

THE IMPLEMENTATION OF GRAB BAG TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY MASTERY

Muh Gazali¹, Nur Aeni²

¹ STKIP YPUP Makassar Email: muhgazali983@gmail.com

² STKIP YPUP Makassar, Email: nuraeniypup@gmail.com

Abstrak

The research aims to describe the use of Grab Bag Technique to Improve Students' Vocabulary Mastery. The population of the research is at the fifth grade students of SD Negeri Sangir Makassar. The sample is 30 students by using Purposive sampling technique. The research uses pre-experimental method with one group pretest and post-test. The data analysis shows that the students' vocabulary achievement with the mean score in pre-test is 5,2 and the mean score in post-test is 7. There is significant difference by means post-test is higher than pre-test ($7 > 5,2$). The t-test value is greater than t-table ($8,3 > 2,045$). It can be concluded that the use of Grab Bag Technique can increase the students' vocabulary mastery at the fifth grade students of SD Negeri Sangir Makassar.

Keywords: Vocabulary Mastery, Grab Bag Technique, Pre-Experimental Method

INTRODUCTION

Learning vocabulary is essential to become proficient in the four English language abilities of speaking, writing, listening, and reading. However, a lot of elementary school pupils still have trouble with language because of conventional, teacher-centered teaching strategies that don't actively involve them. It is crucial to use creative and student-centered approaches to solve this issue. The Grab Bag Technique is one such method that promotes curiosity, engagement, and contextual learning by randomly selecting vocabulary words from a bag according to themes or cues. Students can acquire vocabulary in a more engaging and participatory way with this method. Thus, the goal of this study is to investigate how well the Grab Bag Technique works to help fifth-grade students at SD Negeri Sangir Makassar improve their vocabulary mastery. The researcher anticipates that using this approach will improve students' engagement, interest, and eventually vocabulary growth when studying English.

REVIEW OF LITERATURE

The traditional approach to vocabulary instruction was to require students to learn definitions of words, either by drill or by looking words up in a glossary or dictionary.

Suardi (2000:137) found that the English teacher in Pangkep Regency had various strategies in teaching and developing the students vocabulary mastery. One of them to be used was classifying the words into their classes.

Nation (2000) vocabulary was all the words that a person knows or uses. Without knowing vocabulary that impossible to understand the language and gave idea clearly that in learning English, vocabulary was necessary.

According to Vians in Simon (2012) learning to trace letters and words was an important skill for beginning readers to master. It furthers the development of letter recognition and fine motor control. Sometimes children learn to trace letters and words quite readily. Others need direct instruction and time to apply their skills. The easiest way to taught your beginning reader to trace letters and words was to start with something meaningful like the child's name.

Richard (2001:4) stated that vocabulary is one of the components of language and one of the first things

applied linguists turned their attention to.

Vocabulary instruction needed to include considerably more than just definitions or short sentences-containing the word to improve comprehension. A combination of methods might be needed to provide the necessary depth of knowledge about each to-be-learned word.

Based on the researchers finding above it could be inferred that there were many kinds of teaching technique to teach vocabulary. Each technique could be applied in any ways as long as it was suitable for the students. So that the researcher would do the research using the Grab Bag Technique to build the students' vocabulary.

METHODS

To investigate the efficacy of the Grab Bag Technique in enhancing the vocabulary mastery of fifth-grade students at SD Negeri Sangir Makassar during the academic year 2013/2014, this study used a pre-experimental design with a one-group pre-test and post-test model. Purposive sampling was used to choose the sample, which included thirty pupils. Vocabulary tests given both before and after the treatment were used to gather the data. As part of the interactive vocabulary exercises, students worked in pairs and followed teacher-provided cues to use grab bags filled with different words. The goal of the engaging learning process was to motivate students to actively utilize new language in relevant contexts, cooperate with others, and think critically

The significance of improvement between the pre-test and post-test findings was assessed by the researcher using quantitative analysis, which included a t-test and a mean score comparison. With the mean score increasing from 5.2 to 7.0 and the t-test value (8.3) surpassing the t-table value (2.045), the results showed a significant improvement in the students' vocabulary mastery. These findings offered statistical proof that the treatment significantly impacted the learning outcomes of the students.

In summary, the research's methodology successfully captured the Grab Bag Technique's application process and outcome. It proved that by making learning more engaging, student-centered, and interactive, this method can be an effective tool for teaching young learners English vocabulary. The effectiveness of this approach points to the possibility of broader use in comparable educational settings.

FINDINGS AND DISCUSSION

FINDINGS

The vocabulary test was administered two times, that was, in pre-test and post test. It aimed at collecting data in order to know whether or not the students could significantly improve their vocabulary mastery after having the treatment by using the Grab Bag Technique.

The researcher administrated a test that was given twice. The pretest was given before treatment to know the basic knowledge of the students' English vocabulary mastery. While post test was give after giving treatment to know the improvement of the students' English vocabulary Mastery. The pre-test and post-test were compared to know whether or not there was significant difference improvement of the students in learning the implementation of Grab Bag Technique to improve students' vocabulary mastery.

As one of technique in teaching vocabulary, Grab Bag Technique used in classroom activities. Grab Bag Technique has been used in this research and has been applied at the fifth grade students of SD Negeri Sangir Makassar.

In pre-test most students found difficulties to analyze the questions. some student found difficulties to choose the answer.

In treatment most students found difficulties to choose in the grab bag related to clues. Consequently they choose wrong answers. Some students found difficulties to analyze the pictures.

After having treatment, the students' difficulties could be minimized. It was known after the researcher had conducted the post-test.

The students' score in both pre-test and post-test were classified into some criteria such as percentage and frequently of the students. the following tables show the students' score of pre-test and post-test.

Computing the frequency on the rate percentage of the students score :

$$\% = \frac{n}{N} \times 100 \%$$

Where :

n = frequency

N= the total number of the students

The raw score of the students' vocabulary skill were classified into seven levels based on Depdikbud 1985 classification. The students score of pre-test and post-test were classified into same criteria. None of the student (0%) got excellent score. There was no student (0%) got very good, and there was no student (0%) got good. There were 8 students (26,67%) got fairly good and there were 4 students (13,33%) got fair. There were 10 students (33,33%) got poor and there were 8 students (26,67%) got very poor. Most students got poor score, only few students got fair score while very poor and fairly good score had same percentage, and no one student got good score. There was 1 student (3,33%) got excellent, there was 4 students (13,33%) got very good, there were 7 students (23,33%) got good, there were 7 students (23,33%) got fairly good, there were 7 students (23,33%) got fair, there were 2 students (6,67%) got poor and there were 2 students (6,67%) got very poor. There was one student got excellent, there were three classification scores had same percentage, those were good, fairly good and fair. Very good on the second place and only few students got poor and very poor. The value of students' post-test was greater than pre-test ($7 > 5,2$). It indicate that the Null hypothesis (H_0) was rejected and the alternatif hypothesis (H_1) was accepted. the mean score of pre-test was 5,2 while the mean score of post-test was 7. Referring to the data shown, it could be said that mean score of students' pre-test was lower than post-test.

The mean score of the students pretest

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

$$\bar{X} = \frac{156}{30}$$

$$\bar{X}_1 = 5,2$$

Where:

$\bar{X}$ = Mean score

$\sum x$ = Total of raw score

N = The total number of students

The mean score of the students pre-test ($\bar{X}$) was 5,2

The mean score of the students post-test

After calculating the students' score in pre-test and post-test, the researcher used this formula ($\bar{X} = \frac{\sum X}{N}$) to get the mean of the students' scores.

The mean is the sum of all scores of the tests was divided by the number of subject (sample) in order to find out the mean score of pre-test and post-test, the calculating of them are presented as in the following:

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

$$\bar{X} = \frac{206}{30}$$

$$\bar{X} = 6,86$$

The mean score of the students post-test ($\bar{X}$) was 6,86 (7). The total score of pre-test was 156 while the mean score of post-test was 206. Referring to the data shown, it could be inferred that total score of students' pre-test was lower than post-test. The difference score was 50.

a. The main score of gain

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{50}{30}$$

$$\bar{D} = 1,66$$

Where:

$\bar{D}$ = Deviation (the mean of difference between the fair score)

$\sum D$ = Standard deviation

N = The total number of students

b. T-Test value

Finding out the significant difference between the mean scores of pre-test and post-test by calculating the value of the test by using formula:

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

$$t = \frac{1,66}{\sqrt{\frac{118 - \frac{(50)^2}{30}}{30(30-1)}}$$

$$t = \frac{1,66}{\sqrt{\frac{118 - \frac{2500}{30}}{30(30-1)}}$$

$$t = \frac{1,66}{\sqrt{\frac{85 - \frac{2500}{30}}{30(29)}}$$

$$t = \frac{1,66}{\sqrt{\frac{34,17}{870}}}$$

$$t = \frac{1,66}{\sqrt{0,0393}}$$

$$t = \frac{1,66}{0,20}$$

$$t = 8,3$$

Thus the t-test is 8,3

Where:

T	=	Test of significant
$\bar{D}$	=	Deviation (the mean of difference between the fair score)
$\sum D^2$	=	The sum of the D (the defference between two fair of score)
$(\sum D)^2$	=	Square the sum of D
N	=	The total number of students

T-table was smaller than t-test value of the students' English vocabulary where the value of t-test was 8,3 and t-table was 2,045. It could be conclude that t-table was smaller than t-test value of students vocabulary mastery improvement. Reffering to the data shown, it also could be concluded that there was significant different between the results of students pre-test and post-test.

The data of this research were collected by using pre-test and post-test. A pre-test was given before the students having treatment. It aimed at finding out the students prior vocabulary mastery. After the students having treatment, they were given a post-test. It aimed at finding out the students vocabulary improvement.

The value of t-test was greater than the value of t-table (8,3 > 2,045). Than the researcher concludes that the use of Grab Bag Technique was effective to be used in teaching English vocabulary. The total score of pre-test $\sum X_1$ was 156 and the total raw of post-test $\sum X_2$ was 206. The gain of the differenc between the match pair $\sum D$ was 50 and the square of gain $\sum D^2$ was 139. The minimum gain (D) of students' score was 0 and the maximum score of gain (D) was 5. The total row score of post-test (206) was higher than the total row score of pre-test (156). The data showed that the improvement of the students of SD Negeri Sangir Makassar to increase English vocabulary mastery was standard. None of the student got excellent score. There was no student got very good, and there was no student got good. There were 8 students got fairly good and there were 4 students got fair. There were 10 students got poor and there were 8 students got very poor. There was 1 student got excellent, there was 4 students got very good, there were 7 students got good, there were 7 students got fairly good, there were 7 students got fair, there were 2 students got poor and there were 2 students got very poor. There were 28 students score improved, there were 2 students score uncganged, and no one of 30 students has decrease. In order to know which 93,33% students got improvement of their score, 6,67% students did not get improvement and 0% student got lower score.

In pre-test there was 0% got excellent score, there was 0% got very good score, there was 0% got good score, there was 26,67% got fairly good score, there was 13,33% got fair, 33,33% got poor and there was 26,67% got very poor score. While in post test there was 3,33% got excellent score, there was 13,33% got very good score, there was 23,33% got good score, there was 23,33% got fairly good score, there was 23,33% got fair, 6,67% got poor and there was 6,67% got very poor score. Referring to the data above, it shown that most students got improvement after learning vocabulary by using Grab Bag Technique.

DISCUSSION

This part presents the discussion of the result of the data analysis. The discussion aimed to describe the students' vocabulary mastery improvement by Grab Bag Technique to the fifth grade students of SD Negeri Sangir Makassar.

In pre-test, most students were difficult to choose the answer in grab bag. After giving the pre-test, the researcher gave treatments to the fifth grade students of SD Negeri Sangir Makassar. The Treatments were in third meetings. After having treatment, the researcher gave post-test. The result of pre-test and post-test were compared to know the students' vocabulary mastery improvement.

The description of data collected through vocabulary test has been explained in the previous section shows that the students' English vocabulary mastery was improved. It is supported by the frequency and the rate percentage of the score of the students' pre-test where there were 8 (26,67%) students got very poor score, there were 9 (30,00%) students got poor score, there were 6 (20,00%) students got fair score, there were 6 (20,00%) students got fairly good score, there was 1 (3,33%) student got good score, there was no student got very good and excellent. After an experiment, the students' English vocabulary was good enough. It is supported by the rate of percentage of the students' post-test where there were 2 (6,67%) students got very poor score, there were 6 (20,00%) students got poor, there were 5 (16,67%) students got fair score, there were 7 (23,33%) students got fairly good score, there were 8 (26,67%) students got good score, there was 1 (3,33%) student got very good score and there was 1 (3,33%) and there was 1 (3,33%) student get excellent score.

After understanding the data of pre-test and post-test it was known that the total score of pre-test was 156 and the mean score of the students' was 5,2 while the total score of post-test was 206 and the mean score of students' post-test was 7 referring to the data shown, it could be inferred that both the total score and the mean score of students' pre-test were lower than post-test.

Based on the description above, it can be concluded that the students' English vocabulary mastery in the post-test was higher than the result of the rate percentage of the students' pre-test. It means the students have had high motivation in learning English vocabulary mastery being taught by Grab Bag Technique. The result of the mean score of the students' pre-test was 5,46 and post- test was 6,8 It indicates that the mean scores of the students' post-test was higher than pre-test.

The result of the t-test, it is clearly enough that the mean score and the t-test analysis drew same conclusion; the writer found that there was a significant difference between the results of pre-test and post-test after comparing with the value of t-table. It means that, there was a significant difference result of the test before and after teaching and learning process through Grab Bag technique.

From the discussion above, it can be argued that the fifth-grade students of SD Negeri Sangir Makassar have better English vocabulary mastery after learning by using Grab Bag Technique.

CONCLUSION

Related to English language teaching, Grab Bag Technique has been proven to be an effective way to enhancing the language competence particularly vocabulary mastery. This was compatible with the new paradigm of English language learning that was students centered not teacher centered. In addition, Grab Bag Technique could motivate students to know new vocabularies.

Based on the finding and discussion presented in chapter IV, the researcher formulated conclusion that English vocabulary through Grab Bag Technique could increase the student's vocabulary mastery, it was shown by the mean score of the students' pre-test that was 5,2 become higher on the mean score of post-tests that was 7.

The Grab Bag Technique was an effective way for teaching English to increase the students' vocabulary mastery especially for the students of SD Negeri Sangir Makassar. It was proven by seeing the significant difference between pre-test and post-test. Preparing students with a good technique in learning English, particularly in vocabulary mastery will aid them to be the better students in English. This is one teachers' duty.

REFERENCES

Nation, Paul. 2000. *Methodology in Language Teaching; Best Practice in Vocabulary Teaching*. New York: Cambrige University Press

Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. New York: Cambrige University Press.

Simon, Yetty. 2012. *Building Vocabulary by Tracing Word at SD Kartika XX-2 Makassar*. Thesis STKIP-YPUP.

Suardi. 2000. *Developing Vocabulary Mastery of Students Through Classification of Words Teaching*. A Thesis: FPBS UNM