

The Effect of Applying the Great Wind Blows Strategy on The Students' Vocabulary Mastery

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Abstract—The objectives of this research were to find out the students' vocabulary mastery by applying the great wind blows strategy and the students' difficulties in vocabulary by applying the great wind blows strategy on the students' vocabulary mastery. This study used the experimental research strategies. The population of this study in XI grade of SMK Dwi Tunggal Jln. Medan TanjungMorawa KM. 14,5, which consist of two classes (XI Ak and XI Ap) with all of number of students are 46 students and the researcher took all the students as the sample. The samples were devided into two groups, the first group was the experimental group by Applying The Great Wind Blows Strategy that which consist of 23 students and the second group was control by using Direct Instructional Method which consist of 23 students. The instrument used in this study was essay test. The data were analyzed by using t-test formula. Then, the result showed that t-test 8,56 is higher than t-table 1,68. Ho is rejected and Ha is accepted. It means that, there was significant effect of applying the great wind blows strategy on the students' vocabulary mastery.

Keywords:

Students' vocabulary mastery, The Great Wind Blows Strategy

I. INTRODUCTION

According to Sandak&Poldrack (2004) defines that Vocabulary building is a microcosm of the larger process of literacy building. Just as the brain's cortical processing at the early stages of learning to read is not the same as the cortical processing of the skilled reader, learning vocabulary building strategies modifies brain functions in systematic, predictable ways as enriched vocabulary becomes evident in reading comprehension, verbal language, and writing (Judy Willis,2008:82).There are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing.Based on the observation of the researcher, learning vocabulary is over and over perceived as a tedious and laborious.

There are several factors why it can be happened. First, they consider the teacher's explanation for meaning, pronunciation and spelling and grammatical function boring because they just listen to their teacher. Second, student think vocabulary

learning only knowing the primary meaning of new words in their text books or teachers give the words during classroom lessons. Third, students are not able to use words what have learnt appropriately in different contexts.The way of teaching vocabulary which found by the researcher is The Great Wind Blows. In Northern Ireland Curriculum' book with the title active learning and teaching (2007) that The Great Wind Blows, this is a fast-paced icebreaker that gets students moving and laughing. It's good team builder and allows students to get to know each other. Based on the explanation above, there are many problems that can be identified by researcher in the first observation, they are:

To find out the students think that vocabulary learning just know new words in their text books

To find out the students still hope that teachers translate the word during in the teaching learning process in classroom

I. REVIEW OF RELATED LITERATURE

A vocabulary is the body of words used particular sphere of activity; the body of words known to an individual person; a list of difficult or foreign words with an explanation of their meanings. Vocabulary knowledge is clearly crucial for success in reading. Look at Eddie! However, its influence does not stop with reading. Vocabulary knowledge also plays a significant role in overall academic success (Lehr et al. 2004).Teaching by using The Great Wind Blows is an alternative ways to teach vocabulary in senior high school for independent learning in or out of class. Teacher can use various ways activities using vocabulary like their peer teaching and testing, association games guess my word, the vowel words, ghost writing, The Great Wind Blows and other categories. The Great Wind Blows is a strategy which makes the students more active in English learning especially in vocabulary mastery. In addition, The Great Wind Blows can explore their speed in mastering vocabulary with other students. Besides, this strategy not only mastery vocabulary but also involve other skills such as reading, speaking, writing and listening.Learning Vocabulary through The Great Wind Blows will fulfill the requirements because they can discover meaning of unfamiliar words by looking at the relationship of them in context with the help as key word without asking another person or looking them up in the dictionary. On other hand, learning vocabulary through The Great Wind Blows can improve their ability in mastering vocabulary and can

understand meaning clearly and memorable. Absolutely, they will be happy in doing it.

II. RESEARCH METHODOLOGY

a. Research Method

This research was conducted by applying quantitative-experimental research. In conducting the experimental research, the sample will be divided in two groups, namely experimental group and control group. In research, the experimental group will be the group which will be taught by applying The Great Wind Blows strategy, while the control will be taught by Direct instructional. This research was conducted at SMK DWI TUNGGAL 1. It is located at Jl. Medan-TanjungMorawa Km 14,5TanjungMorawa, Bangun Sari Baru in Deli Serdang district. In academic year 2015/2016. The population in this research were the eleventh grade students of SMK Dwi Tunggal 1 of the academic year 2014/2015. There were two classes of the eleventh grade which consist of accountant (AK) and officer administration (AP) class and the average numbers of students in each class were 23 students of AK and 22 students of AP.

b. Research Design

| Group | Pre - Test | Treatment | Strategy | Post - Test |
|--------------|------------|-----------|----------------------|-------------|
| Experimental | √ | X | The Great Wind Blows | √ |
| Control | √ | Y | Direct instructional | √ |

Where: X : the students are taught by using The Great Wind blows

Y : the students are taught by using direct instructional

1. Pre-test

Pre-test was conducted to find out the students' vocabulary mastery before having treatment. The pre-test is essay test. The pre-test was given to the groups and the work is score. The result of the pre-test was considered as the preliminary data.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by The Great wind Blows, while the control class was taught by using Direct instructional.

3. Post-test

Post-test was given to the students after having a treatment. The post is same as the pre-test. The post-test is the final test in this research; especially in measuring the treatment, whether it is significant or not on the students' vocabulary mastery. In the experimental and control group, a post-test also demonstrating. The demonstrating of the post-test is meant to find out the differences scores of both

experimental and control group before and after giving the treatment.

c. Technique of Collecting the Data

The data were collected by giving the test to the students. The tests use essay test, 10 items. Several steps are use to collect the data:

1. Giving the pre-test to both classes.
2. Teaching vocabulary by The Great Wind Blows to experimental group and Direct Instruction to control group.
3. Giving the post-test to both classes.
4. Collecting the students' paper sheet.
5. Scoring the students' answer for correct answer and the wrong answer.

$$\text{Score} = \frac{\text{true items}}{\text{members of items}} \times 100\%$$

d. Technique of Analyzing the Data

1. Listing their score into tables, first for experiment group scores and the control group score
2. Calculating the mean of the students' score by using formula (Indrajaya, 2010:77) :

$$M = \frac{\sum fX}{N}$$

Where:

M = mean

X = scores

N = number of scores

Σ = sum (or add) of scores

f = frequency

3. To measure the students' scores the researcher used standard deviation formula as follows (Arikunto,2010: 172):

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

Where:

SD = standard deviation

D = difference between pre -test and post test scores

N = number of scores

4. T-test (T) is the primary statistic used to determine whether or not both scores (pre-test and post test scores) have significant difference. In other words, t-test is used to test the hypothesis level of significance. The formula for a T-test is suggested as follows:

$$T = \frac{\bar{D}}{\Delta\sqrt{N}} \text{ or } T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = significant correlated sample

Δ = d = effect size

D = difference between pre -test and post test scores for each sample

\bar{D} = mean of difference scores (mean of D)

D^2 = quadrate of D

N = number of scores

III. DATA ANALYSIS

4.1 Data Collection

The data were collected by giving test in picture form as mentioned on the instrument of collecting data. The data of this study were obtained from the result of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance difference between teachings by using The Great Wind Blows Strategy on the students' vocabulary mastery. The data of pre-test and post-test from two groups are computed by using t-test formula. Some of students' score as representation in experimental group are analyzed taken from the highest, the middle and the lowest score. The researcher would calculate into formulas to find out the Mean, Standard Deviation and t-test. The result of students' score in the experimental group shows that in the pre-test the highest score is 68 and the lowest score in the pre-test is 50. In the post-test, the highest score is 94 and the lowest score is 80. The total score of pre-test is 1324 and the mean is 57.56. In the post-test, the total score is 1914 and the mean of the score is 83.32. So, the total and mean score in post-test of experimental group is higher than the total and mean score in pre-test of experimental group. The data showed that there was a significant improvement on students' score after they received treatments by using The Great Wind Blows. The result of students' score in the control group shows that in the pre-test the highest score is 64 and the lowest score in the pre-test is 50. In the post-test, the highest score is 65 and the lowest score is 60. The total score of pre-test is 1305 and the mean is 56.73. In the post-test, the total score is 1415 and the mean of the score is 61.52. So, the total and mean score in post-test of control group is higher than the total and mean score in pre-test of control group. The researcher put all the summary of the scores from the Experimental Group and Control Group students into a table to ease the readers. the research in both the experimental and the control group. It can be concluded that students' in Experimental Group and Control Group perform a very good improvement on vocabulary after the teaching and learning process during the research. However, the score of Experimental Group students' who taught by The Great Wind Blows increase more significantly than the students' in Control Group.

IV. RESULTS AND FINDINGS

From the result, it is found that there was significant difference between teaching vocabulary by using The Great Wind Blows and without using The Great Wind Blows. Teaching vocabulary after using The Great Wind Blows was more effective than teaching vocabulary without using The Great Wind Blows. It could be seen from the difference of mean score from both of the groups. Based on the analysis above, the result of t-test was 8.56. It showed the result of t-test was higher than t-table ($8.56 > 1.68$). It means that the using The Great Wind Blows significantly affects students' vocabulary mastery.

V. CONCLUSION AND SUGGESTION

6.1 Conclusion

After conducted the experiment by implementing The Great Wind Blows in teaching vocabulary, it was found that the students' vocabulary mastery improved. In addition, the t-test was applied in order to know whether the difference between the pre test and post test mean was significant or not. The result of computation in the experiment was 8.56, while the critical value of 0.05 significant level was 1.68. Because t-test (8.56) was higher than the t-score measurement table (1.68), it can be concluded that H_a was accepted.

6.2 Suggestions

After drawing the conclusion, the researcher would like to offer some suggestions based on the result and to complete this research.

1. *For Students* To improve the students' vocabulary mastery, students have to learn seriously so that they can understand better in class during the teaching and learning process. Also, they should not be reluctant to ask their teacher for help if they had difficulties.
2. *For Teachers* There are many strategy that can be used by English teachers in teaching vocabulary. In this case, they just need to find out an appropriate strategy in teaching vocabulary to create good learning atmospheres and help the students to learn enjoyably.
3. *For Researchers* For further research similar to this present study, the researcher hopes the result of this study can be used as a reference. It is suggested that further studies involve a large number of population.

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