

## **Improving The Vocabulary Mastery of The Eight Year Students of SMP Negeri 13 Parepare Through Fan-N-Pick Technique**

**Chairul Ambia**

*Universitas Muhammadiyah Parepare*

[chairulambia07@yahoo.com](mailto:chairulambia07@yahoo.com)

### **ABSTRACT**

Vocabulary is one of the language components that should be mastered by student from the elementary school up to university. If the students do not recognize the meaning of the words they will be unable to participate in conversation. Therefore, the students firstly should master a large number of vocabularies, without having this, the students cannot express their ideas clearly and effectively. Those become some of the considerations of the researcher to conduct this research when doing an observation at SMP Negeri 13 Parepare since the students show very poor achievement in vocabulary mastery. In this case, the researcher initiatives to solve the lack of students' vocabulary mastery by implement one of innovative learning technique that is fan-n-pick technique. Then, the objective of the research is to find out whether or not fan-n-pick can improve vocabulary mastery of the eight year students of SMP Negeri 13 Parepare. significantly. The researcher applied quasi-experimental method, with two group pre-test and post-test design. The test form was vocabulary test that related to the procedure text which multiple choice test consists of 10 numbers, translate word into Indonesia consists of 10 numbers and fill the blank test consists of 5 numbers. The samples were chosen by using random sampling technique which consisted of 15 students from two classes taken from the population of the eight year students of SMP Negeri 13 Parepare. The total number of population was 15 students. The result of the data analysis shows that the students' vocabulary mastery improved significantly. It showed by the mean score in experimental class of pre-test was 14.4 and the post-test was 33.7. It shows that the implementation of fan-n-pick technique can improve the vocabulary mastery of the eight year students of SMP Negeri 13 Parepare significantly. Besides the different score of pre-test and post-test, the mean score of the students in post-test was 0.00 is higher than the PERMENDIKBUD (75) in SMP Negeri 13 Parepare. After analyzing the data by using

the t-test formula, the result of t-test value in post-test was 0.05 and t-table value was 0.00. It means that t-test value (0.00) was higher than t-table value (0.05). Those indicate that  $H_1$  was accepted and  $H_0$  was rejected and the students who were taught through fan-n-pick technique are better than the students who were taught through showdown technique.

**Keyword:** *Vocabulary, Vocabulary Mastery, Fan-n-pick Technique.*

### **ABSTRAK**

Kosakata adalah salah satu komponen bahasa yang harus dikuasai oleh siswa dari sekolah dasar hingga universitas. Jika siswa tidak mengenali arti kata-kata mereka tidak akan dapat berpartisipasi dalam percakapan. Oleh karena itu, para siswa terlebih dahulu harus menguasai sejumlah besar kosakata, tanpa ini, para siswa tidak dapat mengekspresikan ide-ide mereka dengan jelas dan efektif. Hal tersebut menjadi beberapa pertimbangan peneliti untuk melakukan penelitian ini ketika melakukan observasi di SMP Negeri 13 Parepare karena siswa menunjukkan prestasi yang sangat buruk dalam penguasaan kosakata. Dalam hal ini, peneliti berinisiatif untuk mengatasi kekurangan penguasaan kosakata siswa dengan menerapkan salah satu teknik pembelajaran inovatif yaitu fan-n-pick technique. Kemudian, tujuan dari penelitian ini adalah untuk mengetahui apakah fan-n-pick dapat meningkatkan penguasaan kosakata siswa kelas delapan SMP Negeri 13 Parepare. secara signifikan. Peneliti menggunakan metode kuasi-eksperimental, dengan dua kelompok pre-test dan post-test design. Formulir tes adalah tes kosakata yang berhubungan dengan teks prosedur yang tes pilihan ganda terdiri dari 10 angka, menerjemahkan kata ke Indonesia terdiri dari 10 angka dan mengisi tes kosong yang terdiri dari 5 angka. Sampel dipilih dengan menggunakan teknik random sampling yang terdiri dari 15 siswa dari dua kelas yang diambil dari populasi siswa kelas delapan SMP Negeri 13 Parepare. Jumlah total populasi adalah 15 siswa.

Hasil analisis data menunjukkan bahwa penguasaan kosakata siswa meningkat secara signifikan. Ini menunjukkan dengan skor rata-rata di kelas eksperimen pre-test adalah 14,4 dan post-test adalah 33,7. Hal ini menunjukkan bahwa penerapan teknik fan-n-pick dapat meningkatkan penguasaan kosakata siswa kelas delapan SMP Negeri 13 Parepare secara signifikan. Selain perbedaan nilai pre-test dan post-test, nilai rata-rata siswa dalam post-test adalah 0,00 lebih tinggi dari PERMENDIKBUD (75) di SMP Negeri 13 Parepare. Setelah menganalisa data dengan menggunakan rumus t-test, hasil nilai t-test

pada post-test adalah 0,05 dan nilai t-tabel 0,00. Ini berarti nilai t-test (0,00) lebih tinggi dari nilai t-tabel (0,05). Mereka menunjukkan bahwa H1 diterima dan H0 ditolak dan siswa yang diajarkan melalui teknik fan-n-pick lebih baik daripada siswa yang diajarkan melalui teknik showdown.

**Kata Kunci: Kosakata, Penguasaan Kosakata, Teknik Fan-n-pick.**

## **INTRODUCTION**

Vocabulary is one of the language components that should be mastered by student from the elementary school up to university. Willis (2008) says that “When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice”. Learning vocabulary is important because it is as a basic communication. If the students do not recognize the meaning of the words they will be unable to participate in conversation. Therefore, the students firstly should master a large number of vocabularies, without having this; the students cannot express their ideas clearly and effectively. Dealing the statement before Alqahtani (2015) said that vocabulary learning is an essential part in foreign language as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to language learner.

## **CONCEPT OF VOCABULARY**

Alqahtani (2015) states that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. While, Hornby (2005:1707) defines vocabulary into four definitions. First, vocabulary is all the words that a person knows or uses. Second, vocabulary is all the words in a particular language. Third, vocabulary is the words that people use when they are talking about a particular subject. Fourth, vocabulary is a list of words with their meanings, especially in a book for learning a foreign language.

## **CONCEPT OF FAN-N-PICK**

Fan-N-Pick is new technique in vocabulary mastery and this is one of the strategies that helps engage all students in the learning process. In Fan-N-Pick, the

teacher can make all of students work together in small group and share with their friend, but each students have the responsibility to play a role such as, some students who is fanning the cards give it to another student, then the students read it to the next students and then the next students answer the questions. Learning excellence of Fan-n-Pick is in line with Evans (2012) “this approach promotes teamwork, thinking competence and communication”. In line with the opinion of Evans, the other opinion stated that Fan-n-Pick emphasizes to students to exchange information, build knowledge and teach something to others, so it is expected that more students understand the material (Hakim, 2014).

In light of the definition of fan-n-pick at the previous part, the researcher can infer that fan-n-pick is a technique that can guide the students to master vocabulary and also train the students' teamwork.

## FINDINGS

The findings of this research show the result of the treatment implementation for the students' English vocabulary mastery in experimental class and control class. The researcher applied the treatment based on all procedures that had been explained in previous chapter. In addition,

Scoring of Frequency and Percentage of the Experimental Class and Control Class on Pre- Test

Table 4.1:

	Predicate Knowledge and Competence	of Classification of Attitude Skill	Pre-test	
			F	%
94-100	A		-	-
86-93	A-	Very Good	-	-
78-85	B+		-	-
70-77	B	Good	-	-

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62-69	B-		-	-
55-61	C+		-	-
47-54	C	Fair	-	-
38-46	C-		-	-
29-37	D+	Poor	-	-
0-28	D		15	100
TOTAL			15	100

Table 4.1 shows that the students' pre-test score in experimental was poor. Based on the table, It could be concluded that the students' vocabulary mastery in experimental was very low.

Scoring of Frequency and Percentage of the Experimental Class Post- Test.

	Predicate Knowledge Skill Competence	of and of	Classification of Attitude	Post-test	
				F	%
94-100	A			-	-
86-93	A-		Very Good	-	-
78-85	B+		Good	-	-
70-77	B			-	

62-69	B-		-	-
55-61	C+		-	-
47-54	C	Fair	1	7
38-46	C-		1	7
29-37	D+	Poor	10	66
0-28	D		3	20
TOTAL			15	100

shows that the students' post-test score in experimental class was in fair and poor classification. This indicates that after giving treatment, the rate percentage of the students' vocabulary mastery in experimental class had improved.

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation using SPSS version 21 were presented in the table 4.3.

Test	N	Mean	Std. Deviation
Pre-test	15	17,4	1,95
Post-test	15	33.7	5,3

Table 4.3 shows that the mean score obtained by the students before giving the treatment in experimental class is lower than their mean score after giving the treatment . It means that the mean score of the pre-test to post-test obtained by the students improved after giving them treatment. Unfortunately, the standard deviation in pre-test is lower than the standard deviation in post-test. It means that students' understanding was very varied after giving them treatment.

The gain score in pre-test and post-test

Pre-test	Post-test	Gain Score
17,4	33,7	16,3

shows that the gain score of pre-test to post-test is high. It means that teaching english vocabulary mastery through fan-n-pick of SMP Negeri 13 Parepare.

## DISCUSSIONS

This part presents the result of data analysis. Before conducting pre-test and post test, the researcher found some facts when doing observation in SMP Negeri 13 Parepare, the facts explained some reasons why the researcher conducted this research with the aims to improve the students' vocabulary mastery. Firstly, based on the direct interview that researcher conducted during the observation, the researcher found that most of the students got bored on their teaching method because the method used by the teacher was never being varieted.

Secondly, the students' vocabulary mastery still low. It was proven by the vocabulary of pre-test where the mean score of the student' vocabulary mastery was 17,4 and it was categorized as low achievement based on the assessment of *Dirjen Pendidikan Dasar dan Menengah 2014* where the predicate standard of the good score is B- or 62. Consequently, the researcher implement imaginative task based simulation as the method to improve the eight years students' vocabulary mastery. It could improve the eight years students' vocabulary mastery because the process was more interesting and involved the students to be actively vocabulary in the classroom.

Before giving treatment, the researcher conducted pre-test to know the students' prior knowledge in English vocabulary. It had shown that the students' achievement frequencies and its precentage in the pre-test was still poor and all of them got poor classification score, but after giving the treatment to the students, the precentage score and frequencies of students' achievement in the post test increased because there some students got fair classification, it means that teaching English vocabulary to the students through imaginative task based simulation better than before giving them treatment.

As the consideration, in the table 4.1 showed the precentage score of pre-test in experimental class. It shown that the students' achievement frequencies and its precentage at the pre-test was still poor and all of them got poor classification score. It proved that

before giving the treatment, the students' vocabulary mastery was poor. Table 4.3 discussed the mean score and standard deviation of the students pre-test in experimental class, the table indicated that the mean score of the students pre-test in experimental class was 17,4 and it was lower than the mean score after giving the treatment, in which the students' means score after giving them treatment was 33,7. While the standard deviation in the pre-test was 0,5 and in post-test was 1,3. It means that the students comprehension after giving treatment was varied.

As the consideration in the table 4.4, the researcher put the result of mean score and standard deviation of the students pre –test and post-test. In the description of the table 4.4, it indicated that the mean score of students' post-test in experimental class was 33.7 and it was better than the mean score of the students' pre-test that was 17.4. The standard deviation in the pre-test was 0,5 and the standard deviation in the post-test was 1,3. It revealed that the mean score and standard deviation of the students' pre-test to post-test were different significantly. It means that teaching vocabulary through Fan-N-Pick task based simulation improve the students' vocabulary mastery eventhough their comprehension in receiving the material was very varied.

Table 4.5 shows that the probability value (0.000) is lower than the significance value ( $\alpha$ )=(0.05). The analysis shows that the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis is accepted.

Based on the result finding, it can be concluded that after giving the treatment there was significant improvement of the vocabulary mastery after used fan-n-pick technique. The researcher proved that fan-n-pick technique in teaching vocabulary was successful and effective. It shows there is the increased value of the students' vocabulary, when the researcher used fan-n-pick technique as in Nihayah (2013) fan-n-pick is one of the ways to improve students' vocabulary, and it is a good technique that can be applied in teaching and learning vocabulary.

## CONCLUSION

Based on the result of data analysis and the discussion in the previous chapter, the researcher conclude that teaching English vocabulary mastery through fan-n-pick technique improved the eight year students' English vocabulary mastery at SMP Negeri 13 Parepare better than teaching English vocabulary mastery through showdown technique. It was showed by the mean score of post-test obtained by the students was higher than the pre-test. After giving calculating the t-test score, it shows that there was a significant difference between two classes after giving treatment. By correlating these



result with the hypothesis testing, it indicates that the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted. It brightly shows that the English vocabulary mastery of the eight year students at SMP Negeri 13 Parepare can improve through Fan-N-Pick technique.

## SUGGESTION

Based on the result of data analysis and conclusions, the researcher gives some suggestions for some elements related to this research, those are:

### 1. For English teacher

The researcher suggest to the English teacher to apply fan-n-pick as one of alternatives ways to improve the students vocabulary mastery because it is more effective especially for tenth year students of senior high school.

### 2. For students

The researcher suggest to the students to learn through fan-n-pick technique because this technique can help them to improve their achievement especially in vocabulary mastery.

### 3. For the next researcher

This research is expected to be meaningful information and to give motivation for the next researcher to create another research about teaching English, especially for the vocabulary mastery.

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