THE EFFECT OF CONCRETE THINGS ON VOCABULARY LEARNING OUTCOMES OF GRADE SEVEN STUDENTS AT SMP NEGERI 13 PALU

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Abstrak
Penelitian ini bertujuan untuk menemukan efek benda konkrit pada hasil belajar siswa dalam mempelajari kosakata Bahasa Inggris pada kelas VII SMP Negeri 13 Palu. Penelitian ini menggunakan desain eksperimen quasi, yang mana terdapat dua kelompok, kelompok ekperiemn dan kelompok kontrol. Kelompok VII E sebagai kelompok eksperimen, sedangkan kelompok VII F sebagai kelompok kontrol. Penelitian ini melibatkan 50 siswa pada SMP Negeri 13 Palu. Sampel penelitian ini diambil dari populasi kelas VII menggunakan teknik purposive sampling. Peneliti menggunakan tes sebagai alat untuk mengumpul data. Tes terbagi menjadi dua; pretest dan posttest yang diberikan kepada kelompok eksperimental dan kelompok kontrol. Treatment (pengajaran) dilakukan sebanyak enam kali, yang mana treatment (pengjaran) menggunakan benda konkrit diberikan kepada kelompok eksperimental sedangkan kelompok kontrol menggunakan teknik lain. Data didapatkan dari tes yang dianalisis secara statistik. Dari analisis tersebut, didapatkan perbedaan antara hasil dari kelompok eksperimental dan kelompok kontrol. Merujuk pada uji hipotesa yang dilakukan dengan menggunakan taraf signifikasni 0.05 dan taraf kebebasan (df) 48, peneliti menemukan bahwa t-hitung (5.11) lebih tinggi dari pada t-tabel (2.0126). Ini berarti alternative (Ha) diterima dengan kata lain pengguanan benda konkrit mempunyai efek yang sangat signifikan pada pembelajaran kosakata.

Kata Kunci: Pengaruh, Benda Konkrit, Pembelajaran Kosakata.

Abstract
This research aims at finding out the effect of concrete things on students' learning outcomes in learning vocabulary of grade seven at SMP Negeri 13 Palu. This research applied quasi experimental design, in which there were two groups, experimental and control group. Seventh grade E as the experimental group, while seventh grade F as the control group. This research involved 50 students of SMP Negeri 3 Palu. The samples of this research were taken from the population of grade seven students by using purposive sampling technique. The researcher used tests as the instrument of collecting data. The tests were divided into two; pretest and posttest that were given to the experimental and control group. The treatment was conducted six times which was given to the experimental group by using concrete things, while the control group using the other technique. The data obtained from the test were analysed statistically. From the analysis, there was a difference between the achievement of experimental (85.5) and control group(54.6). It was based on the hypothesis testing done, by using 0.05 level of significance and 48 degree of freedom (df), the researcher found that t-counted (5.11) is higher than t-table (2.0126). It means that the hypothesis (Ha) is accepted or in the other words the use of concrete things has significant effect on students' learning outcomes in learning vocabulary.

Keywords: The effect, concrete things, students' learning outcomes, and vocabulary.

PENDAHULUAN

Vocabulary plays an important role in English teaching learning process. It is one of the components that links the four language skills all together. Students' vocabulary will improve much if they learn more words and expressions. It is vital to know a lot of words if the students want to make progress in a foreign language. Even if their grammar is excellent, they will not be able to communicate the meaning without a wide vocabulary. The secondary school students are required to have sufficient vocabulary to do English final examination successfully. This implies that teachers need to work on developing students' vocabulary systematically.

People need to communicate in doing daily activities and making an interaction to other people in their life. Darwanto (2007) states that, communication is a social event that can occur anywhere without knowing the place and time. English is used in all aspect of multilateral relationship such as diplomatic, social, cultural, international commerce, and also in education such a medium for every nation to communicate each other.

Based on my observation in SMP Negeri 13 Palu, the researcher identified some problems that encountered by students in the process of teaching and learning vocabulary. Learners have limited vocabulary to comprehend the meaning of the text; they do not know the context of the word usage, can not recognize the meaning of each word, unable to listen the English words from speakers, and get difficulty to communicate effectively in English. The students also had difficulty in writing the vocabularies. They often wrote some words as they heard. For example word such as shoes, chair, blackboard, and classroom were written as soes, cheir, blackbord, and classrum. They also tended to pronounce the words in Indonesia pronunciation. Another problem related to the teaching vocabulary is that the teacher asked the students to memorize some words in front of the class, the teacher asked the students to find the meaning of unfamiliar words they found from the text in the dictionary, or even directly tell the meaning of the words to the students.

In relation to the explanation ebove, the first thing to do is to improve the teaching and learning process. The

teacher should be able to motivate the learners in learning this foreign language. Motivation is especially important for teenage language learners. Without motivation, learners may find it boring to learn vocabulary only with their translation. That is why teachers should be interested in raising student's motivation and searching for the method that is not only interesting but also doable during the 45-minute lesson.

Another important factor in imporoving the teaching and learning process is applying the appropriate technique in teaching language. A good technique may make students understand and master the lesson better. Concrete things is one of techniques that can be applied by the teacher in the classroom. The main advantage of using concrete things into the classroom is to make the learning experience more memorable for the learner. It is a good way to increase the student's interest because the students can practice English in a real situation. It means that they do not need to imagine because they can see, hear, taste, touch, and feel the object directly and it can affect their motivation in a positive way.

Having analyzed both variables, concrete things and motivation, I was interested in finding out if there is any effect of concrete things and motivation toward vocabulary mastery at SMP Negeri 13 Palu. With respect to the description from background of the study which showed the connection of concrete things, motivation and vocabulary mastery, the question of the research was highlighted as follows: Is there any significant effect of concrete things on students learning outcomes in learning vocabulary of grade seven students at SMP Negeri 13 Palu. In relation with this, the objective of the research was to find out the effect of concrete things on students' learning outcomes of grade seven at SMP Negeri 13 Palu.

Teaching with concrete things or objects is an excellent means to enhance students' sensory literacy, allowing them to develop the ability to compile evidence through sight, touch, hearing, smell, and even taste to analyze and articulate that evidence. Sieber (2012) informs that the major skill exercised and developed when describing the object or things is observation based on evidence of the senses. Concrete things can create a direct and sensory connection between learners and their

subjects that results in new levels of interest, attention, and motivation.

Vocabulary

Vocabulary is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. By having too limited vocabulary, the student will find difficulties in mastering reading and other skills.

Vocabulary mastery means the students having ability in understanding and using the vocabulary. The role of vocabulary cannot be ignored in learning English in order to comprehend the target language. So, English should be introduced earlier because the younger a learner learn a foreign language, the better she/he is in producing the language. Rivers (1981:462) proposes that it is impossible to learn a language without vocabulary or without knowing the meaning of words. It means that mastering vocabulary is very important in life because it is the key to communication. Vocabulary not only aids in understanding other people, but also essential in mastering the four language skills.

Vocabulary for the secondary level students usually contains words for persons, things in the classroom, and the things that they have heard, touched, and seen. It is easy for the teacher to see why the beginning lesson should introduce such words because students are required to increase their vocabulary 1000-1500 words every year so that in three years students have mastered their vocabulary around 4000 words (Clark and Fairburn: 1997). Thus, vocabulary is all the words known and used by a particular person or a specific group. It usually grows and evolves with age and serves as a useful and fundamental tool for communication and acquiring knowledge. Language users construct some words to make sentence and for their communication with other people.

Concrete Things

In principle, concrete things are similar to concrete noun. It is name of a material or tangible object or phenomenon, something recognizable through the senses. Clark (1983) states

concrete things are referred to stimulus which has distinct boundaries, stable relations among their components, and remained available for inspection. Moreover, Taylor (1999) notes that the act of naming objects is essential for the process of constructing the reality. Without a name it is difficult to accept the existence of an object, an event, and above all, an abstract thing, like a feeling. By assigning names we impose a pattern and a meaning which allows us to manipulate the world.

From the statement above, concrete things refer to the objects that can be touch, see, hear, smell, and taste. The term 'things' is an tangible concept, which means it is an concrete form of words. Concrete things is emotional knowledge underlies the meanings of abstract nouns, whereas sensory and motor knowledge underlies the meanings of concrete nouns. Simply, concrete things refer to tangible things, or that have real existence, something that can be perceived by one of the five senses.

Teaching with concrete things or objects is an excellent means to enhance students' sensory literacy, allowing them to develop the ability to compile evidence through sight, touch, hearing, smell, and even taste to analyze and articulate that evidence. Sieber (2012) informs that the major skill exercised and developed when describing the object or things is observation based on evidence of the senses. Concrete things can create a direct and sensory connection between learners and their subjects that results in new levels of interest, attention, and motivation.

METODE

This research was carried out using concrete things. Since, the researcher wanted to assess the independent variables, the students' learning outcomes in learning vocabulary, used quasi experimental design to analyze the main effects for both variables, as well as an analysis of the interaction between the treatments; using concrete things and without using concrete things.

The design of this research was proposed by Cohen et al., (2007:214) as follows:

Group A   O1   X   O2
Group B   O3   O4

Where :

O1 : pre-test of experimental group

O2 : post-test of experimental group

O3 : pre-test of control group

O4 : post-test of control group

X : Treatment

In conducting this reseacrh, population and sample of the reseacrh are needed to determine. Cresswell (2005:145) states, "Population is any group of individuals who have the same characteristics". The population of this research was grade seven of SMP Negeri 13 Palu. The total number of the students of class VII were 145 students. The classes were divided into six classes, they were included VII A consist of 25 students, VII B consist of 23 students, VII C consist of 25 students, and VII D consist of 24 students, VII E consist of 25 students and VII F Consist of 23 Students. In this research, The researcher chose 2 classes as experimental group and control group as the sample. This research applied a purposive sampling technique. The sample of this research is VII E as the experimental group and VII F as the control group because they still had problems in learning English especially in Vocabulary. Choosing both classes as the research samples is because of some considerations. Firstly, they are considered as homogenous sample that shares same characteristics and same ability in English subject. Secondly, most of the students from both classes faced the equal vocabulary

mastery and need to overcome. Finally, it is impossible to create a new class. Because they still have an extra-curricular classes.

This research used a test as the research instrument. The test is the main instrument of collecting the data of this research. The test related to the students' vocabulary mastery. The test was given twice, before and after treatment namely pretest and posttest. The pretest was administrated before the treatment while the posttest was administrated after the treatment. Pretest and posttest must be the same items. The result of both tests was compared by the writer in order to find out the significance of the treatment between experimental group and control group. The test consists of multiple choices, jumbled letter and completion test. Multiple Choices consist of 20 items, Jumbled Letters consist of 10 items, and Completion Tests consist of 10 items.

The researcher gave pretest to the students of both experimental and control group. The pre-test was administered to know the students' prior achievement of vocabulary. And the posttest gave to the experimental and control group after the treatment. The aim of this test is to measure and to

know the comparison of both groups, whether the treatment that was applied in the experimental group is effective or not. The researcher gave the treatment to the experimental group. The researcher applied concrete things as a treatment in teaching vocabulary to the students for the experimental group while control group was taught using non-concrete things, by this means the researcher wanted to know the difference of students' result between experimental and control group.

Testing Hypothesis

To know the effectiveness of concrete things on students' learning outcomes in learning English vocabularies of the seventh grade students of SMP Negeri 13 Palu, the researcher test the hypothesis. The hypothesis (Ha) is accepted if the t-counted is higher than t-table

Analysis of Effectiveness

The effectiveness of concrete things seen from students' learning outcomes in learning vocabulary (posttest).

Table 1

The Result of Effectiveness

No	Scale	Classification
1	81 – 100%	Effective
2	61 – 80%	Moderately Effective
3	41- 60%	Slightly Effective
4	0 – 40%	Not Effective

(Adopted from Riduwan, 2013)

HASIL DAN PEMBAHASAN

The data analysed in this research are results of the tests. The pretest was conducted before the treatments. The treatment was applied only to the experimental group. Next, the researcher gave the posttest to both group. In this research, the researcher used the material taught based on English Syllabus for Junior High School levels. The achievement scores are compared by using t-counted formula to prove whether the use concrete things have significant effect on students' learning outcome in the experimental group.

The Result of the Test

This research was conducted in six meetings for treating the experimental group using concrete things. While in control group, the researcher did not give any treatment. The researcher then measured students' learning outcomes in learning vocabulary by using tests.

Figure I Mean Score of Pretest and Posttest

	Experimantal	Control
Post Test	85.5	54.6
Pretest	46.5	44.8
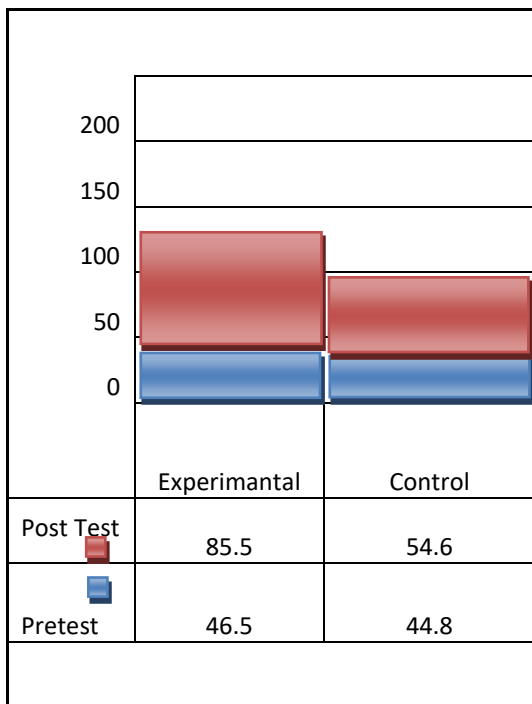
Based on the result, there was difference on students' learning outcomes in experimental group after getting the treatment. After calculating the mean score of both groups, it shows that the mean score of experimental group was higher than control one. The mean deviation of experimental group on pretest and posttest was 37.83while the mean deviation of control one was 9.8. Next, the researcher continued to find out the score of two groups using t-table to see whether there was significant difference between the means of two classes and the result showed that the t-counted was 5.11.

To achieve the t-table value, the researcher applied interpolation formula because the degree of freedom (df) 48 (N1 + N2 – 2) with level of significant 0.05 cannot be found in the t-table list, the researcher applied the interpolation computation and found t-table value is 2.0126. The result of the test showed that t-counted (5.11) was higher than t-table (2.126). It means that researcher hypothesis was accepted. In other word, the use of concrete things has significant effect on students' learning outcomes.

Discussion

In teaching vocabulary to the grade seven, the researcher used concrete things technique. The researcher used the real object, replica and picture to support the materials in class as the media to make the students more interested in learning vocabulary. Most of the students were interested in listening to the teacher explanation. The researcher found that all students looked very enthusiastic in doing the teaching learning process. Teaching by using concrete things could help the students to understand, memorize, and made the students enjoy the class. The students tried the answer every researcher's

question although not all of the students could answer it. The students still had difficulty in spelling the words and pronouncing it.

Based on the data gained in this research, concrete things technique has significant effect on students' learning outcomes. It is helpful since the number of the students' learning outcomes improve meeting to meeting. However in the first meeting, some of the students still lack of vocabulary.

In connection to implementation of concrete things, it was found that, in first meeting, only fast learner students who were active and could memorize the vocab. By contrast, slow learner students only kept silent because they felt hesitated and they did not enough self-confidence.

In this research, the researcher used experimental design by using two kind of test. There were pretest and posttest. The test were administered to experimental and control class. The aim of pretest was to know the students' prior ability in vocabulary mastery before conducting a treatment. The test was the form of written test. The students had to answer three kinds of vocabulary test, they are multiple choice, jumbled letter and completion test.

Related to the result of pretest, it showed that the students had some problems in vocabulary mastery. After getting the result of the pretest and seeing the students' problem, the researcher wanted to solve students' problem in vocabulary through concrete things. In her research, the researcher only focused on noun and the activities of the students are only to get the name, meaning and spelling of the things Based on the data analysis, it is proved that there was a significant difference between the result of mean score of posttest of experimental group (85.5) was higher than the mean score of posttest of control group (54.6). Whereas in pretest, the mean score of experimental group was 46.5 and the control group was 44.8. Besides, the comparison between the deviations of both experimental and control group is different. It has been known that the deviation is the result of posttest subtracted from the result of pretest in order to know how much the increase gained or whether or not there is any significant improvement after conducting the treatment. In the data analysis, it can be seen clearly that the sum of deviation of experimental group (Σx) was 945.75, while the sum of deviation of control group (Σy) was only 245. So it is clear

that the deviation of experimental group is higher than the deviation of control group, and it affected the mean deviation of both groups, where the mean deviation of experimental group (Mx) is 37.83, while the mean deviation of control group (My) is 9.8.

KESIMPULAN

The result of data analysis shows that the mean score in the pretest of experimental group is 46.5 while the mean score of posttest in experimental group is 85.5. The result can be seen there is a significant improvement in the experimental group after giving the treatment. The data analysis shows that the experimental group taught by using concrete things has better achievements than the control group taught by other technical in learning vocabulary. The data gained from both groups are statistically analysed by t-test. The degree of freedom was counted by the formula (df) = 25 + 25 – 2 = 48, with the significant probability level 0.05. The result of t-counted value 5.11 is higher than t-table value 2.0126. So the hypothesis (Ha) is accepted. That means the use of concrete things has significant effect on students' learning outcomes in learning vocabulary of grade seven students of SMP Negeri 13 Palu.

This research found out that the use of concrete things in learning vocabulary run well. The students more enjoy in learning, working cooperatively and sharing their knowledge each other freely, and motivated them selves to achieve the better score. Therefore, the concrete things can solve the students' problem in learning vocabulary. It is easy for them to memorise the things or words, because they can see and touch that things. As the conclusion, the researcher can say the concrete things technique is appropriate to answer the students' problem in learning vocabulary.

Considering the result of the research, the writer would like to give some suggestion to both the teacher of English and the students concerning about teaching and learning vocabulary without reducing regard and appreciation to the teacher.

The English teacher should find out interesting technique that will not make the students get bored in improving vocabulary. a good teacher must know well what is going to be taught in detail, then decides in what way the material

should be taught. In order the teaching learning process runs well and time used effectively and efficiently.

Based on the researcher's experience during conducting the research, the students felt difficult to memorize the words and using it in the sentence. So the students should practice it regularly in order to improve their vocabulary.

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