

IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY USING SENTENCE COMPLETION IN DESCRIPTIVE TEXT

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ABSTRACT

This paper entitled Improving Students' English Vocabulary Mastery using Sentence Completion in Descriptive Text. This papers purpose is to observe how the students improve their English vocabulary mastery using sentence completion, especially in descriptive text. The writer used quasi-experimental design, which consists of two groups, those are: experimental group and control group. It also investigated by using pretest, treatment and post-test. The writer chose SMP KP 1 Baleendah in the second grade as the population of research, which is consist of 306 students in 2017/2018 academic year. The writer took 25 students as the sample of research. The writer gave t-test to the students and got the analysis result of the t-observe is 0.149. The instruments were tests and they were analyzing by statistical formula. The value of t-table was gained from the degree of freedom (df) from two groups, each group consists of $25+25-2 = 48$, at the level of significant 0.05 for two tailed t-test was 2.000. Based on the result of t-test, the writer can observe that t-observe is lower than t-table. After the writer gave treatment using sentence completion to the students, the computation result of post-test in the t-observe was 3.085. The writer compared the two values of t-observe (to) was bigger than that the critical t (t-table) it is $3.085 > 2.000$. So, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_a) was accepted. It means that sentence completion in descriptive text is effective to improve students' English vocabulary mastery. And it also means that sentence completion in descriptive text significantly more effective to improve students' English vocabulary mastery of the second grade of SMP KP 1 Baleendah than conventional method. The writer has shown the result of this paper and hopes this technique will give the contribution on learning and teaching English vocabulary in the classroom. The writer also hopes that the English teacher will motivate the students to learn more about English vocabulary, which can make the students easily learn English.

Abstract

Makalah penelitian ini berjudul "Improving Students' English Vocabulary Mastery using Sentence Completion in Descriptive Text". Makalah ini bertujuan untuk mengamati bagaimana peserta didik meningkatkan penguasaan kosa kata Bahasa Inggris mereka melalui sentence completion, khususnya pada kalimat deskriptif. Penulis menggunakan rancangan penelitian quasi-experimental yang terdiri atas dua grup, yaitu: kelompok yang diujikan dan kelompok yang menggunakan teknik seperti biasa. Penelitian ini juga meneliti menggunakan pengujian soal sebelum penerapan teknik, penerapan teknik sentence completion, dan pengujian melalui soal setelah penerapan teknik. Penulis memilih penelitian dilaksanakan di kelas 2 yang memiliki populasi sebanyak 306 peserta didik di SMP KP 1 Baleendah dengan tahun ajaran 2017/2018. Penulis mengambil 25 peserta didik sebagai objek penelitian. Penulis memberikan pengujian melalui soal kepada peserta didik dan mendapatkan hasil dari analisa t-observe sebesar 0.149. Instrumen-instrumen yang diujikan dan telah dianalisa melalui rumus statistika. Hasil dari t-table meningkat dari df diantara kedua kelompok, setiap kelompok terdiri dari $25+25-2 = 48$, pada tingkat signifikan 0.05 two tailed t-test sebesar 2.000. Berdasarkan hasil dari t-test, penulis dapat meninjau bahwa t-observe lebih rendah daripada t-table. Setelah penulis memberikan penerapan teknik sentence completion kepada peserta didik, diperoleh hasil t-observe lebih besar daripada t-table yaitu 3.085. Penulis membandingkan hasil t-observe lebih besar daripada t-table yaitu $3.085 > 2.000$. Jadi, dapat disimpulkan bahwa Null Hypothesis (H_0) ditolak, dan Alternative Hypothesis (H_a) diterima. Ini membuktikan bahwa sentence completion pada teks deskriptif efektif untuk meningkatkan penguasaan kosa kata Bahasa Inggris peserta didik. Dan ini juga membuktikan bahwa sentence completion pada teks deskriptif secara signifikan lebih efektif untuk meningkatkan penguasaan kosa kata Bahasa Inggris peserta didik di kelas 2 di SMP KP 1 Baleendah daripada teknik biasa. Penulis telah menunjukkan hasil dari penelitian dan berharap teknik ini akan memberikan kontribusi dalam pembelajaran dan pengajaran kosa kata Bahasa Inggris di dalam kelas. Penulis juga berharap para pengajar Bahasa Inggris dapat mendorong para peserta didik untuk belajar lebih giat lagi dalam kosa kata Bahasa Inggris sehingga mereka akan lebih mudah lagi dalam belajar Bahasa Inggris.

INTRODUCTION

In English, there are four skills that should be mastered, those are: listening, reading, speaking, and writing. The four skills should be supported by the elements of language, such as: pronunciation, structure, and vocabulary. Vocabulary is one of the most important elements of language which have to be learnt by the students. Vocabulary mastery is the key to make the students easier to communicate with other people.

English vocabulary is the one that has to be learnt, especially by Indonesian people because it can make them easier to communicate with other people in other Nation. It means that a communication will never occur in the absence of vocabulary.

But, the problem is they cannot speak English language fluently if they only have a limited vocabulary, and they also cannot read and write every English words well. In their school, they only listen what the teacher says and they have no change to try to speak, read, and write more by themselves.

So it means that they cannot memorize every words because they are less in practice and just open a dictionary to look for every difficult words without understand the meaning. Thornbury (2015:126) stated, "Most learners still get problems in memorizing words because they forget the words soon after they have looked up a dictionary".

In context of learning and teaching English vocabulary, the most important thing to do by the teacher is finding the right techniques to teach. There are many techniques that can be applied by both teachers and students in learning and teaching vocabulary. Sentence completion is the one of techniques that can improve the students' English vocabulary mastery.

Hart (1986:270) tells that "Sentence completion technique had its origin in the early 1900s with efforts to determine mental abilities through incomplete sentence and the desire to examine the relationship of word associations to personality". In sentence completion, students required to be able to answer the incomplete sentences to increase their ability on vocabulary mastery.

Based on the explanation above, the pretension to solve the problems faced by the second grade students of Junior High School is aimed at improving students' English vocabulary using sentence completion in Descriptive text.

In this research, the writer limits the study to make the research easier. The writer focuses on the problem that has been planned in this research. The writer will discuss about improving the students' English vocabulary mastery using sentence completion in descriptive text which is focus on noun and adjective.

LITERARY REVIEW

Vocabulary

According to French (2003:1) says that "Vocabulary is the collection of words that you hear and read throughout your life". It means that vocabulary is a well-known word that usually heard and read in every activity. Mittal and Tathore (2015:3) say that "Vocabulary is the basic tool of language which made communication smooth among us". Thus, the communication will run smoothly by using vocabulary. Based on the two statements of vocabulary above it means that vocabulary is the well-known words which need to be learnt to make the conversation runs well.

The Definition of Vocabulary

Based on Zimmerman (1997:5), assumes that "Vocabulary is central to language and of critical importance to the typical language learner". Thus, without learning the vocabulary, people cannot say anything to the other person because vocabulary is very important to be used in communication.

According to Mittal and Rathore (2015:4), say that "Vocabulary is the backbone of any language". It means that vocabulary is the central part of language learning. And vocabulary is the main part that should be learnt in English language, because by learning vocabulary the students can improve their speaking, writing, reading, and listening skills.

The Types of Vocabulary

Hornby (2005:170) states that vocabulary is divided into four definitions, those are:

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.

So, vocabulary is the common words that every people know about it. It is the main point to be learnt by person who wants to make a correct conversation and whoever listens will understand the meaning. By understanding the meaning of vocabulary, it may avoid the misunderstanding between the speakers to the receiver.

Based on Graves (2016:12), assume that "Each of us has four vocabularies", those are:

Words we understand when we hear them, words we understand when we read them, words we use in our speech, and words we use in our writing.

Thus, every vocabulary word has their own meaning that the people will know by listening, reading, speaking and writing it.

Graves (2006:12), says that “Vocabulary can be classified as receptive (word we understand when others use them) and productive (words we use ourselves)”. And he also says that “Vocabulary can also be classified as oral or written”. In that case vocabulary can be mastered by listening and reading, so it can make easily in speaking and writing the words.

The Important of Vocabulary Mastery

Vocabulary must increase little by little because it can make communication become clear. Baker, Simmons, and Kameenui (1998: 192) state that “The key to increasing vocabulary development is ensuring that students with poor vocabularies not only learn the meaning of words but also have the opportunity to use them frequently”. It means that students have to use the vocabulary in their daily activity at least in classroom, because by doing this they can remember every single word they used.

According to Willis (2008:80) assumes that “When the students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice”. Thus, the students should build vocabulary mastery to speed up their language especially in English language.

It means that students have to use the vocabulary in their daily activity and it can make they become habitual with those words.

The Teaching Vocabulary

Teaching is the process of transferring knowledge. Teaching vocabulary is the process of transferring knowledge especially on understanding the vocabulary. In teaching vocabulary, students required to be able to use the vocabulary on their learning process.

Based on Harmer (1991:159) assumes that “Teaching vocabulary is clearly more than just presenting new words”. Thus, the students will more understand study new word when the teacher is teaching vocabulary.

Then, teaching vocabulary according to Graves and Graves (1994:17) tells that “Teaching vocabulary is teaching new labels for familiar concepts”. It means that when the students don’t know about the concept in study, so it will be required to develop the meaningful understanding by the teacher.

The Sentence Completion

Hart (1986:270) tells that “Sentence completion technique had its origin in the early 1900s with efforts to determine mental abilities through incomplete sentence and the desire to examine the relationship of word associations to personality”. In sentence completion, students required to be

able to answer the incomplete sentences to increase their ability on vocabulary mastery.

In sentence completion problems one or two blanks are inserted into a sentence to represent missing words or phrases. The missing word or words must be supplied from one of five words or pairs of words given for answers. The sentence completion questions test the one's understanding of vocabulary as well as grammatical and logical relationship.

The Sentence Completion Procedures

For solving sentence completion questions it is helpful to have an intelligent approach for reasoning out answers. There are six steps in Sentence Completion according to Robinson brothers (2009:148), those are:

First, read the sentence carefully. Second, guess the answer. Third, scan the answer choices for the word you guessed. If it's there, mark it and go on. If it's not, go on to step 4. Forth, examine the sentence for clues to the missing word. Fifth, eliminate any answer choices that are ruled out by the clues. And the last is try the ones that are left and pick whichever is best.

Based on the step above, students will know how to answer the missing words in sentence completion test. And they also can use sentence completion to increase their English vocabulary.

The Descriptive Text

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. Parts of descriptive text, those are: social function, generic structure, significant lexico-grammatical feature.

The Generic Structure of Descriptive Text

Every kinds of text have their own generic structure. Descriptive text has two generic structures. According to Pratyasto (2011:53) states the generic structure of Descriptive text as follows:

1. Identification
Identification is introduction or identification the object that will be described.
2. Description
Description is discussion the parts of object, adjective and character of the object into detail.

The Language Features of Descriptive Text

The language feature is a language attributes, especially in English language. Thus, when the students learn English language, they will learn about language attributes which have to be mastered by the students to make them understand about the meaning. Descriptive text has its characteristics, those are:

1. Proper noun (e.g.: Hana, my dog),
2. Simple present tense,
3. Adjectives (e.g.: small village, short legs),
4. Thinking verbs and feeling verbs (e.g.: thing, believe),
5. Action verb (e.g.: dance, go)

(Kistono, Andayani, Ismukoco, and Tupan, 2007:9)

The Teaching English Vocabulary using Sentence Completion

Teaching is the process of transferring knowledge. Becoming a good English teacher, the teacher has to know about the subject of study or the students need and ability. Many problems that the teacher faces on teaching English especially on the poor of students' vocabulary mastery.

According to Mittal and Rathore (2015:4), say that "Vocabulary is the backbone of any language". It means that vocabulary is the central part of language learning. And vocabulary is the main part that should be learnt in English language, because by learning vocabulary the students can improve their speaking, writing, reading, and listening skills.

Teaching vocabulary is the process of transferring knowledge especially on understanding the vocabulary. In teaching vocabulary, students required to be able to use the vocabulary on their language process. So, the teacher should teach vocabulary by using the easiest way to make the students easier too in mastery vocabulary, especially English vocabulary.

Hart (1986:270) tells that "Sentence completion technique had its origin in the early 1900s with efforts to determine mental abilities through incomplete sentence and the desire to examine the relationship of word associations to personality". In sentence completion, students required to be able to answer the incomplete sentence to increase their ability on vocabulary mastery.

The writer believes that teaching English vocabulary mastery by using sentence completion is the suitable technique to transfer the knowledge on understanding vocabulary. In teaching English vocabulary by using sentence completion, the students required to answer one or more blanks on the sentence or sentences.

RESEARCH METHODOLOGY

The research is to find out the effectiveness of sentence completion method in vocabulary mastery. In this research the writer uses quasi-experimental design.

According to Rossi & Freeman (1989:313), "A quasi-experimental design is one in which the comparison group is predetermined to be comparable to the treatment group in critical ways, such as being eligible for the same services or being in the same school cohort". Quasi-experimental design is the different groups in the same school that need to be compared by the different ways to get the same result. By using a quasi-experimental design, we control as many variables as we can and also limit the kinds of interpretation we make about cause-effect relationship and hedge the power of our generalization statements (Hatch and Farhady, 1982:24).

This study uses quasi-experimental design to determine the effect or experimental treatment relate to the comparison using sentence completion method will be given to the control group. Quasi-experimental design using control group pre-test and post-test design is illustrated as follows:

Experiment Group	T ₁	X ₁	X ₂	X ₃	X ₄	T ₂
Control Group	T ₁	-	-	-	-	T ₂

Description:

T₁ : Pre-test is given to examine students' English vocabulary mastery for the experimental group and control group.

T₂ : Post-test is given to examine students' English vocabulary mastery for the experimental group and control group.

X₁-X₄ : The treatments which using sentence completion method in teaching English vocabulary mastery to the experimental group.

FINDINGS AND DISCUSSIONS

The writer gave the pre-test and post-test to the experimental and control group. The pre-test was done in order to compare the students' English vocabulary mastery for both of the groups. Whereas the post-test was done to the both of groups in order to compare the students' achievement in English vocabulary mastery after the treatment given to the experimental and control group in the different method of teaching. Both of the tests, not only the pre-test but also the post-test were designed in multiple choice, matching, and completion the sentences. The research started from August 01st, 2017 until August 18th, 2017.

Based on the result score of the data analysis, t-observe is bigger than t-table ($3.085 > 2.000$). Thus, the writer can observe that sentence completion in descriptive text is significantly more effective to improve students' English vocabulary mastery than the conventional method. So, teaching

English vocabulary using sentence completion in descriptive text is effective to improve students' English vocabulary mastery in second grade of SMP KP 1 Baleendah.

CONCLUSIONS AND SUGGESTIONS

Based on the result of t-observe in chapter IV, it shows that t-observe (to) is bigger than that of the critical t (t-table) $3.085 > 2.000$. It can be concluded that sentence completion in descriptive text is more effective to improve students' English vocabulary mastery in second grade of SMP KP 1 Baleendah than conventional method. And the data shows that there is a significant different in the mean score between the students who are taught English vocabulary using sentence completion and those who are not taught using sentence completion. Finally, the writer can state that Sentence Completion is good to improve students' English vocabulary mastery, and it can be one of the good methods for English teacher.

After observing and analyzing the data, the writer would like to give the suggestions for English teachers and other researchers. It is expected can gives benefits for the teaching learning method in the future especially in teaching English vocabulary.

1. For English Teachers

English teachers can use sentence completion in teaching and learning process. Sentence completion is recommended for the students to be fun in learning English vocabulary, and makes the students more active in the class.

2. For Other Researchers

The writer gives some suggestions for other researchers to conduct the research using sentence completion in another type of text. So, the researchers will know that the method is effective or not in another type of text. And also the researchers can choose another subject and location on their own research. It will be the good method in the teaching variation to engage students in English vocabulary learning process.

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