The Effect of Pegword Method on the Students' Ability in Mastering Vocabulary at the Eighth Grade of SMP Negeri 1 Lahewa Timur

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Abstract

Vocabulary is central to language and crucial for effective communication, both orally and in writing. Insufficient vocabulary hinders students' ability to express themselves. Recognizing this challenge, a researcher investigated the efficacy of the Pegword Method in enhancing vocabulary acquisition among eighth-grade students at SMP Negeri 1 Lahewa Timur in 2020/2021. This quasi-experimental study involved a population of 60 students, selected using Cluster Sampling Technique. Pre-test results indicated comparable vocabulary levels between the experimental and control groups. The experimental group received Pegword Method instruction, while the control group received Conventional Teaching Method. Post-test results revealed significant improvement in the experimental group, with a mean score of 79.33 compared to 68.33 in the control group. Statistical analysis confirmed the effectiveness of the Pegword Method, with t-count (2.39) exceeding the critical value (2.002). Therefore, the null hypothesis was rejected, indicating a significant positive impact of the Pegword Method on vocabulary mastery. Suggestions for educators include implementing the Pegword Method to enhance vocabulary instruction and fostering student motivation through engaging materials and ample library resources. Further research in this area is recommended to enrich teaching practices and optimize student learning outcomes.

Key Words : Pegword Method, Students' Ability in Mastering Vocabulary.

Abstrak

Kosakata merupakan inti dari bahasa dan sangat penting untuk komunikasi yang efektif, baik secara lisan maupun tulisan. Kosakata yang tidak memadai menghambat kemampuan siswa untuk mengekspresikan diri. Menyadari tantangan ini, seorang peneliti menyelidiki keampuhan Metode Pegword dalam meningkatkan penguasaan kosakata di antara siswa kelas delapan di SMP Negeri 1 Lahewa Timur pada tahun 2020/2021. Penelitian kuasi-eksperimental ini melibatkan populasi sebanyak 60 siswa, yang dipilih dengan menggunakan Teknik Cluster Sampling. Hasil pre-test menunjukkan tingkat kosakata yang sebanding antara kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen menerima instruksi Metode Pegword, sedangkan kelompok kontrol menerima Metode Pengajaran Konvensional. Hasil post-test menunjukkan peningkatan yang signifikan pada kelompok eksperimen, dengan nilai rata-rata 79,33 dibandingkan dengan 68,33 pada kelompok kontrol. Analisis statistik mengkonfirmasi keefektifan Metode Pegword, dengan t-hitung (2,39) melebihi nilai kritis (2,002). Oleh karena itu, hipotesis nol ditolak, yang menunjukkan dampak positif yang signifikan dari Metode Pegword terhadap penguasaan kosakata Saran untuk para pendidik adalah menerapkan Metode Pegword untuk meningkatkan pengajaran kosakata dan menumbuhkan motivasi siswa melalui materi yang menarik dan sumber daya perpustakaan yang memadai. Penelitian lebih lanjut di bidang ini direkomendasikan untuk memperkaya praktik pengajaran dan mengoptimalkan hasil belajar siswa.

Kata kunci : Metode Pegword, Kemampuan Siswa dalam Menguasai Kosakata.

A. Introduction

In teaching English, we need pay attention to many aspects. Some of them were: reading, listening, speaking, and writing. But from all aspect, vocabulary is consider as the most important. Learning language will never be successfull without learning and understanding the vocabulary.

Vocabulary was the fundamental part of language, which was used in any situation either. It was in the form of spoken and written language. Vocabulary was the one four language components, which were spelling, grammar, phonology, and vocabulary. According to Heibert (2005: 3), " vocabulary was word come in two forms; oral and print. Oral vocabulary included those word that they recognize use in listening and speaking. Print vocabulary include those words that they recognize used in reading and writing.

In addition Mc Carthy (2010:01) emphasize that vocabulary was all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words. However, it may surprise you to know that it was not all that easy to say exactly what a 'word' was. One way would be to say that a word represents one unit of meaning and, in writing, has a space either side of it. So it would seem easy enough, at least in writing, to know what a word was something with a space on either side. Furthermore, to support the definition of vocabulary, Caroline (2005:121) as sits that vocabulary was the collection of word that an individual knows.

In syllabus *K-13* that used in SMP Negeri 1 Lahewa Timur, the competence standard of writing in syllabus was expressing the meaning in simple short functional and essays daily activities. Apply social finction, text strukture and laguagea elements of aral transactional text and writing which involves the act of giving and asked for information that was done routine whichi was a general truth . Indicators of this skill was Mention spoken text and writing to gave and saking for information related to the situation which was done routine. To expect the students can be achieved composing the short functional text such as notices. Leaners observe picture regarding the ratio of number, nature, animals and object/noun, advertisement and recognize the vocabulary related to the picture

In fact, based on the researcher's observation in the field at the eighth grade of SMP Negeri 1 Lahewa Timur, the researcher found some problems that affected the students' ability especially in mastering vocabulary namely, students are not able to categorize the class of vocabulary, the students are not able to match the vocabulary based on the picture, students can not define The vocabulary appropriately, students can not spell word or vocabulary correctly and the last students can not write specific vocabulary correctly. The problems above affected the students ability to achieved the MCC (Minimum Competence Criterion), while they have to pass the test and got the score 65. The impact from the problems above affected the students to achieve the MCC and failed.

To find out the effect, the researcher applying teaching strategy that can be use by teachers in a teaching learning process, namely was Pegword Method. Pegword Method was teacher facilitated process, in which teachers lead children to discover words from a picture, increase the number of words in their sight-reading and writing vocabularies, formulate phonetic and structural principles, and finally apply observation and logical thinking analysis to their reading and writing especialy in mastering vocabulary.

According to Hendry (2007:100) Pegword method defenition. Pegword is a memory aid that works by creating mental associations between two concrete objects in a one-to-one fashion that will later be applied to to-be-remembered information.

Typically this involves linking nouns to numbers and it was common practice to choose a noun that rhymes with the number it was associated with next word These will be the pegs of the system. These associations have to be memorized one time and can be applied repeatedly to new information that needs to be memorized. Like all mnemonics, the pegword method utilizes the principle of learning and recalling new information by association with familiar facts. In this case the method makes use of association with numbers. counting from one to ten to remember the new information. The strategy was most efficient for remembering a list of information in a particular order**.**

The Pegword Method was a good method to use when the students must remember a number of things such as five reasons they should conserve energy. Pegword are words that rhyme with number words. Each pegword was substitute for a number word and was then associate with the information to be remembered. The students can use any word as a pegword as long as it rhymes with a number word.

Therefore, the researcher would conduct a research entitled "**The Effect of Pegword Method on the Students' Ability in Mastering Vocabulary at the Eighth Grade of SMP Negeri 1 Lahewa Timur in 2020/2021.**"

A. Research Design

In conducting the research, the researcher conducted Quantitative research method. According to Kothari (2004:03), "Quantitative research was based on the measurement of quantity or amount. It was applicable to phenomena that can be expressed in terms of quantity." Regarding to the definition, the researcher used Quasi Experimental design because it was more flexible and has been used previously in teaching learning process. Anderson (2005:263) says, "Quasi Experimental is a form of research that examines differences between research groups based on some natural characteristic using treatments or interventions, but not randomization." In addition, Sagor (2000:155) affirms, "Quasi experimental method is valuable and helpful to test a hypothesis".

Further more, White (2014:02) states that " Quasi-experimental design that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups. This is always the case for ex-post impact evaluation designs. It may also be necessary to use quasi-experimental designs for ex-ante impact evaluations, for example, where ethical, political or logistical constraints, like the need for a phased geographical roll-out, rule out randomization.

In applying quasi experimental design, the researcher divides the sample into two groups. They are experimental group and control group. Pre-test was conducted for both groups. The Pegword Methodin experimental group while for the control group the researcher used the conventional teaching method.

After releasing the treatment, the researcher administered post-test for both groups to find the effect of Pegword Methodon the students' ability in vocabulary. The differences between pre-test and post-test were assumed as the effect of the treatment.

Research Findings

1. Settings of the Research

The location of this research was SMP Negeri 1 Lahewa Timur. It was located in Tugala Lauru Village. It is around **50** km from the center of Gunungsitoli town. This school had some rooms, such as headmaster's room, teacher's room, classrooms, library, and canteen. There were some courts of sport such as football court, vollyball court and table tennis court. This school consisted of one headmaster, one vice of headmaster, **17** teachers, and **2** officials. They were very kind and familiar.

The population of this research was the students at the eighth grade of SMP Negeri 1 Lahewa Timur, that consists of **60** students that divided into two classes; VIII-A, and VIII-B, in 2020/2021. The researcher chossed this population because the students had problems inmastering vocabulary related to writing skill.

The researcher did this research after got the agreement from the headmaster of SMP Negeri 1 Lahewa Timur. In did the research, the researcher applied Quantitative Research Method with the general type was Experimental Method. This was specs into experimental method.

1. Try-Out Instruments

a. Internal Validity

In the research, the researcher used internal validity to validate the instrument. Before went to used the research instrument (Written Test) to the research sample, the researcher had asked the qualified teachers or lecturer who were competent in language testing to validate the test. The first validate was (Mr. Riswan Zega, S.Pd., M.Hum), The English teachers at SMP Negeri 1 Lahewa Timur (Mr.Uterman Gulo, S.Pd)was second validated, and other head master (Peman Iswanto Zebua, S.Pd) was the third validate . Based on their

judgment the test was stated VALID (see apendices 5b, 5c, and 5d).

b. Reliability

After the test was valid, the researcher examined the reliability of the test. The reliability test was done to the data which had been gotten from the try-out in SMP Negeri 1 Lahewa Timur especially at the eighth grade which consist of 30 students. Based on Appendix 11a and 11b (Table 9 and 10), the reliability score is $r_{count} > r_{table}$. The result of r_{count} test for per-test is **0.41** and r_{count} test for post-test is **0.71.** While r_{table} with N = 30 at the significant level 5% (α = 0,05) is **0.361.** It can be concluded that the test is **RELIABLE.**

3. Data Analysis

a. The Pre-Test and Post-Test Analysis

In examining the pre-test and the post-test homogeneity, the researcher gave the pre-test and the post-test to both of the groups. The students' score of the pre-test was shown in appendix 12 (table 11) and appendix 14 (table 13). The students' score of the post-test was showed in appendix 13 (table 12) and appendix 15 (table 14). Based on the appendices, the researcher counts the mean score, the standard deviaiton and the variance.

1) The Mean Score

Based on Appendix 16 (Table 15), the mean score for Pre-test in the control group is **46.33**classified less. While on Appendix 17 (Table 16), the mean score of the Post-test in the control group is **68.33** and classified enough.

Based on Appendix 18 (Table 17), the mean score for Post-test in the control group was **46** classified less. While on Appendix 19 (Table 18), the mean score of the Post-test in the experimental group is **79.33** and classified good.

2) The Standard deviation

Based on Appendix 16 (Table 15), it showed the standard deviation computation of the control group in the pre-test **14.97** while in Appendix 17 (Table 16), the standard deviation computation of the control group in post-test was **20.27.**

Based on Appendix 18 (Table 17), it showed the standard deviation computation of the experimental group in pre-test was **14.76** while in Appendix 19 (Table 18), the standard deviation computation of the experimental group in post-test was **15.07.**

3) The Variance

Based on the Appendix 16 (table 15), it showed the variance computation of the control group in the pre-test was **24.02** while in Appendix 17 (table 16), the variance of the control group in post-test is **410.83**. Based on the Appendix 18 (table 17), it shows the variance computation of the experimental group in the pre-test was **217.93** while in Appendix 19 (table 18), the variance of the experimental group in post-test is **227.13**

4) Normality of Test

Based on Appendix 20 (Table 19), it showed the normality test of the control group in the pre-test was L_{count}= **0.1013** with L_{table}= **0.161** at the significant level 0.05, it means **0.1013< 0.161.** Because $L_{count}<L_{table}$ so the pre-test result of the control group was stated having the **Normal Distribution**. Based on Appendix 21 (Table 20), it shows the normality test of control in the post test was L_{count} = **0.1423** it means **0.1423< 0.161.** Because $L_{count}<L_{table}$ so the post test result of the control group was stated having **Normal Distribution.**

Based on Appendix 22 (Table 21), it showed the normality test of the experimental group in the pre-test was L_{count} = **0.1258** with L_{table} = **0.161** at the significant level 0.05, it means **0.1258<0.161.** Because $L_{count}<L_{table}$ so pre-test result of experimental group was stated having the **Normal Distribution.** Based on Appendix 23 (Table 22) it showed the normality test of the control group in post-test was L_{count} = **0.1055**, it means **0.1055<0.161.** Because $L_{count}<L_{table}$ so post-test result of the control group was stated having **Normal Distribution.**

5) Homogeneity of the Sample

Based on Appendix 24a, it shows the result of pre-test homogeneity computation indicated F_{table} = **1.94** was consulted to the score F_{count}. To dk = n_1-1, n_2-2 at the significant level 5% was gotten F_{count} = **1.03**. It means $F_{count}<F_{table}$. It can be concluded that both of the groups in the pre-test were stated **Homogenous.**

Based on Appendix 24b, it showed the result in the post test homogeneity computation indicated F_{table} = **1.94** was consulted to F_{count} = **1.81.** It means $F_{count}<F_{table}$. It can be concluded that both of the groups in the post test were stated **Homogeneity.**

Based on Appendix 24a, it shows the result of pre-test homogeneity computation indicated F_{table} = **1.94** was consulted to the score F_{count}. To dk = n_1-1, n_2-2 at the significant level 5% was gotten F_{count} = **1.03**. It means $F_{count}<F_{table}$. It can be concluded that both of the groups in the pre-test were stated **Homogenous.**

Based on Appendix 24b, it showed the result in the post test homogeneity computation indicated F_{table} = **1.94** was consulted to F_{count} = **1.81.** It means $F_{count}<F_{table}$. It can be concluded that both of the groups in the post test were stated **Homogeneity.**

6) The Hypothesis Testing

After getting the mean score, the standard deviation, the variance, the normality and the homogeneity, the researcher formulates the research hypothesis as follows:

Ha: There is a significant effect of Pegword Method on the students' ability in writing skill at the eighth grade of SMP N 1Lahewa Timur in 2020/2021.

H_0: There is no any significant effect of Pegword Methodon the students' ability in writing skill at the eighth grade of SMP N 1Lahewa Timur in 2020/2021.

Based on the Appendix 25, it showed that t_{count} = **2.39** while t_{table} with dk = 2(n-1) = 2(30-1) = 58 at the significant level 5% (α = 0.05), so t_{table} = $t_{½\ α\ (dk)}$ = $t_{0.025(58)}$ = **2.002**. It means that t_{count} (**2.39**) did not exist between the interval -2.002 to 2.002 (**-2.002≤ t ≤ 2.002**). So, it can be concluded that H_a is accepted and H_0 is rejected. Briefly, the hypothesis of the research, "There was significant effect of using v on the students ability in mastering vocabulary at the eighth grade of SMP Negeri1 LahewaTimur in 2020/2021", was **ACCEPTED** at the significant 5%.

Research Findings and Discussions
1. Common Response of the Research Problem

The main problem of the research was to investigated whether there was a significant effect of using Pegword method on the students' ability in mastering vocabulary at the eighth grade of SMP N 1Lahewa Timur in 2020/2021 especially in composing sentences through attractive picture.

By using Pegword method to the experimental group, it has a very good effect to improved the students' ability in writing skill especially in mastering vocabulary. In the research, especially from the computations of the obtained data either theexperimental group or the control group, it proves that there was the different students'learning outcome. The result of the pre-test in both of the group, the experimentalgroup and the control group, showed that the students' ability was classified in less level. Then, the researcher gave the treatment in the experimental group by using Pegword method. By applying Pegword method especially in mastering vocabulary through attractive picture, and having the students' post-test result, the students' ability in mastering vocabulary was increasedand classified to be good level. The researcher stated that the students' value in the post-test was higher than the students' value in the pre-test. Then, when comparing to the post-testresult of the control group without the treatment, it showed that the result of theexperimental group is higher than the control group. It can be stated that there was asignificant effect on the students' ability mastering vocabulary by using Pegword method.

Based on the testing hypothesis, it can be seen that there was a significant effect of using Pegword method towards the students' ability in mastering vocabulary.Through this strategy, the students could find out even identify vocabulary through attractive picture. From the result of hypothesis computation, it can be concluded that theresearch hypothesis as written in Chapter I was eccepted.

2. Analysis and Interpretation of the Research Findings

After doing the teaching-learning process in the both groups, the experimental group and the control group, the researcher asked the students identified and analyzed the picture given and fill in the blank of the items. Based on the data analysis of the students' ability in mastering vocabulary, it indicates that the result of the pre-test in the experimental group was less. After calculating the scores and values, the mean of the students' value in the experimental group in the pre-test was 46.

After taken the pre-test, the students were introduced about how to identify the picture through mastering vocabulary. The researcher used Pegword method when did

teaching learning process in the classroom. Then, the researcher gave the students the post-test to investigated whether there was the significant effect or not. Based on the data analysis of the post-test, it was found that the students' mean value was **79.33**. The mean of the post-test is higher than the mean of the pre-test.

The result of the pre-test in the control group showed the mean of the students; value was 46,33, then the researcher applied Conventional Teaching Method to help the students in identified the picture accurate. After that, the researcher gave the students' post-test. Based on the data analysis of the post-test, it was found that mean of the students' value was **68.33.**

Conclusions
After analyzing the findings of the research, the researcher stated that:
1. The average of the students' ability in writing skill by using Pegword Method in experimental group was **79.33** with good classification.
2. The average of the students' ability in mastering vocabulary in control group without using Pegword Method was 68.33 with adequate classification.
3. The use of Pegword Method gives a significant effect on the students' ability in mastering vocabulary than the students who are taught without using Pegword Method.

Based on the result of examining the hypothesis, it is found that t_{count}(**2.39)** was not exist between the interval -1.996 to 1.996(**–1.996**$\leq$ **t** $\leq$ **1.996**). So, Ha was accepted and Ho was rejected. It indicates that there was a significant effect of using Pegword Method on the students' ability in mastering vocabularyat the eighth grade of SMP Negeri1LahewaTimur.

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