

SKRIPSI

**THE EFFECTIVENESS OF ASSOCIATED WORDS TECHNIQUE
TO IMPROVE THE VOCABULARY MASTERY STUDENTS
AT THE EIGHTH GRADE OF SMPN 1 CEMPA
KABUPATEN PINRANG**



By

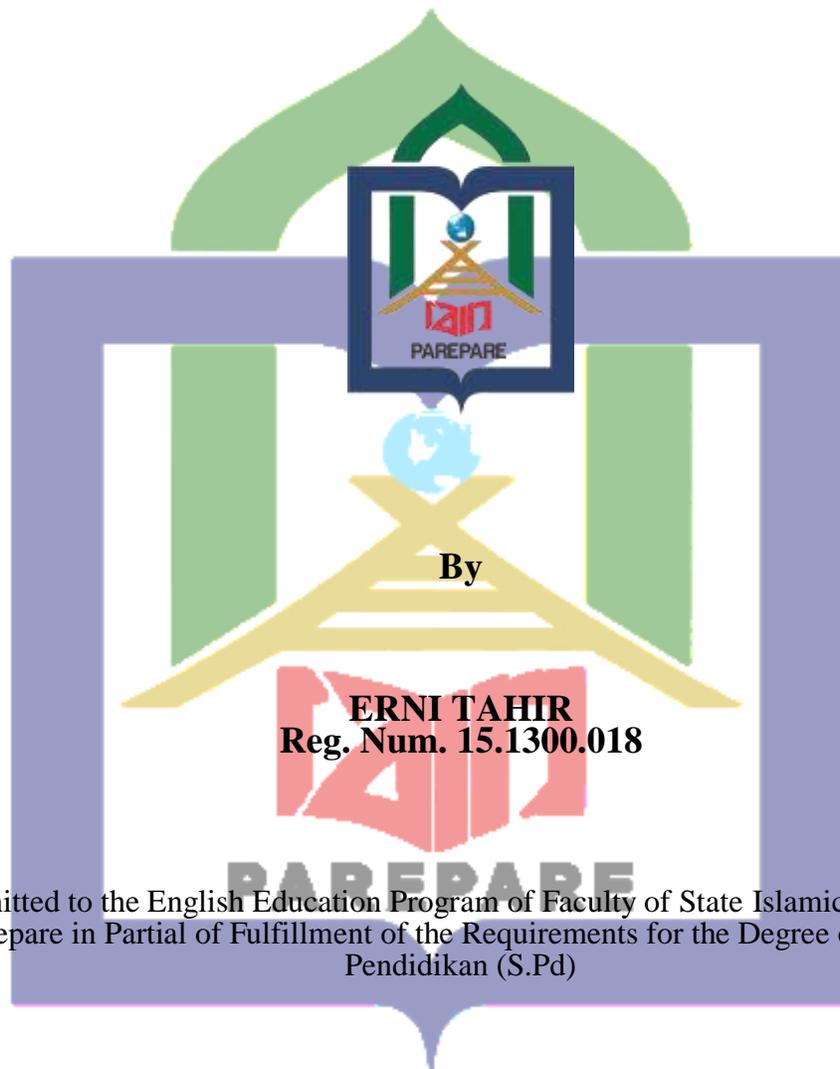
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Reg. Num. 15.1300.018

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Submitted to the English Education Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

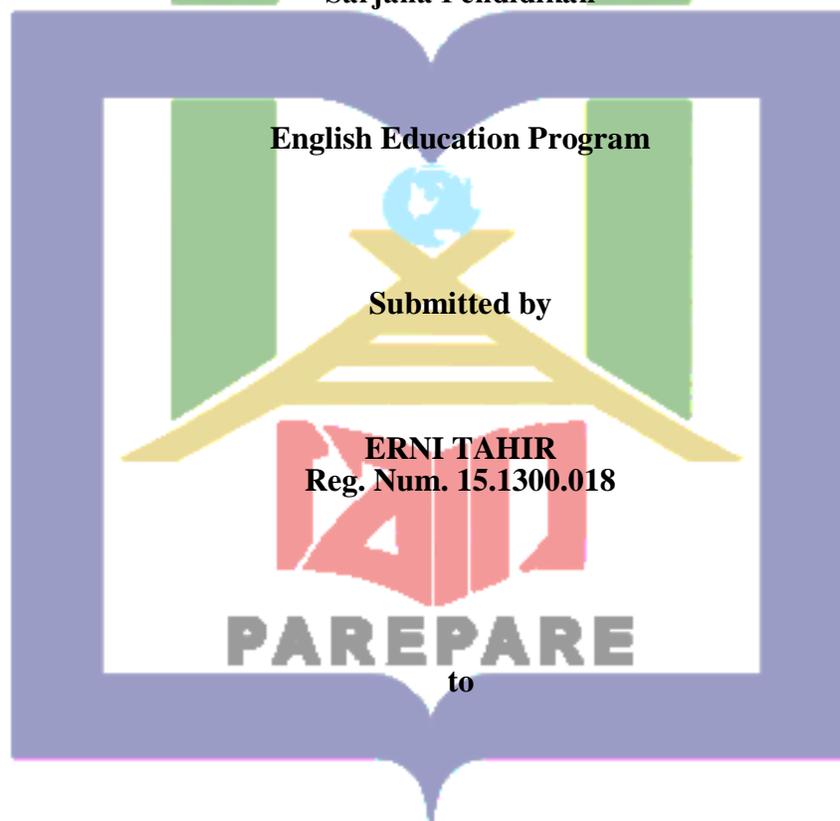
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Skripsi

**As Partial Fulfillment of the Requirement for the Attainment of the Degree
“Sarjana Pendidikan”**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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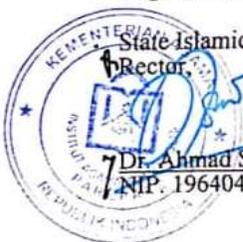
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Parepare, 13th January 2020

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Erni Tahir. 2020. *The Effectiveness of Associated Words Technique to Improve the Vocabulary Mastery Students at the Eighth Grade of SMPN 1 Cempa Kabupaten Pinrang.* (Supervised by Ismail Latief and Hj. Nanning).

This research was aimed to see the improvement of vocabulary mastery students before and after learning process by using Associated Words Technique at the eighth grade of SMPN 1 Cempa Kabupaten Pinrang. The results of the research are useful for the teacher and students. The teacher should aware that it is important to supplied the technique before teaching and the students also can be easier to express their ideas, make the students more active in learning process.

The subject of the research is VIII.1 class which is consisted 27 students. The sample was taken by using classroom random sampling. The design in this was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. Then the criterion of this research is the vocabulary mastery students about noun that consist of three points are memorize, pronounce and spell. It aimed to know whether using associated words technique is effective to improve vocabulary mastery students.

The result in this research was indicated that there was improvement of the students' vocabulary mastery. It was indicated by the students' mean score of post-test (84.81) was greater than pre-test (51.85). Even, for the level significant (p) 5% and $(df) = N-1=27-1= 26$, and the value of the table is 1.706, while the value of t-test is 4.79. It means that, the t-test value is greater than t-table ($4.79 \geq 1.706$). Thus it can be concluded that the vocabulary mastery students is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In conclusion, Associated Words Technique is effective to improve vocabulary mastery students.

Keywords: *Vocabulary Mastery and Associated Words Technique.*

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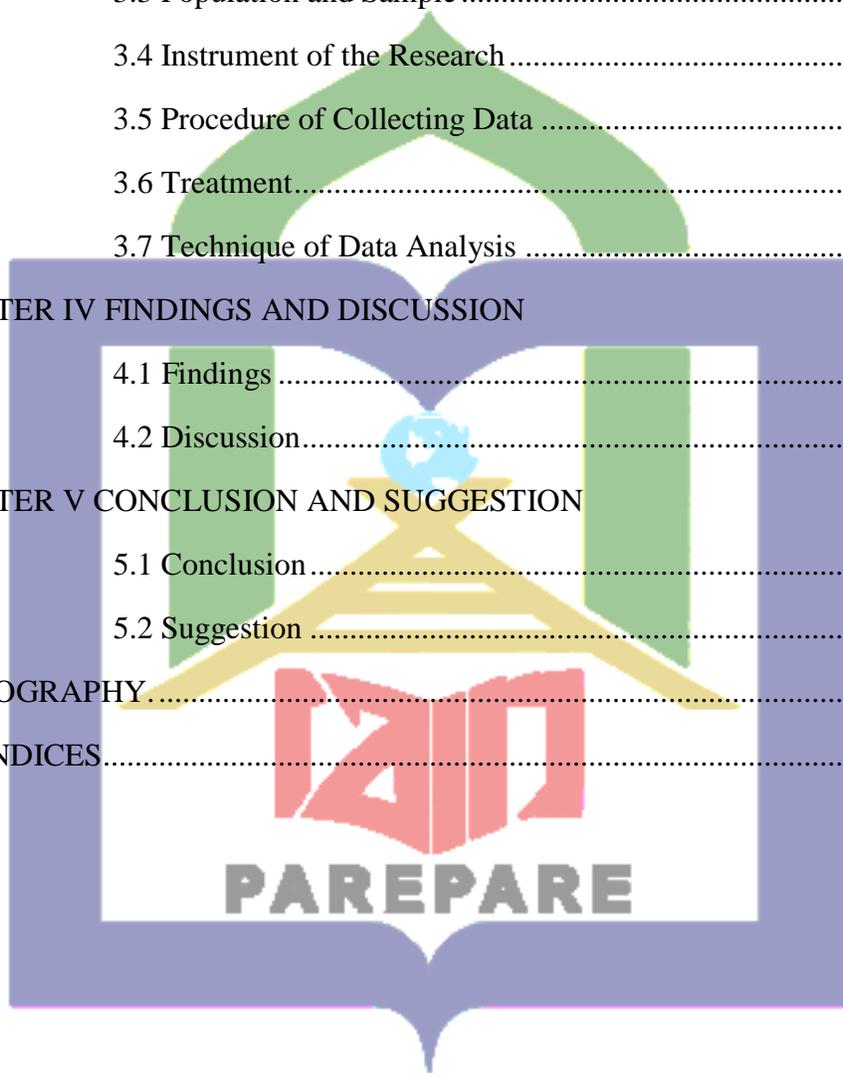
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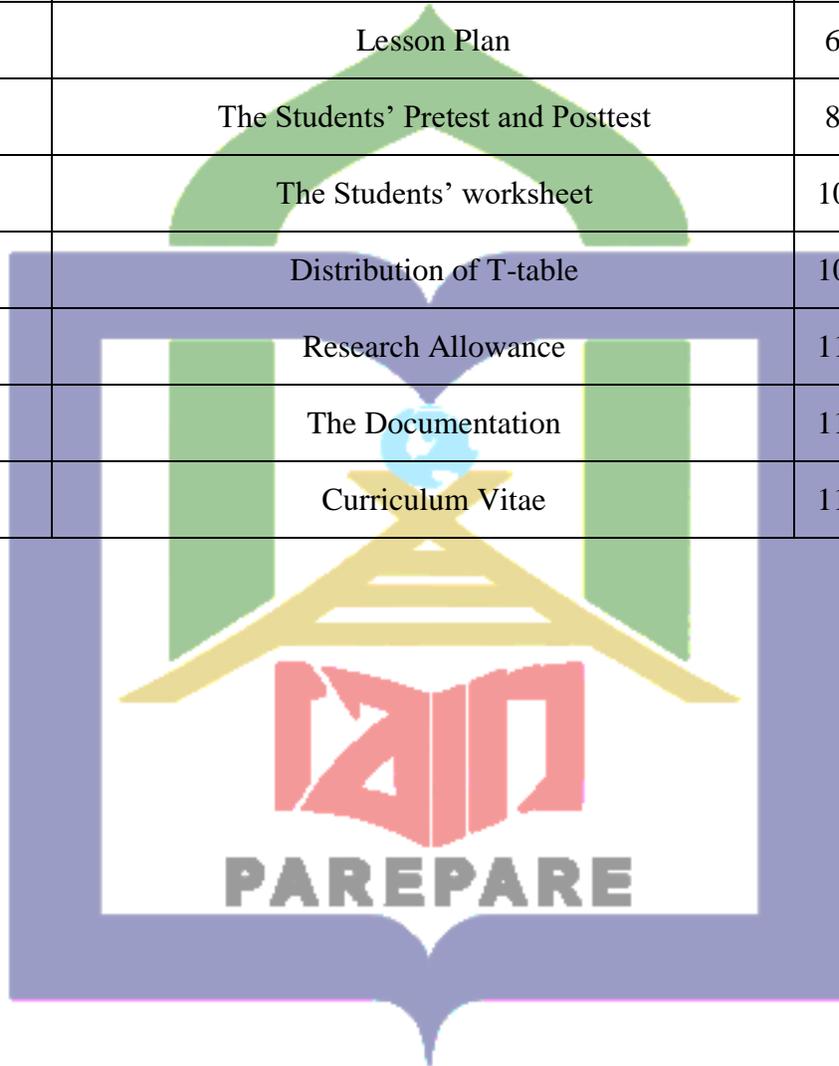


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CHAPTER I INTRODUCTION

1.1 Background

English is one of the languages used in a variety of business, politic, and also education. In education, especially students of English Department they have to know many skills. When we think of English skills, the four skills are listening, speaking, reading and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. About communication, it's mean that talking about speak or interact. In speaking, we have to know many words or vocabulary.

Vocabulary or word is a microcosm of human consciousness¹. All languages have words. Language emerges first as words, both historically, and terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.

On the other hand, there is say that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”². This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, *Innovations, LTP*) :

¹Scott Thornburry, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002),p.1.

²Scott Thornburry, *How to Teach Vocabulary*, p. 13.

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

It is clear that vocabulary is a fundamental requirement that influence the students' achievement in studying English. Vocabulary is an important factor in all languages teaching. Students must continually learn it.³

Teaching vocabulary to junior high school is considered by many teachers to be most challenging. Since students' level have little prior knowledge of English to the build, the teachers, the techniques, and the teaching materials becomes the central determiner in whether or not students accomplish their goals. Experienced teacher of English as a second language know very well how importance vocabulary.⁴ They know that students must learn thousands of words that speakers and researchers of English use. Through vocabulary, we can make some sentences, understand passage and also express our ideas effectively and efficiency besides mastering grammar.

The acquisition of an ad equated vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable use the structures and functions we have to learn for comprehensible communication. In order to master English, the element of language skill, such as grammatical structure, vocabulary, and sound system must be thought to student as the prerequisite knowledge toward the English language the use and skills because language is characterize by this elements.⁵

³Virginia French Allen, *Technique in Teaching Vocabulary* (New York: Oxford University Press, 1983), p.49.

⁴Virginia French Allen, *Techniques in Teaching Vocabulary*, p. 117.

⁵Rivers and David Nunan, *Language Teaching Methodology* (New York: Oxford University, 1991), p.117.

The researcher can be concluded that knowledge about English vocabulary can give positive benefit to make easy students get communication and learning English really effective. Learning English vocabulary is very important for students. Basically a student is so difficult understand one reading or sentence because regarded by knowledge lack about English vocabulary.

Based on the observation, the researcher found that the students of SMP Negeri 1 Cempa had difficulty in memorizing the vocabulary, they were lack of vocabularies. When the researcher asked some of the students about vocabulary around them, they don't know what the name of the things and also students of SMP Negeri 1 Cempa don't know how to pronounce and spelling it. So that, the researcher thought that this method would help the students to learn with enjoyed and improved the students' vocabulary at the eighth grade of SMP Negeri 1 Cempa. And also in this study, the researchers would focus on mastering noun that is around students.

1.2 Problem Statement

Based on the background above, the researcher formulated the problem statement as follow: Is the application of associated word technique in teaching vocabulary effective to improve the students' vocabulary at the eighth grade of SMP Negeri 1 Cempa?

1.3 Objective of the Research

The objective of the research is formulated as to know the students' ability to memorize vocabulary by using associated word technique.

1.4 Significance of the Research

It is expected that the result of the research will provide useful contribution for:

1.4.1 Teacher

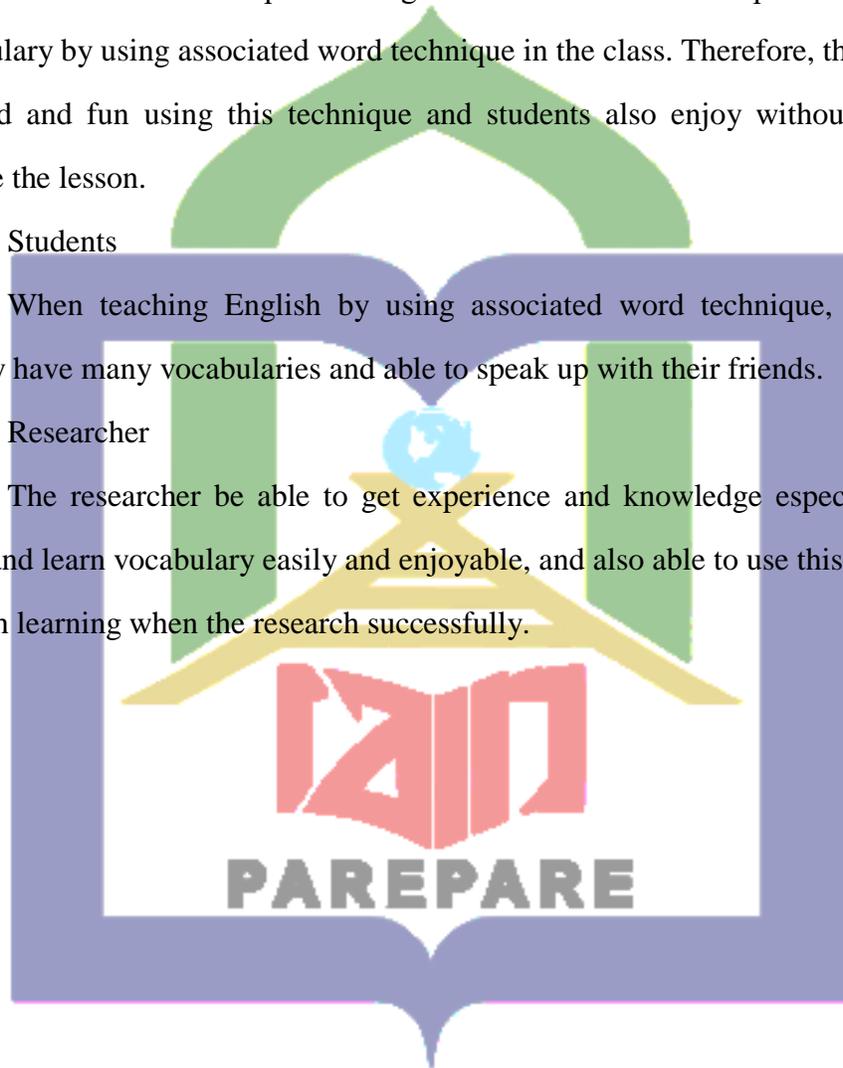
This research is expected to give information about improve the students' vocabulary by using associated word technique in the class. Therefore, the teacher are enjoyed and fun using this technique and students also enjoy without nervous to receive the lesson.

1.4.2 Students

When teaching English by using associated word technique, the students already have many vocabularies and able to speak up with their friends.

1.4.3 Researcher

The researcher be able to get experience and knowledge especially how to teach and learn vocabulary easily and enjoyable, and also able to use this technique in English learning when the research successfully.



CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents the theories that related to the study. This section is divided into five parts, which are some pertinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

2.1 Some Pertinent Ideas

2.1.1 Definition of Vocabulary

Talking about language, it is inseparable from vocabulary, learning language means learning its component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary mastery becomes one of the requirements for people to speak a language; it could not be denied that without vocabulary, people cannot say anything. That is language students need to learn vocabulary of language. Even though vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important components in developing language.

Vocabulary means words in general. A word is a group of letters that has its own meaning and is written with a space on either side of it.⁶ Vocabulary is all the words that someone knows and uses. Word is a sound or letter or a group of sounds or letter that are used together and have a particular meaning.⁷ Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of

⁶Penny Hands & Patricia Marshall, *An Active Learning Dictionary* (Singapore: Learners Publishing, 2003), p.426 & 451.

⁷Longman, *Active Study Dictionary*, New Edition (England: Pearson Education, 1998),p. 742 & 765.

words that individual speaker language might use.⁸ Beside that, Penny adds that vocabulary can be defined as the word that the teachers teach in Foreign Language.⁹ According to *Oxford English Dictionary*, vocabulary is defined as “Total Number of words in a language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language.”¹⁰

In *The New Lexicon Webster’s Dictionary*, vocabulary is defined as: “A list of words, usually arranged alphabetically and defined, explained or translated. A range of language, the stock of words at a person’s command, or used in a particular work, branch of a subject, language etc”.¹¹ People has been supplied with language faculty since they were born, they also have some words stored on their brain that he/she has got from his/her environment, especially from his/her mother, as a modal to make interaction with others.¹² However, words always change and improve from time to time, some new words appear while some old words may be out of date, people need enrich the storage of vocabulary to get along with the environment and its situation.

Every person must have vocabulary for communicating with others, it is a very significant element of language, with vocabulary he/she can express their ideas. Even though vocabulary does not always affect in the fluency of language, there are

⁸Evelyn Hatch & Cheryl Brown, *Vocabulary Semantic and Language Education* (Cambridge University Press, 1995), p.1.

⁹Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1998), p.60.

¹⁰*Oxford Learners Pocket Dictionary* (Oxford University Press, 1991), p.461.

¹¹*The New Lexicon Webster’s Dictionary*(Danbury: Lexicon Publication, Inc, 1994), p. 1101.

¹²Noam Chomsky, *Aspect of The Theory of Syntax* (M assachusetts: The MIT Press, 1965), p.47.

some language aspects that must be known and mastered by the learners, such as grammar, pronunciation, diction, and so on, vocabulary still becomes requirement for mastering a language.

On the other hand, how many words does a learner need to know? A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words (or, more accurately, 20,000 word families). This is the result of adding about a thousand words a year to the 5,000 he/she had acquired by the age of five. An English Dictionary includes many more: the *Longman Dictionary of Contemporary English*, for example, boasts ‘over 80,000 words and phrases’, while the *Oxford English Dictionary* contains half a million entries. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study.¹³

There is a strong argument, then, for equipping learners with a core vocabulary of 2,000 high frequency words as soon as possible. The researcher Paul Meara estimated that at the rate of 50 words a week (not unreasonable, especially if the emphasis is taken off grammar teaching) this target could be reached in 40 weeks, or one academic year, more or less. Of course, this is the minimum or threshold level. Most researchers nowadays recommend a basic vocabulary of at least 3,000 word families, while for more specialized needs, a working vocabulary of over 5,000 word families is probably desirable. Students aiming to pass the Cambridge First Certificate Examination (FCE), for example, should probably aim to understand at least 5,000 words even if their productive vocabulary is half that number.

¹³Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002),p.20-21.

2.1.2 Kinds of Vocabulary

Schail formulated the vocabulary into three kinds of vocabulary as in following:

2.1.2.1 Active Vocabulary the words we costume to use in speaking and a probably account for 5,000 to 10,000 words.

2.1.2.2 Reserved vocabulary, the words use to know but we seldom use in speaking, we use them an unwritten letter.

2.1.2.3 Passive vocabulary, the words we recognize and never use them in either speak or writing and just know that we have them before.¹⁴

2.1.3 Types of Vocabulary

Based on the people capability in implementing the vocabulary, Paul Nation mentions two types of vocabulary, these are:

2.1.3.1 Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

2.1.3.2 Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable

¹⁴Schail, *Seven Days to Faster Reading* (New York: Oxford University Press, 1976), p.57.

situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.¹⁵

Based on definition above, the researcher can conclude that receptive or passive vocabulary is the word that someone knows when it is heard or seen, he/she can mention the meaning of the word, and recognize it when it appears in reading.

2.1.4 Word Classes

We can see from our example sentence that words play different roles in a text. They fall into one of eight different **word classes**:¹⁶

2.1.4.1 Noun

Nouns are words that used to name a person, animal, place, or thing. Seaton states every name is called a noun. Azar suggest that a noun is used as the subject of sentences, as the object of verb and a noun is also used as the object of a preposition, such as countable noun, uncountable noun, singular noun, plural nouns, common nouns, proper nouns, concrete nouns, abstract nouns, and collective nouns.

2.1.4.2 Pronoun

Pronoun is the words that used to replace the noun when we want to refer to people or things without continually repeating their names. Pronoun is a word that takes the place of a common noun or a proper noun and pronoun have the same meaning as a noun. It is divided into some types such as a personal pronoun, possessive pronoun, reflexive pronoun, demonstrative pronoun, and interrogative pronoun.¹⁷

¹⁵ISP Nation, *Teaching and Learning Language*(New York: New Burry House, 1990),p.29.

¹⁶Scott Thornburry, *How to Teach Vocabulary* (Pearson Education Limited, 2002), p. 3.

¹⁷Maulana Karim Amrullah, *Mastery On English Grammar* (Yogyakarta: Media Books, 2015), p.20.

2.1.4.3 Verb

Verb is words that show an action or an event will be happen. Whatever we are doing can be expressed by using a verb. Jeremy Harmer suggests that verb is a word (a group of words) which is used in describing an action, experience or state. Verb classified into some types such as transitive verb, intransitive verb, and auxiliary verb.¹⁸

2.1.4.4 Adjective

Adjective is the word that used to explain noun by describing, identifying, or quantifying. Jeremy Harmer suggests that adjective is a word that gives more information about a noun or pronoun. Adjective describes the properties of an entity that a noun represents. Adjectives describe nouns and pronoun. They give you more information about people, places, and things.¹⁹

2.1.4.5 Adverb

Adverbs are the words that used to clarify verbs, adjective and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent and action is performed. Adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.²⁰

¹⁸Maulana Karim Amrullah, *Mastery on English Grammar*, p.25.

¹⁹Maulana Karim Amrullah, *Mastery on English Grammar* (Yogyakarta: Media Books, 2015), p.40.

²⁰Maulana Karim Amrullah, *Mastery On English Grammar*, p.31.

2.1.4.6 Preposition

Preposition is words that used to connect one word with the others. Such as preposition of place, time and direction.²¹

2.1.4.7 Conjunction

Conjunction is a linking word such as and, or, but. Conjunction is used to connect words or sentence. Conjunctions are words used to link words, phrases or clauses. A word that joins words or group of words, there are three kinds of conjunctions: coordinating, correlative, and subordinating. Coordinating conjunction include and, but, or, not, yet, for, and so. Correlative conjunction include the words in the pairs either/or, both/and, and neither/nor. Subordinating conjunction begin subordinate clauses (see subordination) and join them to the rest of the sentence “ She didn’t learn the real reason until she left the valley.”²²

2.1.4.8 Determiner

Determiner are words such as this, those, my, their, which. They are special adjectives that are used before nouns. The words a, an and belong to this group of words called determiner. There are some types of determiner: demonstrative determiners, interrogative determiners, possessive determiner, quantifying determiners and numbers.²³

²¹Maulana Karim Amrullah, *Mastery on English Grammar*, p.47.

²²Maulana Karim Amrullah, *Mastery on English Grammar* (Yogyakarta: Media Books, 2015), p.54.

²³Sukma Syam Maspa, “The Effectiveness of Using Guessing Game to Improve Students’Vocabulary Mastery at Mindset English Center (MEC)Course” (Tarbiyah Faculty, State Islamic Institute Parepare: Parepare,2018),p.8-10.

2.1.5 Word Families

We have seen how words may share the same base or **root** (e.g. *look*) but take different endings: *looks*, *looking*, *looked*. This is a feature of the grammar of most languages: the use of add-ons (called **affixes**) to make a verb past (*looked*), for example, or a noun plural (*bits*). These different grammatical forms of a word are called **inflexions**. Adding affixes serves a grammatical purpose. It is also a fundamental principle of word formation generally- the adding of affixes to the roots of words (e.g. *play*) to fashion new words. A word that results from the addition of an affix to a root, and which has a different meaning from the root, is called a **derivative**:

Play

Play + er

Re + play

Play + ful

So, while *plays*, *played* and *playing* are inflexions of *play*, the word *player*, *replay* and *playful* are each derivatives of *play*. Inflexions and derivatives are both formed by the process of **affixation**. Note that *-er* and *-ful* are end-of word affixes, or **suffixes**, while beginning -of-word affixes, like *re-*, *un-*, *pre-*, *de-*, etc. are called **prefixes**.²⁴

We can now talk about words as belonging to families. A **word family** comprises the base word plus its inflexions and its most common derivatives. To take another example, the base from *understand* includes the following members in its family:

²⁴Scott Thornburry, *How to Teach Vocabulary* (Pearson Education Limited, 2022), p.4-6.

Understands

Understanding

Understood

Understandable

Misunderstand

Misunderstood

Research suggests that the mind groups these different forms of the same word together. Therefore, rather than talk about the number of individual words a person knows, it makes more sense to talk about the number of word families.

2.1.6 Remembering the Word

To achieve the kind of outcomes describes in the last section, the learner needs not only to learn a lot of words, but to remember them. In fact, learning is remembering. Unlike the learning of grammar, which is essentially a rule based system, vocabulary knowledge is largely a question of accumulating individual items. There are few short cuts in the form of generative rules: it is essentially a question of memory. How, then, does memory work? And what are the implications for teaching vocabulary?

Researchers into the workings of memory customarily distinguish between the following systems: the **short term store**, **working memory**, and **long term memory**.²⁵

The **short term store (STS)** is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in holding in your head a telephone number for as long as it

²⁵Scott Thornburry, *How to Teach Vocabulary* (Pearson Education Limited, 2002), p.20-22.

takes to be able to dial it. Or to repeat a word that you have just heard the teacher modeling. But successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds. For words to be integrated into long term memory they need to be subjected to different kinds of operations. Focusing on words long enough to perform operations on them is the function of **working memory**. **Long term memory** can be thought of as a kind of filing system. Unlike working memory, which has a limited capacity, and no permanent content, long term memory has an enormous capacity, and its contents are durable over time. However, the fact that learners can retain new vocabulary items the length of a lesson (i.e. beyond the few seconds' duration of the short term store) but have forgotten them by the next lesson suggest that long term memory is not always as long term as we would wish. Rather, it occupies a continuum from 'the quickly forgotten' to the never forgotten'. The great challenge for language learners is to transform material from the quickly forgotten to the never forgotten. Research into memory suggests that, in order to ensure that material moves into permanent long term memory, a number of principles need to be observed. Here is a brief summary of some of the research findings that are relevant to the subject of word learning.²⁶

2.1.6.1 Repetition

The time-honored way of memorizing new material is through repeated rehearsal of the material while it is still in working memory-i.e. letting the articulator loop just run and run. However, simply repeating an item (the basis of rote learning) seems to have little long term effect unless some attempt is made to organize the material at the same time (see below). But one kind of repetition that is important is

²⁶Scott Thornburry, *How to Teach Vocabulary* (Pearson Education Limited, 2002), p. 23-26.

repetition of encounters with a word. It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals.²⁷

2.1.6.2 Retrieval

Another kind of repetition that is crucial is what is called the **retrieval practice effect**. This means, simply, that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities which require retrieval, such as using the new word in written sentences, ‘oil the path ‘for future recall.²⁸

2.1.6.3 Spacing

It is better to distribute memory work across a period of time than to mass it together in a single block. This is known as the principle of **distributed practice**. This applies in both the short term and the long term. When teaching students new sets of word, for example, it is best to present the first two or three items, then go back and test these, then present some more, then backtrack again, and so on. As each word becomes better learned, the testing interval can gradually be extended. The aim is to test each item at the longest interval at which it can reliably be recalled. Similarly, over a sequence of lessons, newly presented vocabulary should be reviewed in the next lesson, but the interval between successive tests should gradually be increased.²⁹

²⁷Scott Thornburry, *How to Teach Vocabulary*(England: Pearson Education Limited, 2002),p.24.

²⁸Scott Thornburry, *How to Teach Vocabulary*,p.24.

²⁹Scott Thornburry, *How to Teach Vocabulary*, p. 24.

2.1.6.4 Pacing

Learners have different learning styles and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do memory work' –such as organizing or reviewing their vocabulary- silently and individually.³⁰

2.1.6.5 Use

Putting word to use, preferably in some interesting way, is the best way of ensuring they are added to long-term memory. It is the principle popularly known as *Use it or lose it*. Students need to recognize metaphorical language use and them to know how word collect. They also need to understand what stylistic and topical context word and expression occur in.

2.1.6.6 Cognitive Depth

The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered. For example, a relatively superficial judgment might be simply to match it with a word that rhymes with it: e.g. *tango/mango*. A deeper level decision might be to decide on its part of speech (noun, adjective, verb, etc). Deeper still might be to use it to complete a sentence.

2.1.6.7 Personal Organizing

The judgment that learners make about a word are most effective if they are personalized. In one study, subject who had read a sentence aloud containing new words showed better recall than subject who had simply silently rehearsed the words.

³⁰Scott Thornburry, *How to Teach Vocabulary*,p.24.

But subjects who had made up their own sentences containing the words and read them aloud did better still.

2.1.6.8 Imaging

Best of all were subject who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words are more memorable than words that don't immediately evoke a picture. This suggests that-even for abstract words-it might help if learners associate them with some mental image. Interestingly, it doesn't seem to matter if the image is highly imaginative or even very vivid, so long as it is self-generated, rather than acquired' second-hand'.³¹

2.1.6.9 Mnemonics

These are 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. Even native speakers rely on mnemonics to help with some spelling rules: e.g. *i* before *e* expect after *c*. As the previous point suggests, the best kinds of mnemonics are often visual. The most well-attested memory technique is the keyword technique.

2.1.6.10 Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But even unmotivated learners remember word if they have been set tasks that require them to make decisions about them.

³¹Scott Thornburry, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002),p.25.

2.1.6.11 Attention/Arousal

Contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall. Words that trigger a strong emotional response, for example, are more easily recalled than ones that don't. This may account for the fact that many learners seem to have a knack of remembering swear words, even if they've heard them only a couple of times.

2.1.6.12 Affective Depth

Related to the preceding point, affective (i.e. emotional) information is stored along with cognitive (i.e. intellectual) data, and may play an equally important role on how words are stored and recalled. Just as it is important for learners to make cognitive judgments about words, it may also be important to make affective judgments, such as *Do I like the sound and look of the word? Do I like the thing that the word represents? Does the word evoke any pleasant or unpleasant associations?* In this vein, Christopher Isherwood, continuing his discussion about *table* and *Tisch*, makes the point that the difference between a table and ein Tisch was that a table was the dining-table in his mother's house and ein Tisch was ein Tisch in the Cosy Corner [a low-life bar in Berlin]'.³²

2.1.7 The Difficulties in Teaching English Vocabulary

Indonesian and English language are different, so are in the words, the differences make learners hard to learn the language, Scott Thornbury mentioned

³²Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002),p.26.

some factors causing second or foreign language learners feel some words more difficult, those are:³³

2.1.7.1 Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners- such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strength* or *crisp* or *breakfast*, are also problematic.

2.1.7.2 Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Word that contains silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, *muscle*, etc.

2.1.7.3 Length and complexity

Long words seen to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'. Also, variable stress in polysyllabic words- such as in word families like *necessary*, *necessity* and *necessarily*- can add to their difficulty.

2.1.7.4 Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend

³³Scott Thornburry, *How to Teach Vocabulary*,p.27-28.

to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (*to swim*) or an *-ing* form (*swimming*) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (*she looked the word up*) but others are not (*she looked after the children*).³⁴

2.1.7.5 Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated with the game cricket (*a sticky wicket*, *a hat trick*, *a good innings*) will seem fairly opaque to most learners and are unlikely to be easily learned.

2.1.7.6 Range, Connotation and Idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* is a very wide-ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Words that have style constraints, such as very informal words (*chuck* for *throw*, *swap* for *exchange*), may cause problems. Uncertainty as to the connotations of some words may cause problems too. Thus,

³⁴Scott Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002),p.28.

propaganda has negative connotations in English, but its equivalent may simply mean *publicity*. On the other hand, *eccentric* does not have negative connotations in English, but its nearest equivalent in other languages may mean *deviant*. Finally, words or expressions that are idiomatic (like *make up your mind, keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide watch*). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.³⁵

2.1.8 The Concept of Associated Word Technique

Technique is the implementation that takes place in a classroom. It's like particular tricks, stratagem, or contrivance used to accomplish an immediate objective.³⁶ Associated word is a test to knowing the vocabulary students. But, in this research, the researcher wants to try word association to improve the vocabulary mastery students.

A careful selection, or sampling, of lexical items for inclusion in a test is generally a most exacting task. Many of the more traditional types of vocabulary tests are designed in such a way that they test knowledge of words which, though frequently found in many English textbooks, are rarely used in ordinary speech. The first task for the writer of a vocabulary test is to determine the degree to which he or she wishes to concentrate on testing the students' active or passive vocabulary. The next task is to decide whether the lexical items in the test should be taken from the spoken or the written language.

³⁵Scott Thornburry, *How to Teach Vocabulary* (Pearson Education Limited, 2002),p.26.

³⁶Jack C.Richard and Theodore S. Rodgers, *Approach and Language Teaching*(New York: Cambridge University Press, 1986), p.15.

Many of the difficulties arising from the testing of collocations are avoided by the testing of word sets. In such tests the students' familiarity with a range of associations is measured. There are two types about associated words (sets) test:³⁷

2.1.8.1 Recognition

Read each of the following lists of four words. One word does not belong in each list. Put a circle round the odd word in each list.

Son	Happy	Arrive
Father	Married	Depart
Boy	Engaged	Go away
Brother	Single	Leave

2.1.8.2 Production

Each group of words is related to a particular subject. Write down the particular subject which is connected with each group of words.

Hand	Theatre	Volume	Nursery
Wrist	Sister	Track	Lift
Dial	Bed	Head	Slope
Face	Ward	Spool	Snow
(=watch)	(=hospital)	(=tape recorder)	(=sking)

³⁷J.B.Heaton, *Writing English Language Tests*(London: Longman Group UK Limited, 1988), p.58.

In this discussion, associated word technique actually same as clustering technique and word list. Clustering technique is used in writing skills while associated word is used to increase students' vocabulary mastery.

2.1.9 The Support and Un support of using Associated Words Technique

The supported that using associated words technique for students are make the students relax, flexible, enjoyed because they just find out words that related with the topic based on their ability. Unsupported that using associated words technique are make the students feel burdened by the amount of vocabulary they have to memorize at each meeting.

The steps to use associated word technique in teaching vocabulary:

- 2.1.9.1.1 First, the researcher divided students into several groups.
- 2.1.9.1.2 Each groups would be given a name base on the vocabulary targets that needed by students.
- 2.1.9.1.3 Then the researcher gave each group the opportunity to write vocabulary that related with their groups' name.
- 2.1.9.1.4 After several minute again, each group the representative read out the vocabulary that has been obtained with the meaning.
- 2.1.9.1.5 Each vocabulary corrected by the researcher and other groups must record the vocabulary.
- 2.1.9.1.6 For the last meeting, after all groups appear, the researcher gave a test about vocabulary that the students have gotten.

2.1.10 The Concept of Effectiveness

Effectiveness means try to be able to achieve the targets set in accordance with the needs needed, according to the plan, both in the use of data, facilities, or time

or business through certain activities both physically and non-physically to obtain maximum results both quantitatively and qualitative. According to the Big Indonesian Dictionary (KBBI) the definition of effectiveness is something that has an effect or effect that is caused, efficacious, brings results and is the success of a business or action, in this case the effectiveness can be seen from whether or not the specific instructional objectives that have been proclaimed are achieved. Learning methods are said to be effective if the specific instructional goals that are proclaimed are more achieved.³⁸

2.1.10.1 Measure and Know the Effectiveness of Learning

The effectiveness of learning can be measure using the following four indicators:

2.1.10.1.1 The quality of learning (quality of insurance), namely how much the level of information is presented so that students can easily learn it or the level of error is as small as possible. The smaller the level of error made means the more effectiveness of learning depends on achieving mastery of certain teaching goals, usually call learning completeness.

2.1.10.1.2 The appropriate level of instruction is the extent to which the teacher ensures the level of readiness of students in receiving new material.

2.1.10.1.3 Incentives are how much effort the teacher motivates students to complete or do tasks and learn the material given. The greater the motivation given, the greater the activeness of students so that learning will be effective.

³⁸Othenk."PengertianEfektifitas".*BlogOthenk*.[Http://othenk.Blogspot.com/2008/11/pengertian-tentang-efektifitas.html](http://othenk.blogspot.com/2008/11/pengertian-tentang-efektifitas.html) (10 July 2019).

2.1.10.1.4 The time needed to complete learning activities. Learning will be effective if students can complete the lesson according to the specified time.

2.1.10.2 Characteristics of Learning Effectiveness

The effectiveness of learning programs is characterized by the following characteristics:

2.1.10.2.1 Successfully delivering students to reach the instructional objectives that have been set.

2.1.10.2.2 Providing an attractive learning experience, involving students actively so as to support the achievement of instructional goals.

2.1.10.2.3 Have facilities that support the teaching and learning process.

The effectiveness criterion in his study refers to:³⁹

- Mastery Learning, learning can be said to be complete if at least 75% of the number of students have obtained a value = 60 in improving learning outcomes.
- The learning model is said to be effective in improving students learning outcomes show a significant difference between initial understanding and understanding after learning (significant gain).
- The learning model is said to be effective if it can increase interest and motivation if after learning students become more motivated to study harder and get better learning outcomes. And students learn in pleasant conditions.

³⁹AhmadMuli."EfektifitasPembelajaran".*BlogAhmadMuli*.[Http://www.ahmadmuli.wordpress.com/2011/08/02/efektifitas-pembelajaran.html](http://www.ahmadmuli.wordpress.com/2011/08/02/efektifitas-pembelajaran.html) (10 July 2019).

2.2 Some Previous Findings

Vocabulary as tools of communication, learning thinking have made many researchers explores and exposes the implementation of various techniques in teaching language. There are some researches who have conducted research by using few techniques in teaching vocabulary:

Andi Rahmad Arifin reported that using Vocabulary Drill was a good method in English learning process at the first year of SMP Salimbongan Pinrang. The result of the data analyzes shows that the students' achievement on the pre-test was 6,5 and post-test was 8,02. By the using the t-test formula, the result of the t-test value 6,44 is bigger than t table value 2,093. This indicated that the hypothesis of the research is accepted.⁴⁰

Muh. Faisal. H reported that using Word Wall able to increase the students' vocabulary at the eighth grade students of SMPN 2 Patampanua Kab.Pinrang. Then, based on the result of questionnaire, the total percentage of the all items showed that 86.14% of the students had a positive response in learning vocabulary by using word wall. It means that, students really interested using Word wall to study English vocabulary.⁴¹

Nurlan reported that the Visual Media effective to improve vocabulary mastery at VIII grade of SMPN 4 Tosulo Kab.Pinrang. In the pre test the students

⁴⁰Andi Rahmad Arifin, Improving Vocabulary Mastery by Using Vocabulary Drill for the First Year Students of SMP Salimbongan.(Unpublished Skripsi, Parepare: STAIN Parepare, 2014), p. 50.

⁴¹Muh. Faisal. H, Efforts to Increase Students'Vocabulary with Word Wall at the Eighth Grade of SMPN 2 Patampanua Kab. Pinrang, (Unpublished Skripsi, Parepare: STAIN Parepare, 2015), p. 39.

mean score 48 and the post test was 82. This method also improved the students' participation and students' responds during the English learning process.⁴²

Aqidatul Husnah reported that using Word Cards at the second grade of Marketing Program Class SMK Nusantara Ciputat Tangerang could enrich students' Vocabulary. In pre test, the mean of students' score was 54.4, there was only one student passing KKM, while the percentage of students passing KKM was 3.44%, the score improved in post test 1, it was in the first cycle, the mean was 74, there were 15 students passing KKM the percentage was 51.72, it improved again in the second cycle, the mean was 84, there were 25 students passing KKM and the percentage was 86.20%.⁴³

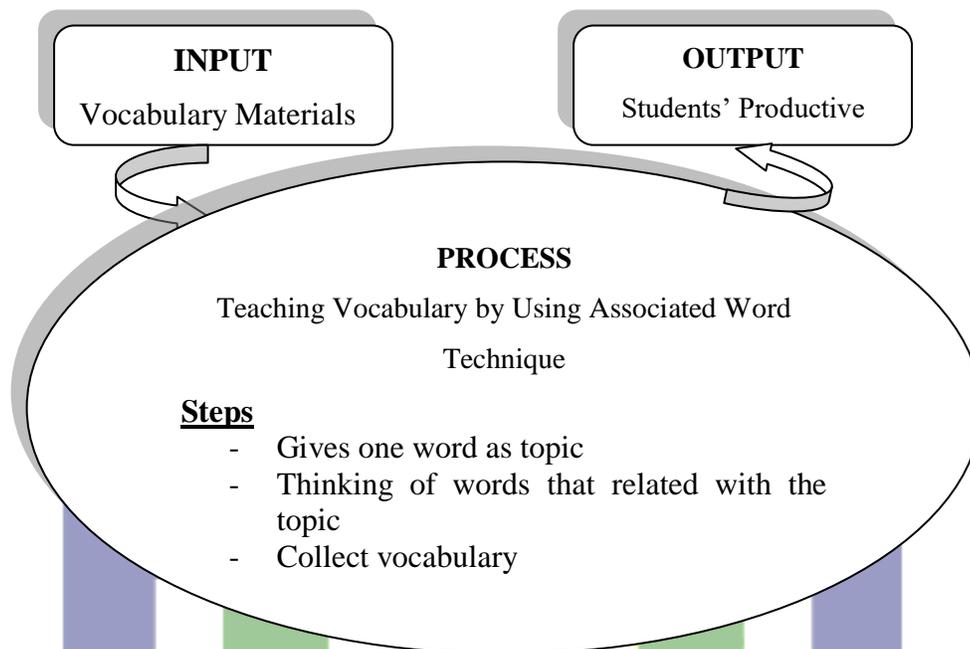
Based on the research findings above, the researcher concluded that learning vocabulary by using associated word technique is one effective and interesting technique especially to help the students remember and mastery the vocabulary.

2.3 Conceptual Framework

The main focus of this research is the effectiveness of associated word technique to improve students' vocabulary mastery. The underlying of this research would be given in the following diagram:

⁴²Nurlan, A Study on The Use Visual Media in Teaching Vocabulary at SMP Negeri 4 Tosulo Kab. Pinrang, (Unpublished Skripsi, Parepare: STAIN Parepare, 2018), p. 25-28.

⁴³Aqidatul Husnah, *Enriching Students' Vocabulary by Using Word Cards (Classroom Action Research at the Second Grade of Marketing Program Class XI.2 SMK Nusantara , Ciputat, South Tangerang)* Faculty of Tarbiyah and Teachers' Training State Islamic University of Syarif Hidayatullah Jakarta. (Accessed on Friday 03rd May 2019).



In the diagram above, there are three elements, namely:

2.3.1 Input refers to the material that is applied.

2.3.2 Process refers to the teaching and learning vocabulary through associated word technique.

2.3.3 Output refers to the students' vocabulary mastery.

2.4 Hypothesis

The researcher formulated the hypothesis as follows:

2.4.1 H_0 (Null Hypothesis) : The use of associated word technique is not effective to improve the students' vocabulary mastery

2.4.2 H_a (Alternative Hypothesis) : The use of associated word technique is effective to improve the students' vocabulary mastery

2.5 Variable of the Research and Operational Definition of Variable

2.5.1 Variable

There are two variable in this research, namely dependent variable and independent variable.

2.5.1.1 Dependent variable in this research is Vocabulary

2.5.1.2 Independent variable in this research is associated word

2.5.2 Operational Definition of Variable

2.5.2.1 Associated word technique is one of active learning strategy, which is design to improve students vocabulary and with this strategy, the students don't feel boring but enjoy and relax in it. And also the students have to mastery three points are memorize, pronounce and spell with 20 vocabularies every meeting.

2.5.2.2 Vocabulary is one of the most important components of any languages classes because through vocabulary, second language learners will be able to understand and express language. Vocabulary is very important for the students to learn, so that they can control many words quickly. Because the vocabulary is in need of learning the English language and communicate with foreign, because without vocabulary we can not to speak English to the other people from the other country. So we have to know more vocabulary for communication.

2.5.2.3 Effectiveness is something that has an effect of effect that has is caused, efficacious, brings results and is the success of a business or action, in this case the effectiveness can be seen from whether or not the specific instructional objectives that have been proclaimed are achieved.

CHAPTER III RESEARCH METHOD

3.1 Research Design

In this research, the researcher used pre-experimental method with one group pre-test and post test design, this as follow.⁴⁴

$O_1 \ X \ O_2$

Where:

X : Treatment

O1 : Pre Test

O2 : Post Test

3.2 Location and Duration of the Research

The location has been conducted at SMPN 1 Cempa Kabupaten Pinrang. This research focused at the eighth grade students of SMPN 1 Cempa in academic year 2019/2020. The duration of the research was conducted \pm one month.

3.3. Population and Sample

3.3.1 Population

The population of the research was the eighth grade students of SMPN 1 Cempa, Kab.Pinrang in academic year 2019/2020. There were five, namely: class VIII.1, VIII.2, VIII.3, VIII.4, VIII.5. The totals of populations were 133 students.

⁴⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, dan R&D*(Bandung: Alfabeta, 2010), p.110-111.

Table 3.1 The Population of the students of SMPN 1 Cempa

CLASS	NUMBER OF STUDENTS
VIII.1	27
VIII.2	27
VIII.3	26
VIII.4	27
VIII.5	26
TOTAL	133

(Source : Administration of SMPN 1 Cempa)

3.3.2 Sample

There was five classes as population. The researcher was taken one class as sample. The researcher used classroom random sampling technique with consideration because the researcher was given one class by the teacher. The total numbers of the sample are 27 students from class VIII.1.

3.4 The Instrument of the Research

In this research, the researcher used vocabulary test as the instrument. The test applied for pre-test and post-test. The pre-test was aim to known the student vocabulary mastery before the treatment while the aim of the post-test is to find out whether the students vocabulary develop after the treatment.

3.5 Procedure of Collecting Data

In collecting data, the researcher used one kind of test as an instrument of collecting data. It was applied as the pretest and posttest. The pre-test gave to find out the previous ability before conducting the material and the post-test gave to show the students vocabulary mastery after presenting the material by using associated word technique.

3.5.1 Pre-Test

Before the researcher gave the treatment, the researcher gave the students Pre-test for the first activity. It aims to find out vocabulary mastery of the students.

3.5.2 Post-Test

After giving treatment, the researcher gave the students post-test to find out the students' improvement in mastering vocabulary. In this post-test, the researcher would not give treatment again.

3.6 Treatment

After giving the pre-test, the researcher used associated word technique in teaching to treat the sample in pre-experimental class. The treatment would be done in six meeting activity and each meeting run for 90 minutes. The teaching process included gave greeting and motivation to students, the explanation about the materials.

Every meeting used the same procedure, the steps as follow:

3.6.1 The First Meeting

The researcher gave greeting and motivating to the students. After that the researcher explained about associated word technique that can improve their vocabulary and gave example how to use associated word technique. Before that, the researcher gave a chance for each group to take one card which the researcher has provided. For the first meeting, one group discusses about "School" and makes word association that related about the topic. After the students understood, the researcher gave a chance to give question that they didn't understand.

3.6.2 The Second Meeting

The researcher asked the students related of their condition. After that gave a chance for the next group to discuss about “House” and make word association that related about the topic. And then, every student must come forward to wrote some word on the whiteboard that related of the topic. After that the researcher asked the students to pronounce the words that they have writes. So that’s the students can memorize and got many vocabulary.

3.6.3 The Third Meeting

The researcher asked the students related of their condition. After that gave a chance for the next group to discuss about “Body” and made word association that related about the topic. And then, every student must come forward to write some word on the whiteboard that related of the topic. After that the researcher asked the students to pronounce the words that they have written.

3.6.4 The Fourth Meeting

The researcher asked the students related of their condition. After that gave a chance for the next group to discuss about “Animals” and make word association that related about the topic. And then, every student must come forward to write some word on the whiteboard that related of the topic. After that the researcher asked the students to pronounce the words that they have written.

3.6.5 The Fifth Meeting

The researcher asked the students related of their condition. After that gave a chance for the next group to discuss about “Profession” and made word association that related about the topic. And then, every student must come forward to write some word on the whiteboard that related of the topic. After that the researcher asked the students to pronounce the words that they have written.

3.6.6 The Sixth Meeting

The researcher asked the students related of their condition. After that gave a chance for the next group to discuss about “Family” and made word association that related about the topic. And then, every student must come forward to write some word on the whiteboard that related of the topic. After that the researcher asked the students to pronounce the words that they have written.

3.7 Technique of Data Analysis

The data were collected through the test that have been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps were follows:

3.7.1 Scoring the Students’ correct answer of pre-test and post-test⁴⁵

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

3.7.2 Classifying the Score Five levels classification is as follow :

Table 3.2 Classification Students’ score⁴⁶

No.	Classification	Score
1.	Excellent	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39

⁴⁵Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas* (Jakarta: Universitas Terbuka 2008), p.325.

⁴⁶Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p.254.

3.7.3 Finding out the mean score of the students' pre-test and post-test using the formula :

$$\bar{X} = \frac{\sum X}{n}$$

Where:

\bar{X} = Mean score

$\sum x$ = The sum of the all score

N = Total number of sample

3.7.4 Calculating the Frequency and Percentage of the students :⁴⁷

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total Number of Sample

3.7.5 Finding out the Standard Deviation by using the following formula :

$$SD = \sqrt{(SS / (N-1))} \quad \text{Where } SS = \sum x^2 - \frac{(\sum X)^2}{N}$$

$$SD = \sqrt{\frac{\sum X - \frac{(\sum X)^2}{n-1}}{N-1}}$$

⁴⁷L.R Gay, *Educational Research Competencies for Analysis and Applications*, p.225-298.

Where:

SD = Standard Deviation

$\sum x$ = The sum all square

N = The total number of students

$(\sum X)^2$ = The sum square of the sum of square

3.7.6 Finding the Significant difference between the mean score pre-test and post-test by calculating the value of the test using the following formula⁴⁸ :

$$t = \frac{D}{\sqrt{\frac{\sum D - \frac{(\sum D)^2}{n-1}}{N(N-1)}}$$

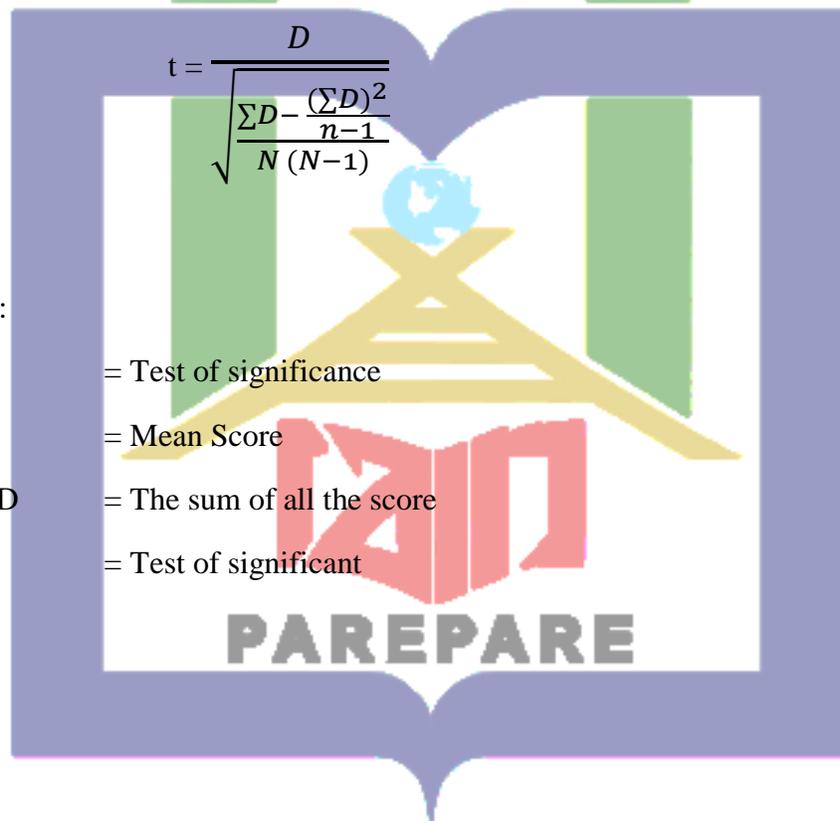
Where:

T = Test of significance

D = Mean Score

$\sum D$ = The sum of all the score

N = Test of significant



⁴⁸Gay. L. R. *Educational Research, Competencies for Analysis and Application*. Second Edition (Columbus: Charles E. Meril Publishing Company, 1981), p. 331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test can be discussed in the section below.

4.1 Finding

The finding of this research is finding out the answer of the research question in the previous chapter. The researcher applied a test that was given twice, namely pre-test and post-test. A pre-test was given before the researcher giving treatment while post-test was given after the researcher apply treatment and the result of post-test of this research can answer the research question that aims to find out the using associated words technique can improve the vocabulary mastery students at the eighth grade of SMPN 1 Cempa. It can be shown through the result of pre-test and post-test as follow.

4.1.1 The Result of Pre-test and Post-test

The data collected from the students' at VIII.1 class before and after teaching the students using associated word technique in VIII.1 classroom SMPN 1 Cempa Kabupaten Pinrang. The result of the pre-test and post-test can be describes as the following:

Table 4.1. The Student's Pre-Test Score

No.	Students	Pre-Test Score		(X_1^2)
		Correct Answer	Score (X_1)	
1.	JD	13	65	4225
2.	SDR	11	55	3025
3.	SFK	16	80	6400
4.	ADSH	12	60	3600
5.	RG	8	40	1600
6.	IR	6	30	900
7.	M. HK	11	55	3025
8.	ALR	11	55	3025
9.	WYN	12	60	3600
10.	YN	12	60	3600
11.	P.M	10	50	2500
12.	FY	13	65	4225
13.	RD	7	35	1225
14.	HK	8	40	1600
15.	RMT	8	40	1600
16.	MJ	8	40	1600
17.	GM.J	10	50	2500
18.	HSL	10	50	2500
19.	QRJ	10	50	2500
20.	CR	10	50	2500
21.	RSD	10	50	2500
22.	SR	10	50	2500
23.	ZZH	10	50	2500

24.	AS	11	55	3025
25.	AY	11	55	3025
26.	AD	15	75	5625
27.	YR	7	35	1225
	ΣX	27	1400	76150

(Data' source: the students' score of the pre-test)

Table 4.2. The Students' Classification Score in Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	80-100	1	3.7%
2.	Good	66-79	1	3.7%
3.	Fair	56-65	5	18.52%
4.	Poor	40-55	17	62.96%
5.	Very poor	≤ 39	3	11.11%

(Data' source: the rate percentage of the frequency of pre-test)

The data in the table above showed that in pre-test one student got excellent score, one student got good score, five students got fair score, seventeen students got poor score and three students got very poor score.

4.1.1.1 Determining Mean Score of the Pre-Test

The following are the process of calculation to find put the mean score based on the calculation of students' score in pre-test table 4.2.

$$X = \frac{\Sigma X}{N} = \frac{1400}{27} = 51.85$$

So, the mean score (X_1) of the pre-test is 51.85.

Based on the result of the pre-test, it showed that the result is 51.85 and from that analyzing, it could be seen that almost of the student's vocabulary mastery was still low or lack because of the low score.

4.1.1.2 Determining Standard Deviation of the Pre-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{76150 - \frac{(1400)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{76150 - \frac{1960000}{27}}{26}}$$

$$SD = \sqrt{\frac{76150 - 72592.6}{26}}$$

$$SD = \sqrt{\frac{3557.4}{26}}$$

$$SD = \sqrt{136.82}$$

$$SD = \mathbf{11.69}$$

Thus, the standard deviation of pre-test is 11.69.

After determining the mean score (X_1) of pre test was 51.85 and standard deviation of the pre-test was 11,69. It had shown that the students' vocabulary mastery were in lack category.

Table 4.3. The Student's Post-Test Score

No.	Students	Post-Test Score		(X_2^2)
		Correct Answer	Score (X_2)	
1.	JD	17	85	7225
2.	SDR	18	90	8100
3.	SFK	20	100	10000
4.	ADSH	14	70	4900
5.	RG	19	95	9025
6.	IR	10	50	2500
7.	M. HK	17	85	7225
8.	ALR	19	95	9025
9.	WYN	16	80	6400
10.	YN	19	95	9025
11.	P.M	18	90	8100
12.	FY	19	95	9025
13.	RD	16	80	6400
14.	HK	19	95	9025
15.	RMT	16	80	6400
16.	MJ	17	85	7225
17.	GM.J	17	85	7225
18.	HSL	14	70	4900
19.	QRJ	16	80	6400
20.	CR	16	80	6400
21.	RSD	17	85	7225
22.	SR	15	75	5625
23.	ZZH	17	85	7225

24.	AS	16	80	6400
25.	AY	18	90	8100
26.	AD	20	100	10000
27.	YR	18	90	8100
	ΣX	27	2290	197200

(Data' source: the students' score of the post-test)

Table 4.4. The Students' Classification Score in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	80-100	23	85.18%
2.	Good	66-79	3	11.11%
3.	Fair	56-65	0	0%
4.	Poor	40-55	1	3.7%
5.	Very poor	≤ 39	0	0%

(Data' source: the rate percentage of the frequency of post-test)

The table above showed the students' classification score and the rate percentage of frequency in post-test. Based on the data, is showed that implementing associated word technique is effective to improve vocabulary mastery students because most of them got excellent and good score.

4.1.1.3 Determining Mean Score of Post-Test

The following are the process of calculation to find out the mean score based on the calculation of students 'score in post-test table 4.4.

$$X = \frac{\Sigma X}{N} = \frac{2290}{27} = 84.81$$

So, the mean score (X_2) of the post-test is 84.81.

Based on the result of the post-test, it showed that the result is 84.81 and from that analyzing, it could be seen that almost the students got excellent score. It showed that associated word technique is effective to improve student's vocabulary.

4.1.1.4 Determining Standard Deviation of Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{197200 - \frac{(2290)^2}{27}}{27 - 1}}$$

$$SD = \sqrt{\frac{197200 - \frac{5244100}{27}}{26}}$$

$$SD = \sqrt{\frac{197200 - 194225.9}{26}}$$

$$SD = \sqrt{\frac{2974.1}{26}}$$

$$SD = \sqrt{114.39}$$

$$SD = \mathbf{10.69}$$

Thus, the standard deviation of post-test is 10.69.

4.1.1.5 The result of the pre-test and pos-test

Table 4.5. The mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	51.85	11.69
Post-test	84.81	10.69

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 51.85 (X_1) while the mean score of the post-test increased 84.81 (X_2). The standard deviation of pre-test was 11.69 while the standard deviation of post-test was 10.69.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that vocabulary mastery students have improvement after doing the learning process that used associated words technique.

4.1.1.6 The Rate Percentage of the Frequency of the Pre-test and Post-test

The following table showed the percentage of the frequency in pre-test and post-test.

Table 4.6 The Rate Percentage of the Frequency Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Excellent	80-100	1	23	3.7%	85.18%
2.	Good	69-79	1	3	3.7%	11.11%
3.	Fair	56-65	5	0	18.52%	0%
4.	Poor	40-55	17	1	62.96%	3.7%

5.	Very Poor	≤ 39	3	0	11.11%	0%
Total			27	30	100%	100%

The data of the table above indicated that the rate percentage of the pre-test. One student got excellent and good score (3.7%), five students got fair score (18.52%), seventeen students got poor score (62.96%), and three students got very poor score (11.11%). The percentage in post-test that students got excellent score was higher than the percentage in pre-test. It showed that students were able to improve vocabulary mastery after treatment by using associated words technique. Even though, one student still gets poor score while between the pre-test and post-test has increased by 20 points. That is because that students has a weak memory.

4.1.1.7 Determining the Significance by Calculating the T-Test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of Calculation Score of Pre-test and Post-test

NO.	X1	X2	$(X1)^2$	$(X2)^2$	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1	65	85	4225	7225	20	400
2	55	90	3025	8100	35	1225
3	80	100	6400	100000	20	400
4	60	70	3600	4900	10	100
5	40	95	1600	9025	10	100
6	30	50	900	2500	20	400
7	55	85	3025	7225	30	900
8	55	95	3025	9025	40	1600
9	60	80	3600	6400	20	400

10	60	95	3600	9025	35	1225
11	50	90	2500	8100	40	1600
12	65	95	4225	9025	30	900
13	35	80	1225	6400	45	2025
14	40	95	1600	9025	55	3025
15	40	80	1600	6400	40	1600
16	40	85	1600	7225	45	2025
17	50	85	2500	7225	35	1225
18	50	70	2500	4900	20	400
19	50	80	2500	6400	30	900
20	50	80	2500	6400	30	900
21	50	85	2500	7225	35	1225
22	50	75	2500	5625	25	625
23	50	85	2500	7225	35	1225
24	55	80	3025	6400	25	625
25	55	90	3025	8100	35	1225
26	75	100	5625	10000	25	625
27	35	90	1225	8100	55	3025
Total	$\sum X=1400$	$\sum X=2290$	$\sum X_1^2=76150$	$\sum X_2^2=197200$	$\sum D=845$	$\sum D^2=29925$

(Data' source: Calculate Score of Pre-test and Post-test)

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{845}{27} = 31.29$$

The calculation the t-test value:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{31.29}{\sqrt{\frac{29925 - \frac{845^2}{27}}{27(27-1)}}$$

$$t = \frac{31.29}{\sqrt{\frac{29925 - \frac{714.025}{27}}{27(26)}}$$

$$t = \frac{31.29}{\sqrt{\frac{29925 - 26.44}{702}}}$$

$$t = \frac{31.29}{\sqrt{\frac{29898.56}{702}}}$$

$$t = \frac{31.29}{\sqrt{42.59}}$$

$$t = \frac{31.29}{6.53}$$

$$t = 4.79$$

Thus, the t-test value is 4.79.

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 27 - 1$$

$Df = 26$

Table 4.8 The Test of Significant

Variable	T-test	T-table value
Pre-test and post-test	4.79	1.706

After obtaining the degree of freedom, the t-table at the degree of freedom 27 in significant degrees of 0.05 (5%), the table is 1.706. The following table showed that the t-test value was higher than t-table value ($4.79 \geq 1.706$). So, it indicated that there was significant difference between the students' pre-test and post-test result.

4.1.1.8 Hypothesis Testing

For the level significant (p) 5% and value of the table is 1.706, while the value of the t-test is 4,79. It means that t-test value is greater than t-table ($4.79 \geq 1.706$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It has been found that associated words technique is effective to improve vocabulary mastery students at the eighth grade of SMP Negeri 1 Cempa Kabupaten Pinrang.

4.2 Discussion

4.2.1 The ways of the Implementation Associated Words Technique

To find out how the implementation associated words technique to improve vocabulary mastery students, the researcher got some pieces information from the students' activities in learning.

There were eight meeting for doing this research. Two meeting for doing the test and six meeting for doing the treatment by using associated words technique. At

the first meeting, the researcher asked students to answer the test vocabulary by their own experience and also divided the students into six groups and gave every groups the topic discussion that they have to found 20 vocabularies about it. It aims to know the students' vocabulary before getting the treatment. In this case, the researcher checked the students' worksheet at home.

In the second meeting, the researcher informed the result of the students' answer that they have done. And then, the researcher explained to the students what wrong in their answer. Actually, many students less of vocabularies. After that the researcher explained what is associated words technique. For the first meeting, first topic that they have to discussed about "House". The representative of the group fourth that have to present the topic have to read aloud in front of their friends. While, the other groups wrote the vocabulary with the meaning. After that, another group wrote the vocabulary on the whiteboard according to their knowledge. And then the researcher checked the vocabularies and told how to pronounce it.

In the third meeting, the researcher asked the students the related of their condition. After that, the researcher gave one topic that presented by the second group about "Family". The representative of the group second presented the topic have to read aloud in front of their friends. While, another group wrote the vocabularies with the meaning. After that, another group wrote the vocabularies on the whiteboard according their knowledge one by one. And then, the researcher checked the vocabularies and told how to pronounce it. At the end of the meeting, the researcher gave the students a small test, namely translated the vocabulary was given by the researcher.

In the fourth meeting, the researcher asked the students related of their condition. Then, before the next group presented their topic, the researcher asked all of students to mention English from the words mentioned by the researcher, starting from the first topic until the second topic. So, that's the students can memorize and got many vocabulary. After that, the representative of the group sixth presented the topic about "Animals". In this learning process every students must come forward to write some word on whiteboard that related of the topic. Then, the researcher checked the vocabularies and told the pronounce it.

In the fifth meeting, the researcher asked the students the related of their condition. After that, the researcher gave one topic that presented by the third group about "Profession". The representative of the group third presented the topic have to read aloud in front of their friends. While, another group wrote the vocabularies with the meaning. After that, another group wrote the vocabularies on the whiteboard according their knowledge one by one. And then, the researcher checked the vocabularies and told how to pronounce it. At the end of the meeting, the researcher gave the students a small test, namely translated the vocabulary was given by the researcher.

In the sixth meeting, the researcher asked the students related of their condition. Then, before the next group presented their topic, the researcher asked all of students to mention English from the words mentioned by the researcher, starting from the first topic until the four topic. So, that's the students can memorize and got many vocabulary. After that, the representative of the first group presented the topic about "Body". In this learning process every students must come forward to write

some word on whiteboard that related of the topic. Then, the researcher checked the vocabularies and told the pronounce it.

In the seventh meeting, the researcher asked the students the related of their condition. After that, the researcher gave one topic that presented by the fifth group about “School”. The representative of the fifth group presented the topic have to read aloud in front of their friends. While, another group wrote the vocabularies with the meaning. After that, another group wrote the vocabularies on the whiteboard according their knowledge one by one. And then, the researcher checked the vocabularies and told how to pronounce it. At the end of the meeting, the researcher gave the students a small test, namely translated the vocabulary was given by the researcher. After that, the researcher told all of students to memorize all of vocabularies starting first topic until six topics.

In the last meeting, the researcher gave a post test. The students answer the same test as the first meeting but in this situation the students answer the test based on their knowledge after treatment. In this, the researcher did not inform to the students’ error answer. It aimed to know whether this treatment has an impact or not. At the end, the researcher also gave another test the memorization of students’ vocabulary starting from the first topic to the end by asking students to mention English from the vocabulary mentioned by the researcher one by one.

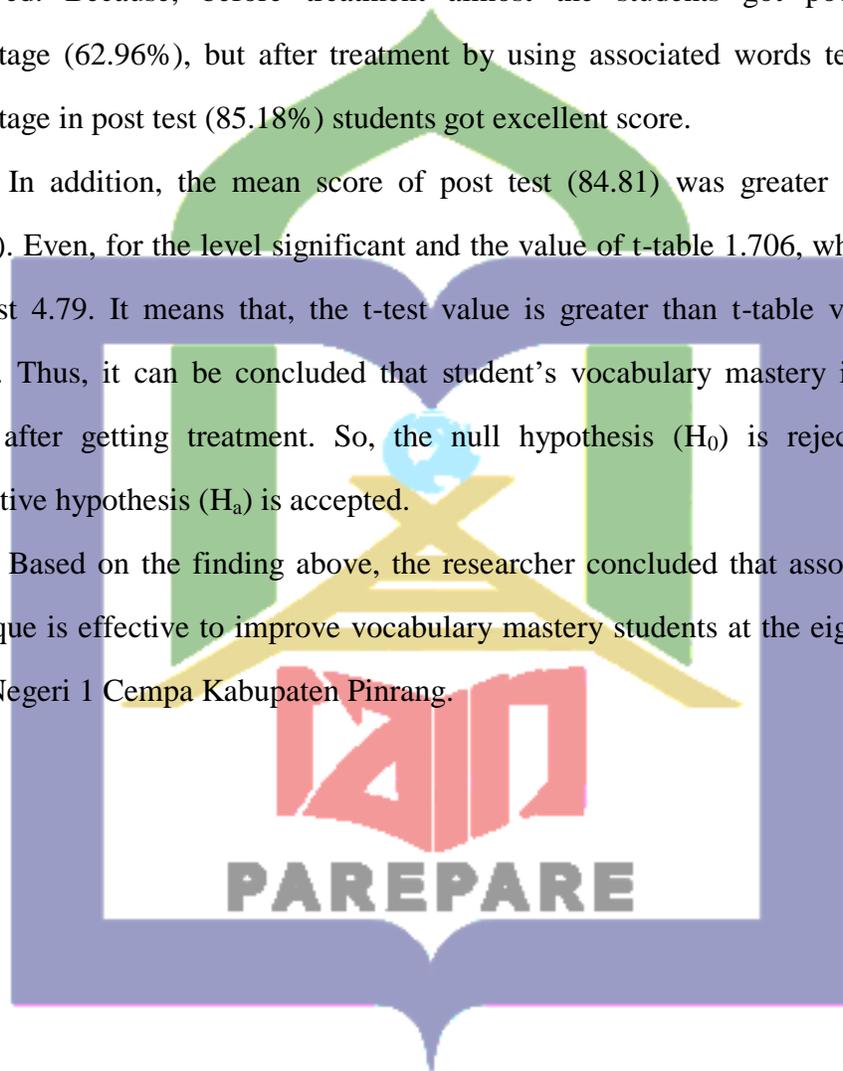
4.2.2 The Improvement of Students’ Vocabulary

By looking at the test finding, from the data provided in classification table pre-test can be seen that one (3.7%) student got excellent score, one (3.7%) student got good score, five (18.52%) students got fair score, seventeen (62.96%) students got poor score, and three (11.11%) students got very fair score. While the rate

percentage in post-test, twenty three (85.11%) students got excellent score, three (11.11%) students got good score, and one (3.7%) student got poor score. From the result, the researcher concluded that the students' vocabulary mastery students improved. Because, before treatment almost the students got poor score by percentage (62.96%), but after treatment by using associated words technique, the percentage in post test (85.18%) students got excellent score.

In addition, the mean score of post test (84.81) was greater than pre-test (51.85). Even, for the level significant and the value of t-table 1.706, while the value of t-test 4.79. It means that, the t-test value is greater than t-table value ($4.79 \geq 1.706$). Thus, it can be concluded that student's vocabulary mastery is significant better after getting treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Based on the finding above, the researcher concluded that associated words technique is effective to improve vocabulary mastery students at the eighth grade of SMP Negeri 1 Cempa Kabupaten Pinrang.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: Conclusions and suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusion

Based on the result of data analysis and discussion of the result in previous chapter, the researcher concluded that there is a significant difference of students' vocabulary mastery before and after treatment and associated words technique is effective to improve the students' vocabulary mastery at the eighth grade of SMP Negeri 1 Cempa Kabupaten Pinrang.

It can be seen in the mean score of pre-test (51.85) and the standard deviation (11.69), while in the post-test the mean score (84.81) and the standard deviation (10.69). While, t-test value 4.79, it was greater t-table was 1.706 at the level significance 5%.

Based on the data description above, it can be proved by looking the mean score in post-test was greater than pre-test, then t-test was greater than t-table. So, the researcher concluded that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

5.2.1 In teaching vocabulary, the teacher is hoped more creative and use model, strategy or method that suitable with the material and the students need. To make the learning process more effective and the students are not bored.

- 5.2.2 The teacher should be active and give the students chance to ask about the material in learning process, so that the students more understand about the material.
- 5.2.3 A model really need to make the students more understand and enjoy the learning process, and associated words technique can help the students to improve their vocabulary. It can be seen from the result of this research.



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Appendix.8 Curriculum Vitae

CURRICULUM VITAE

ERNI TAHIR, the writer was born on August 27th 1997 in Cempa, Pinrang. She is the fourth child from five children in her family. From the couple, Muh.Tahir and Hasnah, she has two elder brothers, one elder sister and one younger brother. The first brother name is Rustan, the second Ruslan, the third Hasni and the little brother name is Rahmat.

She began her study in Elementary School in Cempa and graduate on 2009. In the same year, she continued her studying in junior high school. She decided to continue her study at SMPN 1Cempa and finished her Junior High School on 2012. After that, she is registered as a student in SMAN9 Pinrang and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN)Parepare. While she studys in IAIN Parepare, she actives in Lembaga Dakwah Mahasiswa (LDM) Al-Madani IAIN Parepare 2016-2019. On 2019 she completed her skripsi with the title “The Effectiveness of Associated Words Technique to Improve the Vocabulary Mastery Students at the Eighth Grade of SMPN 1 Cempa Kabupaten Pinrang”.