THE EFFECT OF VOCABULARY NOTEBOOK STRATEGY IN ENRICHING STUDENTS' VOCABULARY AT THE 3RD SEMESTER STUDENTS OF PSDKU ARU

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Abstract, Vocabulary plays an important role for EFL learners since it helps them succeed to use English as the target language. Therefore, English teachers need to use appropriate teaching strategies to help the students enrich their vocabulary. The aim of conducting this research is to see the effect of using the Vocabulary Notebook strategy in enriching students' vocabulary. The research was done for three months with 12 students as samples. The research method was experimental research with pre-test and post-test that were used to take the data. The description of statistics and inferential statistics were used to analyze the data, and the SPSS program also was used in the process of analyzing data. The results show that the mean value in the pre-test was 15.42 with a deviation standard was 2.64, while the mean value in the post-test was 41.92 with a standard error of 0.85. Thus, it can be said that the results of the post-test were higher than the pre-test. Moreover, the significant value (2 tailed) of the research was $0.000(p < 0.05)$, so the results of the pre-test and post-test have a significant change. All in all, there is a significant difference between pre-test and post-test after getting treatment using the Vocabulary Notebook strategy in enriching students' vocabulary. Thus, the hypothesis of this study is accepted.

Keywords: vocabulary, vocabulary notebook, enriching

PENGARUH STRATEGI VOCABULARY NOTEBOOK DALAM MEMPERKAYA KOSAKATA MAHASISWA SEMESTER 3 PSDKU ARU

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Abstrak, Kosakata berperan penting bagi para siswa/mahasiswa yang belajar bahasa Inggris sebagai bahasa asing karena membantu mereka sukses dalam menggunakan bahasa Inggris sebagai bahasa target. Itulah sebabnya, pengajar bahasa Inggris membutuhkan strategi mengajar yang sesuai untuk membantu anak didik mereka dalam memperkaya kosa kata. Tujuan penelitian ini adalah untuk melihat dampak dari penggunaan strategi vocabulary notebook dalam memperkaya kosa kata siswa. Penelitian diadakan selama tiga bulan dengan 12 mahasiswa sebagai sampel. Metode penelitian yang digunakan adalah penelitian ekeperimen dengan mrnggunakan pre test dan post tes untuk mengumpulkan data. Deskripsi statistik dan statistik inferensial digunakan untuk menganalisis data, dan program SPSS juga

digunakan dalam proses analisis data. Hasil penelitian menunjukkan bahwa nilai rata-rata pada pre-test adalah 15,42 dengan standar deviasi 2,64, sedangkan nilai rata-rata pada post-test adalah 41,92 dengan standar error 0,85. Dengan demikian, dapat dikatakan bahwa hasil post-test lebih tinggi dari pada pre-test. Selain itu, nilai signifikan (2 tailed) dari penelitian ini adalah 0,000(p < 0,05), sehingga hasil pre-test dan post-test mengalami perubahan yang signifikan. Secara keseluruhan, terdapat perbedaan yang signifikan antara pre-test dan post-test setelah mendapatkan perlakuan menggunakan strategi Vocabulary Notebook dalam memperkaya kosakata mahasiswa. Dengan demikian, hipotesis penelitian ini diterima.

Kata Kunci: kosakata, vocabulary notebook, memperkaya

Introduction

Although it is a small component of language, vocabulary is essential to use in all skills of a language. Therefore, competent and successful use of language should have a proportional amount of vocabulary in order to support his/her capability to use language properly in daily activities and in academic life. In learning a language, vocabulary has a big important role towards learning achievement, as Nikijuluw (2020) claimed "It's a core of 4 skills in language proficiency to listen, read, speak and write" supported by Wilkins in Karagol (2020) briefly stated that "Without grammar, we might able to communicate however without vocabulary, we can't say anything". Therefore vocabulary mastery is important in order to upgrade language skills and communication.

Many scholars based on their studies claim that vocabulary plays an important role in mastering English, it is not denied that students especially EFL students face difficulties to enrich their vocabulary. This happens because perhaps English vocabulary is totally different in writing and pronunciation. The students are ashamed to speak or read and they avoid becoming an idiot in front of their classmates. On the other hand, in general students' problems in mastering vocabulary might come from the teachers because the teachers seldom give chance for students to comprehend vocabulary during classroom activities. Amir (2018) says that language teachers only teach the language during the teaching and learning process. They do not teach the students how to learn it. It means the lesson does not make students active. However, the task should be managed in order to make students being active in class. The students should be involved intensively in acquiring vocabulary is their task collaboratively with their classmates (Achmad, 2013). So the teachers should help the students with appropriate strategies in teaching vocabulary.

In achieving good achievement in English academically, Putra (2011) says that Academic comprehension will improve if the learners know the meaning of words. Words are building blocks of communication. When the learners have a great vocabulary, they can improve all areas of communication, namely: listening, speaking, reading, and writing. When students have a higher academic vocabulary development, they can tolerate a small proportion of unknown words in a text without disrupting comprehension and can even infer the meaning of those words from rich contexts. Besides, without some knowledge of vocabulary, neither language production nor language comprehension would be possible. It means that the growth of vocabulary knowledge is one of the essential prerequisites for language acquisition and this

growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching strategies which are the objectives of this article.

Based on the result of the interview in a preliminary study conducted on 12 students who took Professional Reading class in the academic year 2021-2022 in PSDKU Aru, they said that they have weaknesses in certain skills of English but the main cause of the problem is the students have very limit of vocabulary numbers. During one and a half years of studying at the English study program of PSDKU Unpatti Aru, the students have used conventional ways in improving their vocabulary such as memorizing the meaning of new vocabulary and opening a dictionary to find words' meanings is another popular way.

In order to help the students enrich their vocabulary, the researcher tried to implement an appropriate strategy that can support them with thousand of new vocabulary which is gained from the reading passages during Professional Reading class. Among some teaching and learning vocabulary strategies, the vocabulary notebook is appropriate for the condition in PSDKU Aru where this word learning strategy can help the students to write down the vocabulary they study in reading passages and its meaning and usage in sentences.

There were some scholars whose studies about improving students' vocabulary by impelementing vocabulary notebook. Andewi et.al (2018) carried out experimental research on junior high school students in Tolitoli and found that vocabulary notebooks could help the students to improve their vocabulary. Another research findings exposed by Dubiner (2017) found that vocabulary notebook promoted individual student's knowledge of vocabulary and their implementation in written sentences.

Based on the previous explanation, the researcher would like to carry out research in the English Department of PSDKU Unpatti, Aru by implementing Vocabulary Notebook to see its effectiveness in improving students' vocabulary. Besides that, the result of this study is used to test whether the hypothesis which is saying that there is positive and significant usage of vocabulary notebooks toward students' vocabulary enrichment accepted or not.

Methodology

This study used experimental research to see the effect of treatment between variables. The experiments are carried out in order to explore the strength of relationships between variables. This research was done at the English Study Program of PSDKU Pattimura University Aru. The participants of this study are 12 students in the English study program of PSDKU Aru, Pattimura University who took the Professional Reading course.

The study tried to describe the effect of the treatment of two distinct, Vocabulary Notebooks on students' vocabulary enrichment. Thus, the study used pre-test and pos-test. Descriptive statistic and inferential statistics data analysis techniques are used in analyzing the data. The descriptive statistic analysis technique is used to describe the data in the form of a table and the mean of standard deviation. While the inferential statistics technique is used to test the hypothesis. SPSS program is also used in the process of data analysis.

Results

Descriptive statistic and inferential statistics data analysis techniques are used in analyzing the data. The Descriptive statistic analysis technique is used to describe the data in the form table and the mean of standard deviation. While the inferential statistics technique is used to test the hypothesis. SPSS program is also used in the process of data analysis.

The Results of Data Normality Test

Table 1: Normality Test

	Kelompok	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil_Belajar	Kel.Pretest	.171	12	.200*	.927	12	.348
	Kel.Posttes	.160	12	.200*	.923	12	.312

The data in table 1 is said to be normally distributed in Shapiro Wilk if the significant value is greater than 0.05. The data for pre-test and post-test have a significant value of Shapiro Wilk are 0.348 and 0.312 (greater than 0.05) means that the data for pre-test and post-test are normally distributed.

The T-Test Data Results of Pre-Test and Post-Test

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	15.4167	12	2.64432	.76335
	Post-test	41.9167	12	2.93748	.84798

Table 2 shows the mean of the pre-test is 15.42 from twelve students, and the data distribution (deviation standard) is 2.64 with an error standard is 0.76. In post-test, the mean of post-test is 41.92 from twelve students, and the deviation standard is 2.64 with a 0.85 error standard. Thus, it can be said that the result of the post-test is greater than the result pre-test.

Table paired samples correlation (Table 3) shows correlation negative value means that the correlation between two variables in paired samples are paired opposite each other.

Table 3 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretes & Posttes	12	-.182	.570

The Hypothesis Test

In order to accept or reject the hypothesis of this research, paired sample test was done during the pre-test and post-test.

Table 4: Paired Differences

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pretes - Posttes	-2.65000E1	4.29588	1.24011	-29.22947	-23.77053	-21.369	11	.000

The significant value (2-tailed) (table 4) from this research is $0.000 (p < 0.05)$, so the result of the pre-test and post-test have significant changes. Based on the descriptive statistic test, the result of the post-test is greater than the result of the pre-test. Thus, it can be concluded that there is significant differences between pre-test and post-test after giving treatment, it is applying Vocabulary Notebook in enriching students' vocabulary. All in all, the hypothesis of this research, "There is positive and significant usage of vocabulary notebook toward students' vocabulary enrichment" is accepted.

Discussion

Based on the research question and the hypothesis that ask whether students' vocabulary enrichment can be improved or not, the quantitative results of the study support the effect of vocabulary notebooks in enriching students' vocabulary. It is demonstrated clearly that vocabulary notebooks are more effective in helping students enrich their vocabulary. Comparing the results of the post-test after the students got treatment to use vocabulary notebooks was higher than students' vocabulary achievement in the pre-test. In addition, the students were able to enrich their vocabulary knowledge from the reading passages during the treatment including the word type (noun, verb, adjective, etc), word's meaning, synonym, antonym, and collocation Besides that, the students also were able to produce their own sentences using the selected words.

The result of the study shows that all students worked individually to select the unfamiliar words from the reading passages they focused on. Selecting words was determined by the individual student without any intervention from the teacher. Furthermore, the students make their own sentences using those selected words. This indicates that the students become independent learners since they determine the words they want to focus on and they worked individually in their vocabulary notebooks toward the words. It is in line with the opinion of Fowle (2002) says that one promised benefit of vocabulary notebooks has been the enhancement of learner autonomy, or at least independent vocabulary study (Schmitt and Schmitt, 1995). In other words, the students can use vocabulary notebook as their own strategy to achieve their learning goal, it is vocabulary enrichment. In line with this, Tiwery and Ritiauw (2022) found that students' learning strategy affect their learning achievement.

As mentioned previously about making sentences, the students should make their own sentences using the selected words. Here they have to try their best in producing their own sentences without any help. Some previous researchers also conducted their study and found similar results. They have discussed and recommended this strategy that might use between

teachers and students to assist in learning and acquiring vocabulary effectively while still in reading. As highlighted in Nikijuluw (2020), it is a strategy that helps students to learn vocabulary naturally, by writing words that they think it difficult in the chart of the journal, trying to find the definition and recognizing the clue then internalizing the meaning in their daily lives.

Enriching knowledge of vocabulary is not only about the meaning of the words in the source and target language but it is about other kinds of word knowledge such as synonyms, antonyms, and collocation. The vocabulary notebook accommodates them where the students have to complete certain parts in the vocabulary notebook that contain word knowledge (Schmitt, 1995).

Conclusion

In this study, it has been found that the implementation of vocabulary notebooks is effective to enrich students' vocabulary. Vocabulary notebooks have been implemented for many years in different levels of education, and this study was implemented at the academic level and it demonstrated empirical support for the benefits of vocabulary notebooks in terms of vocabulary acquisition. Moreover, future researchers can apply the same study with different methods of research and different level of education. The results of this study can be a recommendation for EFL students at different levels of education to use vocabulary notebooks to enrich their vocabulary.

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