the student teams achievement divisions able to help the students to improve the writing ability of descriptive text. The gained score of the students was described in the following table:

Table 3. The gain score of students' writing ability

Group	N	Mean Score	Median Score	Std. deviation
Experimental	30	60,40	72,80	12,4
Control	30	56,47	59,83	3,36

Table 3 that the gained score in experimental group was greater than control group. It meant that the improvement in experimental group was more significant than control group. Therefore, the students who were STAD method got higher improvement in writing ability that the students who were conventional method. The differences mean score of the results in pre-test and post-test of students using SPSS version 20.0 with the rubric

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writing with the following bellow:

a. The differences mean score and standard deviation between experimental and control groups in content

Table 4. The differences mean and standard deviation score in content

Content		
	Experimental	Control
	Mean	Mean
Pre-test	19.30	18.53
Post-test	22.30	19.20

Table 4 shows that the differences mean score of experimental group was higher than control group especially in post-test. The post-test of experimental group (22.30) was higher than control group (19.20). It means that the students' ability in content of experimental group could develop their idea with involving details to support the text. Meanwhile, the students on control group their content was limited knowledge.

b. The differences mean score and standard deviation between experimental and control groups in organization

Table 5 the differences mean and standard deviation score in organization

Organization		
	Experimental	Control
	Mean	Mean
Pre-test	13.53	12.60
Post-test	15.77	13.23

Table 5 shows the mean score and standard deviation both experimental group and control group. The pre-test mean score of experimental group (13.53-15.77) was higher than control group (12.60-13.23) both pre and posttest.

c. The differences mean score and standard deviation between experimental and control groups in vocabulary

Table 6. The differences mean and standard deviation score in vocabulary

Vocabulary		
	Experimental	Control
	Mean	Mean
Pre-test	11.57	11.20
Post-test	15.40	12.37

Table 6 shows the mean and standard deviation in vocabulary of experimental group and control group, when score of experimental group (11.57- 15.40) was higher than control group (11.20-12.37) both pre- test and post-test. Students' vocabulary in experimental group was improved after giving the treatment, it can see in post-test score of experimental group. Besides, standard deviation both experimental and control groups, students more various to understand the material especially in experimental group.

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d. The differences mean score and standard deviation between experimental and control groups in grammar

Table 7. The differences mean and standard deviation score in grammar

Grammar		
	Experimental	Control
	Mean	Mean
Pre-test	13,77	11,80
Post-test	17,00	12,57

Table 7 shows the differences mean and standard deviation score in grammar between experimental group and control group. The grammar assessment in experimental group was higher than control group in post-test (17.00 > 12.57). It means the students' grammar in experimental group was improved than control group after giving the treatment.

e. The differences mean score and standard deviation between experimental and control groups in mechanic

Table 8. The differences mean and standard deviation score in mechanic

Mechanic		
	Experimental	Control
	Mean	Mean
Pre-test	2,37	2,43
Post-test	3,33	2,47

Table 8 shows that the differences mean score in mechanic both experimental group and control group. The mean score in mean score of experimental group was higher than control group both pre-test and post-test especially in posttest (3.33 > 2.47). It means that the experimental group was improved than control group in mechanic content.

CONCLUSIONS

The results of this study reveal the improvements contributed by the implementation of the STAD method in the teaching and learning process of writing in class VIII MTs Darul Falah Islamic Boarding School. STAD can increase student motivation. It is able to attract the attention and interest of students during the teaching and learning process of writing and the STAD method is carried out only in experimental classes. The improvement can also be seen in the teaching and learning process. STAD method is done in groups can create a variety of fun learning activities so as to reduce student bored during their learning process in the classroom. The students became more confident to write and active in the classroom activities. Students are more motivated because of the reward that will be given to students who get higher score. Since the students were motivated and the writing class ran well, the students' writing skills were also improved.

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