

THE USE OF BILINGUAL STORIES TO IMPROVE THE STUDENT'S MASTERY OF ENGLISH VOCABULARY: A CASE OF THE EIGHT GRADE STUDENTS OF SMP N 2 GROBOGAN

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Abstract

The main objectives of this research are: 1) To find out the eight grade students' of SMP N 2 Grobogan in vocabulary mastery before and after they are taught using bilingual stories. 2) To find out whether or not there is a significant difference of the vocabulary mastery of the eight grade students of SMP N 2 Grobogan in Academic Year 2012/2013 before and after being taught by bilingual stories. The study is an experimental research. The population of the research is the Eight grade students of SMP N 2 Grobogan 2012/2013. The writer takes 33 students in VIII G as a Experiment class and 34 students in VIII F as a Control class. The result of this study show that the students in the experiment group have little better development in the average scores than the control group in bilingual test. The difference of the development of the average scores is statistically significant at the (0.05) alpha level of significance. The research finds that there is no significant difference for those who taught with bilingual story and those without bilingual story. The difference is shown by the development of the average scores. The group that use bilingual story got little better in the average scores (72.5) than those without bilingual story (72.2). The use of bilingual story could not give more significant difference in improving students' mastery of vocabulary. So the writer concludes that the bilingual story can not help students in improving the mastery of vocabulary the 8th Year Students of SMP N 2 Grobogan. A conclusion, this research shows that the students taught using bilingual story and students using bilingual story can't show the significant difference. So, using bilingual story can't improve the students' mastery of vocabulary in SMP N 2 Grobogan.

Keywords: *Bilingual story, Vocabulary*

Introduction

English is an International language used by people to communicate internationally by the purpose of business, law, information, education, etc. English is the foreign language used after native language or nation language in many countries. In Indonesia, This subject is

compulsory into curriculum and considered as the first foreign language to be taught from the elementary school up to senior high school. There are some skills to be taught in English teaching such as speaking, reading, listening, and writing. English language components; vocabulary,

structure, and pronunciation (in speech) or spelling (in writing), but the main component of English language to be taught is vocabulary. It is important to develop knowledge of words' meanings from a young age because vocabulary development has impact on their reading comprehension and academic success as they get older (Chall, Jacobs, and Baldwin 1990).

Joanne F. Carlisle vocabulary is significantly related to reading comprehension, decoding, spelling, and school achievement. The importance of vocabulary is helping children about words is one way to build linguistic awareness, which in turn fosters both language and literacy development. Learning a foreign language is not easy as native language. To learn foreign language, the learners will meet all kind of learning problems such as vocabulary, the background of the learners, and how arrange words into sentences that are quite different from English. Teaching vocabulary to students of Junior High School is more different than Senior High School, the first thing should know their mood. The teacher must know the students' interest. The teacher should teach vocabulary through happiness

activities which will make the students memorize is easily.

According to the definitions above, the teacher should be selective in choosing a teaching method. The researcher has the opinion that using bilingual story is one of the methods to teach vocabulary to the students to make enjoy and avoid their boredom. As we know, bilingual story is a story which is written in two languages, such as English to Indonesian, Arabic to Indonesian, Finnish to Indonesian, Swedish to Indonesian, etc. or on the contrary. In this case, the language from foreign language is English, and native language is the Indonesian (English to Indonesian). This study focus on researchinng three main problems, they are;

1. To what extent do the eight grade students of SMP N 2 Grobogan in Academic Year 2012/2013 master vocabulary before and after they are taught by bilingual stories?
2. Is there any significant difference on vocabulary mastery of the eight grade students of SMP N 2 Grobogan before and after being taught by bilingual stories?

Related Theories

General Concept of Vocabulary

Learning a language cannot be separated from learning vocabulary. Whenever people want to communicate to other people especially the foreign people, the speaker should master a stock of words related to the topic speak. People who is rich in word will get the good meaning, and not found the problems to other people. Ratna susanti defines vocabulary as: The total number of words in a language, It is also a collection of words a person knows and uses in speaking and writing. From the definition above, the researcher comes to a conduction that vocabulary is stock of words, written or spoken that have certain meaning for certain group of people. Studying a language cannot be separated from studying vocabulary, because it is an essential component of a language. People know that words support speaker in communication to express their ideas or their opinions.

1. Teaching Vocabulary

In teaching vocabulary, the teacher have some ways which is learned by students to make them memorize and support incidental word learning easily. According to Joanne F. Carlisle, there ways to

teach the word (vocabulary) to the students are:

a. Lots of talk in the classroom

Teacher cane forts the students to lots of talk through the discussion, the discussion of events and experiences or discussion of books. The second efforts teacher makes peer groups collaborating on learning activities.

b. Listening to stories or books read aloud

The last definition tell that the story is the narrative tell the particular of an act, occurrence, or course of events. Through the story the students read some words, incidentally the student will found the difficulty meaning of word.

c. Word game

Teaching vocabulary is same meaning to teaching word, because both cannot be separated, so to avoid the students' boredom and make enjoy in learning, teacher can used the word game which is suggested the students memorize.

d. Modelling of curiosity about words

Teacher make the synonym or antonym of the word to make curious the students or other technique.

From the definition above the researcher make opinion that in teaching vocabulary teacher must make curious the students in learning past through the game or read the story.

2. Teaching Vocabulary by Bilingual Story

Learning a new language involves mastery of the skill of listening, speaking, reading, and writing (Saxby, 1997:5). Need vocabulary oral training is generally assumed to be the key to mastery of these skills. It is the purposes of the thesis to suggest how visual aids can help the teacher add variety an especially to the classroom situation. All actual teaching of new language material must be done in relation to the situation of the classroom and familiar home surroundings. We should never attempt to speak about who is not familiar until we are confident that the words we need have been exercised enough

and have proved themselves reliable tools in the familiar spheres of the students situation. Especially structural material, which university valid, can early be introduced and practiced in the classroom before it is taken into the sphere into which it is introduced in a particular textbook lesson.

Through media bilingual stories the teacher can give students' motivation to enrich their vocabulary more enjoyable and interesting, they will know more about the structures. Consequently, in daily activities the students will get more vocabularies or words that they never known/hear before.

a. Definition of Bilingual Story

Before the researcher presents the definition of bilingual story, she will present in detail about the term bilingual and story. First, come from Wei (2000:6) the word bilingual primarily describes someone with the possession of two language. It means that the teacher has to able two speak two languages well in order to make the students understand about the lesson. (Blackwell, 2006) stated that bilingual is the

ability to use to languages effectively.

Cameroon (2001:160) states that we should look the mean by “stories” first as differentiating stories from other kinds of text in terms of what they contain and how they are composed. From definitions above the writer concludes bilingual story is kinds of text which telling of a happening or connected series of happening, whether true or fictitious; account; narration which written in two languages.

b. Some Task Using the Story

According to the Saxby that story can be used as a media to develop students’ mastery in all of language skills, especially English. The following are some examples of activities using story:

1) Listening activity

In listening to story, students are practicing listening for the words say by the teacher. After that the teacher asked them to guess the meaning of some words they have learned.

2) Reading activity

Using a story, the teacher can check his students’ pronunciation by asking them to read the story aloud.

3) Role play

The dialogue in a story can be separated out from the narrative. To make a different situation in the classroom, and to avoid the students get bored, the teacher can ask some students to perform a part of story. The dialogue used is not always similar with the text. Let the students develop themselves as long they are not go out from the story.

4) Retelling story

There are differences between retelling story and reading story. In retelling story, students will look the story first, reading it carefully until the get the point of the story. After that they have to retell the story using their own words. The language the use can adapted to their level.

Research Method

Object of the research will give some information about students that will follow the research process. The researcher may not use the whole population in collecting data. It may use a sample. Sample is the component of the sample.

1. Population and sample

Population is the whole or research subject. When the researcher wants to study whole the element in the area, this study is *population study* (Sugiyono, 2009:80). In *Encyclopaedia of Educational Evaluation* written ; A population is a set (or collection) of all elements possessing one or more attributes of interest. The population in this study is the eight grade students of SMP N 2 Grobogan in the academic year 2012/2013. There are seven class each consist 31 up to 34 students, so the total number is about 225 students.

Sometimes, the number of population is too big so it is out of the reach. In this case, the research is conducted to a part of whole population. This part must have the characteristics that represent the whole population. According Sugiyono (2009:81) a sample is small proportion of a population selected for observation and analysis. In selecting

sample, the writer uses random sampling. The writer cannot take the sample randomly from the population because the population was intact classes. The writer choose two of VIII class. The writer will lottery to choose which one would be experiment class and control class.

2. Research Design

In this research the writer uses true experimental design, specifically the pretest-posttest equivalent group design (Best, 1981: 68-81).

The pretest-posttest design:

CLASS	FIRST SCORE	ENDING SCORE
EXPERIMENT	Pre-test	Post-test
CONTROL	Pre-test	Post-test

This design is one of the most effective in minimizing the threats to experimental validity. Pre-test are administered before the application of the experimental and control treatment and post-test at the end of the treatment period. Gain scores may be compared and subjected to a test of significance of the difference between two means (Sugiyono, 2009:128). Based on this statement, the writer give the pre-test to both groups. The writer give a treatment, i.e giving bilingual story to

the experiment class and the story to control class.

3. Method of Data Collection

The technique of collecting the data will determine the result of the research. The way of collecting data could be in several such as : observation, questioner, ocumentation, etc. The researcher get the data from the response of the students when she doing the observation using bilingual story to improve students' vocabulary mastery.

1. Pre Test

The steps of collecting data are as follow: The researcher give the

Discussion

The analyze of try out test

To get the best instruments, researcher gave the test to some students. Researcher gave the test to other class in experiment class. The test is tried to VIID that consist thirty one students that researcher teaches some chapter into the class before. Test is tried to the VIID once. Total of item test is 30 number it is multiple choice test type. The result of analyze is below:

1. Validity

To know the validity of test is used product moment formula. It is:

story in English without give them the translate of the story in Indonesian, The researcher give them 15 question related the story, The students have 40 minute to do this test.

2. Post Test

The steps of collecting data are as follows: The researcher give the story in English then give them the translate of the story in Indonesian, The researcher give them 18 question related the story, The students have 40 minute to do this test.

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

The validity koefisien (r_{XY}) of number 1 is 0.264 for r product moment with $\alpha = 5\%$ and $N = 31$, so founded r_{table} is 0.355 because $r_{XY} > r_{tabel}$ it is $0.264 < 0.355$ so item number 1 is invalid. The same method is used to other item so founded result to other item (look at appendix 8a). From the calculation of validity is get some number that valid item there are number 4,5,7,8,9,10,14,16,20,21,22,23,24,26,27,28,29, and 30, whenever the invalid items are number

1,2,3,6,11,12,13,15,17,18,19, and 25
(look at appendix 8).

2. Reliability

To calculate the reliability of tests is used the KR-21 formula, it is :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n-M)}{nS_t^2} \right)$$

The example to calculate varians at number 1 of test below:

$$S_t^2 = \frac{Y^2 - (Y)^2}{k}$$

$$S_t^2 = \frac{12845 - \frac{(571)^2}{26}}{26} = 11,729$$

So founded r_{11} is 0,784 look at appendix

With 5% significance and $N = 31$ is founded $r_{table} = 0.355$, because $r_{11} > r_{table}$ so the instrument is reliable.

3. Difficulty Level

The test called good if test is not difficult and not easier. The test is called good in medium difficulty. To know that the test is good or no, researcher used the calculation about difficulty level and used the formula :

$$P = \frac{B}{JS}$$

Number 1 have difficulty level 0.90 according to the criteria of difficulty index 0.90 at interval $0.70 < P < 1.00$ so this is called easy test. To know the complete calculation of it there are at appendix 8b.

4. Discriminating Power

This analysis is calculated to know that the test can discriminate between the students have high intelligence and lower intelligence.

To know researcher use the formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

This is an example for calculating discriminating power to number 1 of test:

So, D is :

$$D = \frac{14}{16} - \frac{14}{15}$$

$$D = -0,06$$

According to the criteria, so number 1 of test have poor discriminating power. To the complete calculation of discriminating power for other number at appendix 8c

5. Choosing the item of test

From the multiple choice item of test that consist of 30 items. According to the validity, reliability, difficulty level, discriminating power so taken 18 items that available to the criteria.

Analysis of the data

1. Computation Between the Test

Mean is the average value of the scores. In order to know the significant difference of the experiment could be seen through the difference of the two means.

$$Me = \frac{\sum xe}{N}$$

$$Mc = \frac{\sum xc}{N}$$

Where:

Me : the mean scores of experiment group

$\sum xe$: the sum of all scores of the experiment group

Mc : the mean scores of the control group

$\sum xc$: the sum of all scores of the control group

N : the number of the subject sample

The computation of the scores of the experiment group and control group is calculated as follows:

$$Me = \frac{\sum xe}{N}$$

$$Me = \frac{2393}{33}$$

$$Me = 72,5$$

The mean score of experiment group is 72.5

$$Mc = \frac{\sum xc}{N}$$

$$Mc = \frac{2455}{34}$$

$$Mc = 72,2$$

The mean scores of the control group is 72.2

If it compared the two means it is clear that the mean of the experiment group is higher than that of the control group. The difference between the two means is 0.2

To make the analysis more reliable, t-test formula is used.

$$t = \frac{Me - Mc}{\sqrt{\left(\frac{Sse + Ssc}{Ne + Nc - 2}\right)\left(\frac{1}{Ne} + \frac{1}{Nc}\right)}}$$

Where:

t : t-test

Me : the mean difference of the experiment group

Mc : the mean difference of control group

Sse : sum of quadrate deviation of the experiment group

Ssc: sum of quadrate deviation of the control group

Ne : the number of experiment group

Nc : the number of control group

For applying the t-test formula above, we must to find Sse and Ssc first. To find Sse and Ssc, the formula is:

$$Sse = \sum xe - \frac{(\sum xe)^2}{Ne}$$

$$Ssc = \sum xc - \frac{(\sum xc)^2}{Nc}$$

From the formula and based on the data in appendix (9) the writer can find the deviations of each value of the experiment and control group are:

$$\begin{aligned} Sse &= \sum xe^2 - \frac{(\sum xe)^2}{Ne} \\ &= 183401 - \frac{5726449}{33} \\ &= 183401 - 173529 \\ &= 9872 \end{aligned}$$

The deviation of each value of experiment group is 9872

$$\begin{aligned} Ssc &= \sum xc^2 - \frac{(\sum xc)^2}{Nc} \\ &= 186151 - \frac{6027025}{34} \\ &= 183401 - 177265 \\ &= 8886 \end{aligned}$$

And the deviation of each value of control group is 8886

After the writer got Sse and Ssc, then calculated the t-test.

Test of significance

To check whether or not the difference between two means of the experiment group and the control group is statistically significant, the obtained t-test value should be consulted with the critical value in the t-table.

Before the experiment was conducted, the level of significance should have been decided first so the decision making would not be influenced by the result of the experiment. In this experiment, there were 33 students as experiment group and 34 students too as control group. So, the number of the both group was 67 students. From the number we can know that the degree of freedom (df) was 65, which was obtained from the formula $Ne + Nc - 2 = 65$.

The critical value with the df 65 at 5 percent alpha level of significance is 1.98. The obtained t value is 0.072 so the t value is lower than the critical value ($1.98 > 0.072$). It is concluded that there was not significant difference between using bilingual story and without bilingual story.

2. Discussion of the Research Findings

a. The Meaning of the Test

The aim of the test is to know the students' achievement in mastery of vocabulary using bilingual story.

In this test, the average score of the experiment group is 72.5 and 72.2 for the control group (see in appendix 10).

The result difference indicates that after getting treatment group got better understanding than control group. But in the t-test is not founded significant difference. This is meaning that using bilingual story didn't effective to mastery vocabulary.

b. The Effect of the Treatment

The researcher found some problem that the result is not significance between using bilingual story and not using bilingual story. This result got by researcher caused some reason one of them is the story is easy or the vocab in the story is understanding by students.

The main objective of this study is to determine whether there was not any significant different in improving mastery of vocabulary using bilingual story between the group without bilingual story. The result of this study show that the students in the experiment group less better development in the average scores than the control group in bilingual test. The difference of the development of the average scores is statistically significant at the (0.05) alpha level of significance. It is founded that there was not significant difference for those who where bilingual story and those without bilingual story. The difference is shown by the development of the average scores. The group that used bilingual story got less better in the average scores (72.5) than those without bilingual story (72.2). The use of bilingual story could not give more significant difference in improving students mastery of vocabulary. So the writer conclude that the bilingual story can not help students in improving mastery of vocabulary the 8th Year Students of SMP N 2 Grobogan.

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