

**THE EFFECT OF GUESSING MEANING ON STUDENTS’
VOCABULARY MASTERY AT SMPN 4 JEMBER
IN THE 2016/2017 ACADEMIC YEAR**

**DICKY ZHEFRIANSYAH
1610231056**

Muhammadiyah University of Jember
Faculty of Teacher Training and Education
English Education Program
2017

Advisors : 1. Henri Fatkurochman, M.Hum.
 2. Drs. Taslim, M. Pd

Abstract

Guessing Meaning is one of the ways to make students easy to get the materials given by the teacher. It is to give a new strategy and to reduce boredom situation and make students interest in learning English vocabulary. This research, attempts to examine the effect of using guessing meaning on students’ vocabulary mastery.

The problem of this research is “is there any significant effect of guessing meaning on vocabulary mastery of the eight grade students’ at SMPN 4 Jember in the 2016/2017 academic year?”. The hypothesis of this research is a significant effect of guessing meaning on vocabulary mastery of the eight grade students’ at SMPN 4 Jember in the 2016/2017 academic year

The design of this research is randomized control group pretest posttest. The subject of the research is 72 students. There are two groups, 36 students for experimental group and 36 students for control group.

The research held on Oct 19th 2016 until Nov 9th 2016 at SMPN 4 Jember. After analysis the data, the result of this research shows the value of t test is 2.956 and t table value of degree of freedom 71 is 1.66660, t-test is higher than t-table, it means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, it can be concluded that there is significant effect of Guessing Meaning on Students’ Vocabulary Mastery at SMPN 4 Jember in the 2016/2017 academic year.

Key Word: *Guessing Meaning, Vocabulary Mastery.*

**PENGARUH MENEBAK MAKNA PADA PENGUASAAN KOSAKATA
SISWA DI SMPN 4 JEMBER DITAHUN AKADEMIK 2016/2017**

**DICKY ZHEFRIANSYAH
1610231056**

Universitas Muhammadiyah Jember
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Bahasa Inggris
2017

Pembimbing: 1. Henri Fatkurochman, M.Hum.
2. Drs. Taslim, M. Pd

Abstrak

Menebak makna adalah salah satu cara untuk membuat siswa mudah untuk mendapatkan materi yang diberikan oleh guru. Hal ini untuk memberikan strategi baru dan untuk mengurangi situasi kebosanan dan membuat minat siswa dalam belajar kosakata bahasa Inggris. Penelitian ini, untuk menguji pengaruh menebak makna pada penguasaan kosakata siswa.

Masalah penelitian ini adalah “apakah ada pengaruh yang signifikan dari menebak makna pada penguasaan kosakata siswa kelas 8 di SMPN 4 Jember ditahun akademik 2016/2017?”. Hipotesis dari penelitian ini adalah adanya efek yang signifikan menebak makna pada penguasaan kosakata siswa kelas 8 di SMPN 4 Jember ditahun akademik 2016/2017.

Desain penelitian ini adalah kontrol acak kelompok pretest posttest. Subjek penelitian ini adalah 72 siswa. Ada dua kelompok, 36 siswa untuk kelompok eksperimen dan 36 siswa untuk kelompok kontrol.

Penelitian ini dilaksanakan pada 19 oktober 2016 sampai 9 november 2016 di SMPN 4 Jember. Setelah analisis data, hasil penelitian ini menunjukkan nilai uji t adalah 2.956 dan nilai t table derajat kebebasan 71 adalah 1.66660, uji t lebih tinggi dari t table, artinya bahwa hipotesis nol ditolak dan hipotesis alternative diterima. Jadi, dapat disimpulkan bahwa ada pengaruh yang signifikan dari menebak makna pada penguasaan kosakata siswa di SMPN 4 Jember ditahun akademik 2016/2017.

Kata Kunci : *Menebak Makna, Penguasaan Kosakata.*

Introduction

English is one of the foreign language has become International language that play an important role in International community. English has been used to communicate with others from different countries. English also take a part trading, conversing, educating. The successfulness in learning English actually depend on the way of teaching and course we focused on the teacher. The teaching learning process of English should fulfill many criteria, covering four skills of language such vocabulary, pronunciation, and grammar. If the criteria had been fulfill so that the students will has an ability of using English passively or actively.

According to Hiebert and Kamil (2005: 3) vocabulary is the knowledge of meanings of words. In addition, Hatch and Brown (1995: 1) state that vocabulary refers to a list or a set of words for a particular language or a list of words that individual speakers of a language might use. It means, vocabulary take part of language and it is spoken by speakers of language. Vocabulary covers word, phrase, clause, and sentence. Although it is basic thing sometimes there many teacher who are not successful in teaching vocabulary. It is caused by the wrong choice of way of teaching in order to make our student interest and enjoy with our lesson.

RESEARCH METHOD

The Objectives of the Research are:

The general objective of this research is intended to know whether or not there is a significant effect of guessing meaning on vocabulary mastery of the eight grade students' at SMPN 4 Jember in the 2016 / 2017 Academic Year.

Action Hypothesis

There is a positive effect of guessing meaning on vocabulary mastery of the eight grade students at SMPN 4 Jember in the 2016 / 2017 academic year.

Kind of Research

The kind of this research is experimental research, because it tries to investigate the effect of using guessing meaning on students' vocabulary mastery at SMP Negeri 4 Jember in academic year 2016 / 2017. According to Ary (2010: 265) an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variables. In addition, Campbell and Stanley (1963: 4) experiments may be multivariate in either or both of two senses. More than one "independent" variable (gender, school grade, method of teaching arithmetic, style of printing type, size of printing type, etc.) may be incorporated into the design and/or more than one "dependent" variable (number of errors, speed, number right, various tests, etc.) may be employed. Finally the research results of experimental and control groups will be compared.

Research Design

This research quasi experimental. It employs randomized control group pre-test and post-test design. Meanwhile, the respondent is divided into two groups, experimental group and control group. The groups are chosen randomly. The experimental group will get a treatment and each group is given the same test, pretest and posttest. The design can be described as follows:

Group	Pre-test	Treatment	Post-test
E	Y ₁	X	Y ₂
C	Y ₁		Y ₂

(Ary, 2010: 307)

THE RESULT OF THE RESEARCH

This research was conducted on 19th of Oct 2016 up to 9th of Nov 2016. The data was taken from The effect of guessing meaning on students' vocabulary mastery at SMPN 4 Jember in the 2016/2017 academic year. The sample of this research were 72 students, they were VIIC which consisted of 36 students as experimental group and VIIG which consisted of 36 students as control group.

The Score of Pre-Test in the Experimental and Control Group

The pre-test was held to both experimental and control group to know the beginning ability of the students before being given treatment. The pre-test was held on Oct 19th 2016 both experimental group and control group. The form of the test was objective test. The test validity has already analyzed and it has the content validity.

It can be seen that the highest score of experimental group is 25 and the lowest is 11. In control group the highest is 20 and lowest is 11. Mean of experimental group is 15.81 and mean of control group is 15.58. Standard deviation of experimental group is 2.847 and control group is 2.666. So, both groups are difference from the highest score but the lowest of experimental group score is similar with the control group score. (see table 1)

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest experiment	36	11	25	15.81	.474	2.847
pretest control	36	11	20	15.58	.444	2.666
Valid N (listwise)	36					

The Score of Post-Test in the Experimental and Control Group

The post-test was done in both experimental and control group to know the achievement of the students after being given treatment. The post-test of experimental group and control group was held on Nov 9th 2016. The material was taken based on the KTSP and the form of the test was objective test. Of course, the test for the pre-test and post-test were the same.

It can be seen that the highest score of experimental group is 27 and the lowest is 16. In control group the highest is 22 and lowest is 12. Mean of experimental group is 20.42 and mean of control group is 18.36. Standard deviation of experimental group is 2.568 and control group is 2.919. So, both groups are difference from the highest and the lowest score. (see table 2)

Table 2

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
posttest experiment	36	16	27	20.42	.428	2.568
posttest control	36	12	22	18.36	.487	2.919
Valid N (listwise)	36					

Result of Data Analysis

In this research, both experimental and control group were given pre-test and post-test. Nevertheless, treatment guessing meaning was given to experimental group only. The aim of this treatment was to find out the influence of the effect of using guessing meaning on students' vocabulary mastery.

In this research, computer statistical analysis is used to analyze the data that collected by using SPSS program. The confidence interval that used in SPSS is 0.95 and the error level of significance is 0.05. To know whether or not the result of t-test is significant, the probabilities value is consulted to 0.05 level of significance. If probabilities value > 0.05 level of significance, it means that the null hypothesis (H_0) is accepted and the hypothesis alternatif (H_a) is rejected. Then, if probabilities value ≤ 0.05 level of significance, it means that the null hypothesis (H_0) is rejected and the hypothesis alternatif (H_a) is accepted.

Table 3 : The Score of Pre-Test and Post-Test in the Experimental and Control Group

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair experiment 1 - control	1.139	3.269	.385	.371	1.907	2.956	71	.004

The computations of the t by using SPSS program on the scores of the students' vocabulary mastery in guessing meaning, the value of "t" is 2.956 with probabilities 0.04. Then, the mean of experimental-control is 1.139 and standard deviation 3.269.

From the computations, the scores of the students' vocabulary mastery in guessing meaning showed that the probabilities are 0.04. It means that, the probabilities value of the students' vocabulary mastery in guessing meaning was lower than 0.05 level of significance.

Hypothesis Verification

The hypothesis that formulated in this research were two kinds of hypothesis, the first hypothesis was alternatif hypothesis and the second hypothesis was null hypothesis, Ho: There is no significant effect of using guessing meaning on students' vocabulary mastery in the 2016/2017 academic year, Ha: There is significant effect of using guessing meaning on students' vocabulary mastery in the 2016/2017 academic year.

Based on the computations, the t value of the scores on test showed 2.956 with probabilities 0.04. While, if probabilities value > 0.05 level of significance, it means that the null hypothesis (Ho) is accepted and the hypothesis alternatif (Ha) is rejected. Then, if probabilities value ≤ 0.05 level of significance, it means that the null hypothesis (Ho) is rejected and the hypothesis alternatif (Ha) is accepted. Because of 0.04 was lower than 0.05, the hypothesis alternatif (Ha) is accepted.

DISCUSSION

This research was aimed to find out whether or not there was a significant difference in increasing before and after the treatment in the experimental group by applying guessing meaning in learning English especially in vocabulary. The results from the preliminary study showed that there were some problems that students faced during learning English they were students' low vocabulary mastery, they got difficulty to find the general and specific information from the material. Moreover, they also had low motivation. Therefore, this strategy by guessing meaning was applied to help the students' vocabulary mastery. After applying the strategy, they were interested in following the teaching learning process. In addition, the atmosphere at the class became active and it made them easier to understand and clearly related to the material.

The analysis of the pre-test and post-test scores indicate that a strategy of teaching and learning using guessing strategy were effective to teach vocabulary in the class. It can be seen from the students' score shows the value of t test is 2.956 and t table value of degree of freedom 71 is 1.66660, t-test is higher than t-table, it means that the null hypothesis is rejected and the alternative hypothesis is accepted.

CONCLUSION AND SUGGESTION

Conclusion

Based on data analysis, it is clear that the student's vocabulary mastery of experimental group which was taught by using guessing meaning strategy was higher than the control group taught without using guessing meaning strategy. The analysis showed that value of t-test was 2.956 is higher than t-table 1.6666 with level of 0.05 significant.

In reality, teaching vocabulary using guessing meaning is more effective than only using memorizing strategy. It is because guessing is more interesting and gave a different atmosphere to the students in learning words.

Thus, it can be concluded that there is a significant effect of using guessing meaning on students' vocabulary mastery of eight grade students at SMPN 4 Jember in the 2016/2017 academic year.

Suggestion

Based on the conclusions, there are several suggestions proposed to the students, the English teacher and other researcher.

1. The English teacher

Realizing the effectiveness of using guessing meaning in improving students' vocabulary mastery, the English teachers are suggested to use guessing meaning as a teaching strategy. It is particularly, on teaching vocabulary to help students in developing their mastery on vocabularies.

2. The Students

It is suggest the students should pay more attention to particular item of teaching media in which theirs consider to develop their vocabulary. They have to more concentrate when teaching and learning process in the classroom. That is why the students pay attention to what teacher give as the teaching media on teaching learning process.

3. The Other Researchers

It is hoped that the result of this research can be used as an input for other researcher who want to conduct other related researches. For example, the research that investigates the effect of use guessing meaning on students' vocabulary mastery with different aspects investigated, or different research designs as well as research area.

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