

The Application Of Word Webbing Technique In Improving Students' Achievement In Vocabulary At Mts Muhammadiyah 15 Medan

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Abstract

To master vocabulary is influenced by many factors, many techniques and strategies such as playing scrabble, memorize new vocabulary by English song and word webbing technique also can be a way to master and memorize vocabulary. In this research, the researcher limits the study on the technique. Word webbing technique is a way to help the students to think more creative to associate idea or words more easily. Word webbing approach is a way to assist the students of university to think greater innovative to companion thought or phrases more easily. Word webbing is a notion mapping of words, which is, normal through ability of webs and links. Word webbing is a approach that can be used to expand thinking or words. This method is beneficial for the students of university who favor or like to make higher their ideas or words, specially in getting to understand vocabulary. The goals of this research are to understand if the students' success in vocabulary can be accelerated through the application of phrase webbing approach or not. The research was once carried out only in one class with two cycles. The archives have been taken from the first 12 months MTs Muhammadiyah 15 Medan. The real variety of the students in the category used to be 27 students. The finding of the research is that Word Webbing Technique can help the students improve their vocabulary achievement. By making use of this Word Webbing Technique, the ranking of the students in vocabulary saved increasing from the pre- test until the post- test seem to be at in each cycle. It was once proved through the use of the data which validated that the mean of the students in the post- test II (77.0) was higher than the post I (70.4) and additionally higher than pre- test (51.5).

Keywords : *word webbing technique, vocabulary*

INTRODUCTION

A vocabulary is more than a list of words in your target language . As part of language system, vocabulary is intimately interrelated with grammar. In addition, according to A.S Hornby Oxford Advanced Learner's Dictionary of Current English vocabulary is :

1. The total number of words in a language.
2. All the words know to a person or used in particular book, subject, etc.
3. A list of words with their meanings, especially mone that accompanies a textbook.

Many of students are difficult to memorize vocabulary in English learning, and it makes them limited in another aspect in English learning such as speaking and writing. Mastering vocabulary consists of the utilization of phrases effectively and correctly in sentences or in dialogue that can help the students finish their school and many assessments in English test appear to be easier. The more vocabulary they know, the greater their chance to do high-quality on the test. Some findings moreover reveal that the students who have received a whole lot less vocabulary items, they will have problem for their dialog in expressing their idea, feelings, and needs in communication.

Unfortunately, for many teachers, teaching and learning vocabulary remains a monotonous process. They speak formally in front of the class, explain and read information from books, show materials, and students constantly look and listen to the teacher, sometimes students only translate words from the dictionary, students participate less in class activities and do not have many opportunities to mention what they have learned.

So before making Students are able to master and understand the vocabulary. The student aspect must be studied hard and the teacher must create a good atmosphere in class. Teachers need some techniques to develop the motivation for students to pay attention to the subjects and teachers need to create a variety of educational media.

To master vocabulary is influenced by many factors, many techniques and strategies such as playing scrabble, memorize new vocabulary by English song and word webbing technique also can be a way to master and memorize vocabulary. In this research, the researcher limits the study on the technique.

Word webbing technique is a way to help the students to think more creative to associate idea or words more easily. Word webbing is a technique that may be used to increase idea or words. This technique is useful for the students who need or like to increase their ideas or phrases, in particular in learning vocabulary. From the key word given, the students make their own phrase that is associated with the keyword. Students first put an interest subject matter in centre circle of the map / net. Then students brainstorm what words are associated with the topic. Students draw line or branches from the topic and write the whole lot phrases related to the subject. Each line consists of one word that related to the subject and the circle. Word webbing technique makes students easy in learning vocabulary and improves their vocabulary.

METHOD

Classroom Action Research (CAR) is an action research performed by using instructors in the classroom. Action research is actually a series of "research – action – lookup - action", which carried out the cycle, in order to resolve the problem, the hassle was solved. There are several kinds of motion research, two of which are man or woman action research and collaborative motion research (CAR). Thus CAR can suggest two things, specifically lecture room action research and collaborative action research each refer to the same thing.

Classroom Action Research is mixture of Qualitative lookup and Quantitative research. In Classroom Action Research, the facts collected qualitatively and analyzed quantitatively. Action lookup is one of a-kind from formal research, which objectives to take a look at hypthesis and construct principle of general. Classroom Action research aims to similarly improve performance, and contextual nature now not to generalize the results. However, the effects of motion research can be applied by means of others who have a background comparable to that researchers possess.

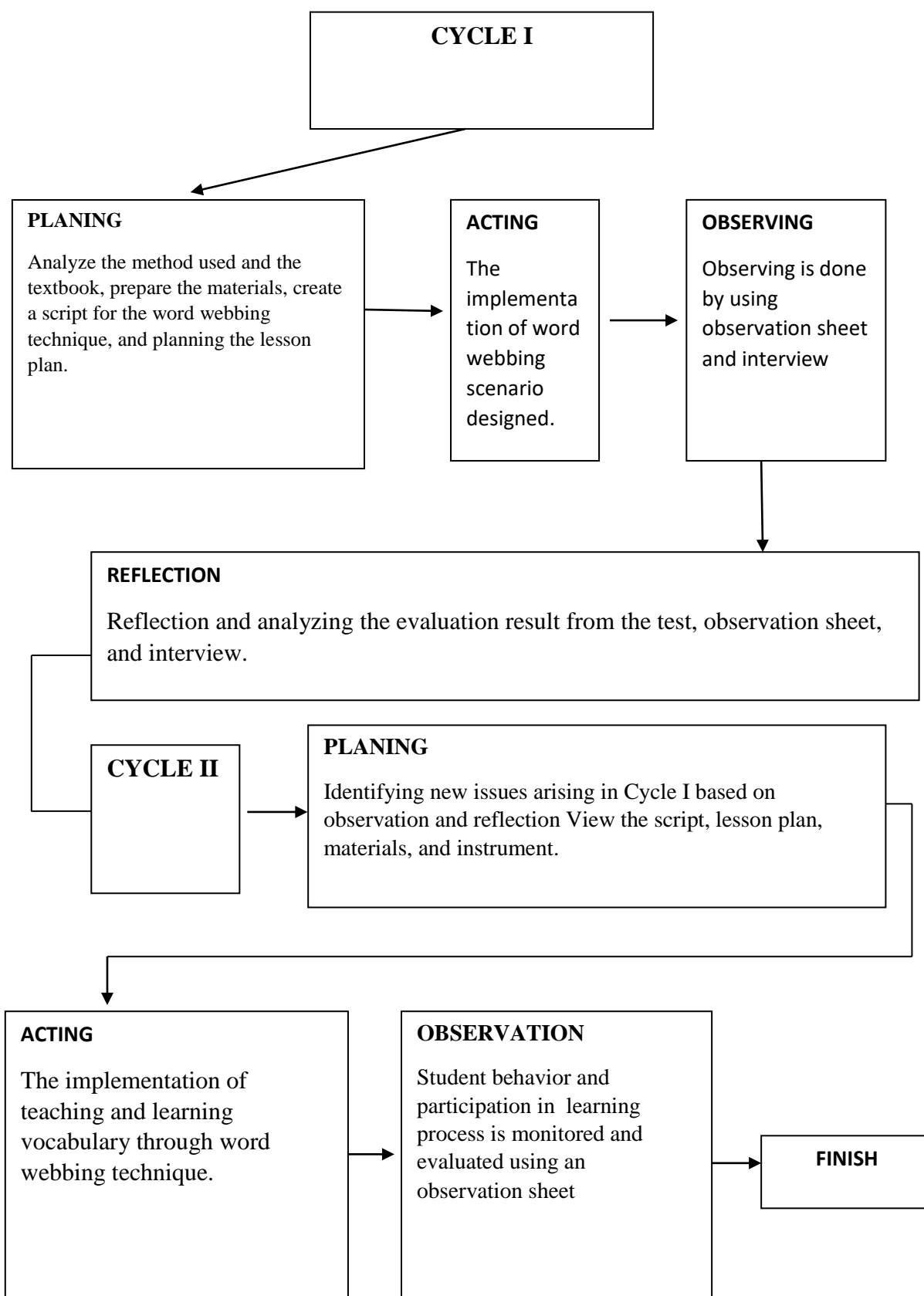


Figure 1. The Design of Action research Cycles

FINDINGS

Action

In this classroom action research, the researcher had done some cases in the action step. The researcher had implemented word webbing technique in teaching learning process and the researcher had done all of procedures that mentioned in planning step.

The Steps of Word Webbing Technique

- a. Students were asked to move and form a circle together.
- b. Teacher asked students to think about a topic. Many topics are mentioned by them and the teacher chooses one of them. One students mention “hospital” and the teacher directly write to the whiteboard about hospital because it was as the topic that will be taught.
- c. After that, the teacher warms up the students. Ask them what they know about the hospital
- d. The students mention everything about hospital include feature or parts of hospital. This activity makes students to think more and build their idea.
- e. Teacher asks students to think more about “hospital”, the students who answer was asked to write his word around the word “hospital” then circle it.
- f. Teacher asks another student to draw a line between the words on the board. After that teacher told them that line means the relationship of the words.
- g. The teacher asked the class for more suggestions until the students had seen enough to have an idea.
- h. The next activity is the time for each student to make his/her own web maps.
- i. In the last step, the teacher asked them to memorize all the vocabulary related to the hospital.

Problem and Solution

Using word webbing technique during teaching and learning in cycle 2, the teacher found some problems, they are:

1. Teacher felt difficult to control the class because they made noisy when the teacher asked them to mention their word that related to the topic.
2. The word were mentioned by the students is little.
3. There are some students did not bring their dictionary.

From the problems above the teacher directly found the solution to the problems, they are:

1. The teacher always order them to keep silent every they made noisy.
2. The teacher added the vocabulary that related to the topic and according to the lesson plan.
3. The teacher gave them the punishment.

Achievement

To find out the students' achievement, the teacher gave them 10 question multiple-choice tests. The achievements of the students in the post test 1 and post test II are shown in the following table:

Table 1. The scores of students from the Pre- Test, Post- Test in Cycle 1 and Post- Test in Cycle II

No	Students' Initial	Pretest	Post Test 1	Post Test 11
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1	ASK	50	80	80
2	ANL	80	90	90
3	DAA	50	80	90
4	DYS	70	80	80
5	EY	20	80	90
6	FA	60	70	70
7	HIS	50	60	80
-8	KHP	60	70	70
9	KAH	70	80	80
10	MA	50	60	70
11	MP	50	70	70
12	MKS	40	70	80
13	MRP	70	80	80
14	MSA	50	80	90
15	MR	20	80	90
16	MRW	50	70	80
17	MNH	50	60	70
18	MFA	40	70	90
19	RI	60	80	80
20	RS	60	70	90
21	RJ	20	80	90
22	SHN	60	70	70
23	SA	50	60	70
24	TKS	40	80	90
25	TS	40	80	80
26	WF	70	80	90
27	WP	50	70	80
		$\sum = 1390$	$\sum = 1900$	$\sum = 2080$
		$\bar{X} = 51.5$	$\bar{X} = 70.4$	$\bar{X} = 77.0$

DISCUSSION

The data shows that the students' overall grade increases from the free test to the second post-test.. It means that there is an improvement of students' achievement in vocabulary which is taught by using word webbing technique. The students' vocabulary score kept improving from the pre- test until post test II as have been described in table . The scores of the students in the post-test I were higher than in the pre-test. Then the results of the students in the post-test II were higher than in the post-test I.

There were 2 students who progressed in the range 70-79. They were very active and enthusiastic during teaching and learning. They always paid attention when the teacher explained. They got improvement in every meeting. Students in this field were unsure the first time they took the test because they were unsure. But their motivation made them always asked the teacher if they found difficulties. There were 2 students who got the improvement score about 50-59. They got points from 40-90. This is also good range of score improvement. She always paid attention to the teacher explanation although they sat far from the whiteboard. They were interested in learning vocabulary by using word webbing technique. Thus, in the last of research they got good score.

There were 3 students who got the improvement score about 40-49. During and teaching and learning process all of them paid attention to the teacher when the teacher was explaining and the students were active and serious in answering the task. There were 4 students who got the improvement on score about 30-39. During learning vocabulary by using word webbing technique not all these students active and gave good response to what the teacher explained, they often made unnecessary joke and it was made noisy and disturb their friends.

The students were said mastering when they scored up to 75. The percentage of students scoring up to 75 also showed an improvement in student performance from the first meeting to the last meeting. This can be seen in the table below:

Table 2. The Percentage of Students who Got Point up to 75

Competence Test	Percentage
Pre – Test	3.7 %
Post – Test I	33.3 %
Post – Test II	55.5 %

In the post test I the percentage of students who obtained a score improved to 75, or 33.3% (12 students). In the post test I (Cycle I), the students did not experience substantive changes from the pre-test to the post-test I, although the teacher applied the word webbing technique in vocabulary teaching.. It was caused by some of the students still did not know how to make word webbing technique with the topic teacher was given because when the teacher explained word webbing technique they did not give attention. Many students were not seriously or active in doing the task because they did not know what to do even they just imitated their friends' task. Students' lack of interest in learning, lack of motivation, lack of teacher control and inability to focus on the learning material. In the observation form and in the interview, it was found that some students did not pay attention to the teacher's explanations about the word webbing technique, sometimes some students got bored in the learning of teaching in class, some students did not take a dictionary. with them, and the teacher did not receive a separate punishment. students who were noisy because their voices interfered with teaching and learning. In addition, this was due to a lack of teacher guidance or control of the material.

And in the post test II (cycle II) there were 55.5 % (15 students) who got the point up to 75. In the cycle II, not all the students got point up to 75 but there were 12 students who did not get good point. Even though they did not get point up to 75, their score kept improving from pretest until post test II. It was caused in this cycle the teacher still applied word webbing technique and explained it more detail, and also did some additional activities that were based on the reflection done by the teacher and collaboration to prevent the same mistakes in cycle I and to get better improvement of students' score. The teacher motivated the students to be interested in learning English, punished the loud ones to sit at the front, gave more opportunities and paid attention to the students, not confidence to present their work or ask questions they did not understand

CONCLUSION

After analyzing the data, it was once located out that the students' score extended from pretest until post test of cycle I and cycle II. It capacity there is an improvement on the students' vocabulary achievement throught word webbing technique. It shown from the enchancement of the skill of students' rating namely the suggest of post check of cycle I (70.4) was once greater than the imply of the students' rating in pretest (51.5) and the mean of cycle II (77.0) was higher than the

suggest of the students' rating in put up test I. It can be commenced that the score always increased from the pre-test until the post test of cycle 2. And for the presentation in post test 1 33.3% was higher than pre test 3.7% and the post test II 5.55% it was higher than pre test and submit test I. Therefore, it can be concluded that:

1. Word webbing technique can increase the students' skill in learning vocabulary.
2. Word webbing technique can increase the teacher and students' ability in learning vocabulary.
3. Word webbing technique can solve the problems faced by teacher and students in learning vocabulary.
4. Word webbing technique can increase the students' achievement in learning vocabulary.

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