THE EFFECT OF WORD FORMATION STRATEGY ON GRADE SEVEN STUDENTS' VOCABULARY LEARNING RESULT AT SMPN 20 BEKASI

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ABSTRACT

This study was to investigate whether or not significant effect of the word formation strategy on grade seven students' vocabulary learning result at SMPN 20 Bekasi. The sampling technique which used in this research is *cluster random sampling,* with the total samples is 81 students. The samples consists of 41 students of experimental class and 40 students of control class. The research methodology adopted was *quasi experimental method*, with the research design used *post-test only control group design*. The instrument used in this research in an objective test given to the students. The research data were analyzed descriptively and inferentially. To indicated significant effect of learning vocabulary through word formation strategy on vocabulary learning result of SMPN 20 Bekasi students, a *post-test* was used. The results was rejected null hypothesis, It means that learning vocabulary through word formation strategy positively affected SMPN 20 Bekasi students' vocabulary learning result.

Keywords: *strategy*, *vocabulary, vocabulary learning result, word formation strategy*

Introduction

Vocabulary is the most a fundamental basis and basic of every sentence and every language. According to Graves (1986) ideal vocabulary that must be owned by the beginner learner is between 2,500 to 5,000 words to support language learning. But it lacked the English language learners in our country, especially English is a foreign language so that the use of such language only in a few things and places.

One of cause the learners difficult to remember the vocabulary is teacher strategy on teaching not effective. Davoudi and Yousefi (2009) stated that the

failure in learning vocabulary refers to old methods or strategy of teaching and learning like rote memorization, finding word from native-language dictionary, asking the new words from teacher, writing synonyms and antonyms, writing translation and other ways which are not effective.

According to Toosi (1995) for advanced level a very helpful way of teaching vocabulary would be the teaching of word formation strategy. Armbruster (2001) defined word formation strategy as teaching students to use word parts to figure out the meanings of word in text Many researchers emphasize the validity of the word formation strategy uses of affix knowledge for building vocabulary (Nation, 1990; Bauer & Nation, 1993). By applying affixes instruction in English classrooms, teachers can create a creative situation for teaching and keep learners interested and motivated for learning vocabulary. Students also can have a better understanding of new words.

There are many researches that proved word formation strategy as effective to enrich the number of vocabulary. The previous relevant researches that revealed word formation can improve students' vocabulary learning result are: 1) Soraya (2014) from this research can be taken a conclusion that Affixation, as one of the most essential and effective ways of word –formation. 2) Sadeghi (2011), the result is word formation strategy improves vocabulary learning of Iranian intermediate EFL students. 3) Fotokian (2015) the result is teaching prefixes can improve students' vocabulary learning.

Based on the explanation above, this study conducted to investigate whether or not significant effect of the word formation strategy on grade seven students' vocabulary learning result. The aims of this research is to find out the

effect of using word formation strategy on grade seven students vocabulary learning result at SMPN 20 Bekasi. And the research question is formulated as follows : "Is there any the effect of word formation strategy on grade seven students vocabulary learning result at SMPN 20 Bekas?"

Method

Hypotheses

To find out whether or not there is significant effect of word formation strategy on grade seven students' vocabulary learning result at SMPN 20 Bekasi, the hypotheses are formulated as follows:

1. Null Hypothesis (H_o)

   There is no significant effect of word formation strategy on grade seven students' vocabulary learning result at SMPN 20 Bekasi.

2. Alternative Hypothesis (H_a)

   There is significant effect of word formation strategy on grade seven students' vocabulary learning result at SMPN 20 Bekasi.

Research Design

The research method used in this research was *Quasi Experimental* method, in which the researcher cannot control tightly all the characteristics of the samples under study. The research design used in this research is post-test only control group design. The first group namely as experimental that used word formation strategy and other group namely as control group that did not use word formation strategy. Both groups were given post-test.

Participants

The population of this research is the first semester of students of SMPN 20 Bekasi in the seventh grade, consisting 390 (three hundred and ninety) students. To determine the sample of this research, the writer used *Cluster Random Sampling*. The total of students that participated in this research is about 81 (eighty one) students, consisting each of 41 students in VII.7 as experimental class and 40 students in VII.9 as control class.

Variables and Measures

In this research, independent variable is Word Formation Strategy. Dependent variable in this research is Vocabulary Learning Result. There are some indicators to measure vocabulary as follows:

1. Student are able to identify words having the different meaning (antonym)

2. Students are able to identify words having the same meaning (synonym)

3. Students are able to recognize the meaning of word in a context

4. Students are able to fill in the blank with correct word

5. The students are able to use the word in sentences

Validity and Reliability

To get a good test, the instrument is measured in term of its, validity, reability, difficulty index, and discrimination power, before it was given to sample class. The instrument was objective test with 50 items. Those items were analyzed its validity using Pearson Product Moment Correlation Coefficient, reliability using Alpha Cronbrach formula, difficulty index using SPSS 23 and discrimination power to obtain good instrument using Microsoft Excel 2007. After the items have been analyzed, the good items that valid, reliable, satisfactory

and medium were chosen to obtain good data. Post test used 30 good question items to simplify the data analysis.

Procedure

1. Planning. The planning phase involves: Preparing and arranging the research design to get the research data. Before conducting the research, the writer formulates the hypothesis based on some related theories. Contracting blue print and specifying the indicators of the variables under study to be developed into question items, conducting try out, analyzing the instruments in terms of validity, reliability, discrimination power and difficulty index, determining the research method and design and constructing the lesson plan.

2. Collecting data. The data are taken from both experimental and control classes through administrated the test after the treatment. The instrument was tried out first before it was given to the sample classes to find out its validity, reliability, discrimination power, an difficulty index. Only the good test items were given to the sample classes of both the experiment class and control class.

3. The Data Analysis. The data collected from the sample classes are analyzed statistically adopting one way Anova after they have fulfilled the pre-requisite analysis of normality and homogeneity.

4. Reporting. The research findings are reported and written based on the formal frame of writing.

Result

The research data were analyzed descriptively. The descriptive statistic can be seen on the following table.

(Table 1)

Descriptive Statistics

Statistics		Control Class	Experimental Class
N	Valid	40	41
	Missing	0	0
Mean		53,025	74,8293
Std. Error of Mean		2,05797	1,61241
Median		50	73
Mode		50	70
Std. Deviation		13,01574	10,32449
Variance		169,41	106,595
Skewness		0,323	-0,838
Std. Error of Skewness		0,374	0,369
Kurtosis		-0,386	1,78
Std. Error of Kurtosis		0,733	0,724
Range		53	50
Minimum		30	40
Maximum		83	90
Sum		2121	3068

From the table above, Mean (Average Score) of Experiment Class was 77.97 and Control Class was 63.79. In experiment class, the maximum score was 90 and the minimum score was 40 while in control class, the maximum score was only 83

and the minimum score was 30. It showed that the score of class using word formation strategy got higher than class without using word formation strategy.

After the data were analyzed descriptively, the data were analyzed inferentially using One-Way ANOVA. The data were tested its normality (Kolmogorov Smirnov) and its homogeneity as pre-requisite data analysis. The result of data analysis is presented as follows:

Table 2

One Way ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9625,911	1	9625,911	69,953	,000
Within Groups	10870,780	79	137,605		
Total	20496,691	80			

The result of statistical analysis using Anova, it revealed that H_o is rejected and H_a is accepted , since significant 0,000 is lower (<) than 0,05. H_o is rejected and H_a is accepted, mean that there is significant effect of independent Variable on Dependent Variable, namely there is the effect of word formation strategy on grade seven students' vocabulary learning result at SMPN 20 Bekasi.

Discussion

The research was conducted by the writer in SMPN 20 Bekasi in the academic year of 2016/2017, involving 81 students that is contained 41 students of experimental class and 40 students of control class of the grade seven in the sample class. The result above means that there was a significant effect of word formation strategy on grade seven students' vocabulary learning result at SMPN 20 Bekasi in academic year 2016/2017. The significant effect occurred because mean of score of experimental class is 74, 83, higher than mean of control class that is 53. It mean that word formation strategy can help the students to acquire their vocabulary learning result.

The effect of word formation strategy on vocabulary learning result, it has been already explained. Many researchers emphasize the validity of the word formation strategy uses of affix knowledge for building vocabulary (Nation, 1990; Bauer & Nation, 1993). Likewise, the result of study of Sadeghi (2011), founded that the word formation strategy on vocabulary learning of Iranian Intermediate EFL students has positive effect.

In experimental class students more active, interested and motivated for learning vocabulary. The students are more easily to understand how to make new word and know the meaning of new word. The students in experimental class pay attention to the material delivered and looks interested in the material. There is follow up for the student in the class. For examples: when the teacher asked the students to write down the new word in the white board, many students rised their hand to permit answer the question. The students active to ask some question

when they do not understand the meaning of word. On the other hand students in control class more passive and no atractive, they are bored during in the class. Many students pay attention with the material but, many students that do not pay attention and talk with their friend during the teacher transfer material. However, there are some students in experimental class who got low score. But, there were also several students in control class who scorer higher than those in experimental class. Nevertheless, this was only individual case which could not be generalized. Although occurrance such individual cases, the research proved word formation strategy had effect on students' vocabulary learning result at SMPN 20 Bekasi.

In the discussion here, relevant studies also pointed the same positive effect word formation strategy on students' vocabulary learning result. The First, a research was done by Soraya M, & Mohammad Taghi H. The tittle is The Effect of the number of affixes on vocabulary learning of Iranian advanced EFL Students. The result of the research was affixation, as one of the most essential and effective ways of word formation provides us with a good perspective to enlarge vocabulary. The Second, the similar research was done by Mohammad Taghi, Soraya M, & Abbas Ali Zarei. By the tittle The Effects of the number of affixes on vocabulary learning of Iranian intermediate EFL students. The result of the this research, that there is significant effect of the number of affixes on vocabulary learning ; And the third a research was done by Nakayama (2008) by the title effect of vocabulary learning using affix : special focus on prefix. The results of the study show that using systematic teaching of prefix knowledge is effective for learners who do not have prefix knowledge at the beginning.

Based on the explanation above and the result of the hypothesis testing, it can be concluded that the word formation strategy can help vocabulary learning result. In other words, there is significant effect of word formation strategy on students' vocabulary learning result. Then, it also means that word formation strategy will be followed by the improvement of students' vocabulary learning result.

Conclusion

This study investigating the effect of word formation strategy on vocabulary learning result, involving 41 students in experimental class can eventually conclude that there was significant effect of word formation strategy on grade seven students' vocabulary learning result at SMPN 20 Bekasi. This conclusion is based on the rejection of H_O and acceptance of $H_{A.}$

The effect of word formation is shown by the better scores obtained by the experimental class treated with this strategy in contrast to the lower scores obtained by the control class treated with conventional method. Therefore the research conducted by the writer as verified and confirmed the relevant researches conducted by the previous researchers.

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