

THE USE OF WORD BASEBALL GRAPHIC ORGANIZER TO IMPROVE VOCABULARY MASTERY OF SMPN 8 SEMARANG SEVENTH-GRADE STUDENTS

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Abstract

Vocabulary is an essential part of communication. Mastering vocabulary also affects an individual's language skills. It is suggested that individuals should build their vocabulary mastery from an early age. This case is also applied to the seventh-grade students of SMPN 8 Semarang who has difficulties regarding mastering vocabulary. Through this research, the researcher aimed to improve the student's vocabulary mastery by the use of a word baseball graphic organizer. The study used a quasi-experimental method. The subject of this study is the seventh-grade student of SMPN 8 Semarang, which consists of 64 students as the sample. The data was obtained by the pre-test and post-test on both groups and the questionnaire for the experimental group only. The student's low vocabulary showed in the pre-test mean score which showed 39.70 for the experimental group and 39.67 for the control group. Both of the groups showed improvement in their vocabulary mastery through the post-test mean score which is 60.29 for the experimental group and 47.66 for the control group. However, there was a significant improvement regarding the experimental group rather than the control group by the mean difference of 20.59 for the experimental group and 7.99 for the control group. The t-test result showed that the sig (2-tailed) is lower than the significance level ($0.031 < 0.05$). By this, it is proved that there is a significant difference between the student who was taught by using the word baseball graphic organizer and who was not. Furthermore, the use of the word baseball graphic organizer is effective to enhance vocabulary mastery for the seventh-grade student of SMPN 8 Semarang.

Keywords - Vocabulary Mastery, Students' Vocabulary Improvement, Word Baseball Graphic Organizer

Introduction

In daily life, language is one of the keys to communication. Communication is a process to gain or deliver information. Here, language has an essential part in succeeding in the communication process. We also need to understand the meaning of each other language through words. According to Rubin and Thompson (1994: 79), someone can't speak, read, understand, or write without knowing many words in a foreign language. Vocabulary mastery has a correlation with the ability in speaking a foreign language. Vocabulary needs to be learned for having foreign language mastery. The more they have the vocabulary, the more they are fluent in speaking (Afna, 2018).

Indonesian and English has completely different in literal. The complex words and different pronunciations made people have difficulties in improving their vocabulary mastery. In learning English, problems will occur for people who have low vocabulary mastery. The problem will appear in all aspects of communication such as speaking, listening, writing, and reading. Low mastery of vocabulary made people communicate in English inaccurately. They cannot present well and have low self-confidence (Afna, 2018).

The students have difficulties understanding and memorizing vocabulary. When I was in the teaching practice program, the students are ordered to translate a whole descriptive text into

Indonesian. Most of them used Google Translate to do the task. Some of them are doing great when I asked about their translation task. However, some students just copied what Google Translate told without even understanding the meaning. The class becomes not meaningful. Furthermore, the conventional method is mostly used by the teacher. The students are getting bored with learning English vocabulary without any media. They more depend on the teacher in giving the meaning rather than understanding the meaning of the vocabulary itself. In fact, we can use appropriate and attractive media or strategies in creating a fun class. It will also trigger the student's motivation in learning English which also affects their learning outcomes in the form of vocabulary mastery.

Vocabulary is an essential part of proficiency in language and supports the basic skill of the student for how well they speak, listen, read, and write (Richards and Renandya, 2002:81). Furthermore, vocabulary is the most important aspect of language and what applied linguistic paid attention to first (Richards, 2000:70). Hornby (2006: 1645) stated that there are several definitions of vocabulary, such as 1) all word which used and known by an individual, 2) all of the words in particular language, 3) the words which used by people when talking 4) a list of words which has meaning. From the definition above, it can be concluded that vocabulary learning is the central part of mastering foreign language both spoken and written language.

Vocabulary consists of various parts of speech, such as nouns, verbs, adjectives, and adverbs. Other smaller components are also forming those words, such as prefixes and suffixes. This event is called affixation. The words which are in one family can be easily memorized by the student. The reason is that the word is almost the same, but have completely different function. For instance, the word "place" is added by the prefix "re-" will

become the new word "replace". Both of the words are similarly looked and sound. However, they have completely different parts of speech. Both "place" and "replace" are talking about position or area. "Place" is defined as a particular position, point, or area and functions as a noun. However, "replace" means to take over or to remove somebody/ something and function as a verb.

Based on the background explained above, the researcher aimed to improve the student's vocabulary mastery. In this research, a word baseball graphic organizer is used. In visualizing the concept, graphic organizers can help. Word baseball graphic organizers can visualize the concept of vocabulary by adding prefixes and suffixes. In this case, they can learn the word in the same family. By knowing the word in the same family, students can memorize and understand it easily. Not only helps the student in enriching vocabulary, word baseball graphic organizer also helps the student to understand more about the function of the words.

There are several reasons for choosing this topic. First, vocabulary mastery took an essential part in communication. Many students have various initial abilities regarding their English mastery. Most students still struggling in communicating with English because of their low vocabulary mastery, especially student which didn't get English in elementary school. Second, an interesting and appropriate approach is needed to teach vocabulary. By introducing the word family, the student can memorize the word easier. By using a word baseball graphic organizer, the student can also learn about the word function easily. Third, although, the previous study proved that this media is effective to improve student vocabulary mastery, there is not much research or lesson which uses the word baseball graphic organizer as media. So, this research needs to be conducted to improve

the student's vocabulary through word baseball graphic organizers.

1. Is there any difference between the seventh-grade student of SMPN 8 Semarang who were taught by using the word baseball graphic organizer and who were not?
2. How effective word baseball graphic organizer for enhancing the students' vocabulary mastery of SMPN 8 Semarang seventh-grade students?

This study aims to find out whether the use of the word baseball graphic organizer can improve vocabulary mastery of the seventh-grade student of SMPN 8 Semarang. Furthermore, this study also aims to explain the effectiveness of the word baseball graphic organizer in improving student vocabulary mastery.

Theoretically, this research will be beneficial for future research as a reference in conducting research. The researcher hopes this paper will give more information regarding the use of word baseball graphic organizers to improve vocabulary mastery of students proposed by Nirwana & Wahyuni (2017).

Practically, the researcher hopes this research could help teachers, lecturers, educators, and students in improving their vocabulary mastery. The finding of this research is expected to give new information regarding the use of word baseball graphic organizers to improve vocabulary mastery. It is hoped that word baseball graphic organizer can be used as often as possible to learn vocabulary.

Pedagogically, the researcher hopes this research will help teachers, students, or anyone who studies language to improve their vocabulary. It is hoped that word baseball graphic organizer can be used as often as possible to learn vocabulary in the classroom. With vocabulary mastery, the student can have good skills in communicating.

Methodology

The objective of the research is to find out whether the use of a word baseball graphic organizer can improve vocabulary mastery of the seventh-grade student of SMPN 8 Semarang. In aiming for the objective of this study, the researcher used a quasi-experimental study as the research approach. Non-equivalent control group design is also used. So, there are two groups for implementing the variable that is the experimental group and the control group. The target of this study is the student of SMPN 8 Semarang. Seventh-grade students are used as the population. Non-equivalent control group is also chosen for this research. Two classes are chosen, one for the control group and another for the experimental group. The classes are chosen by purposive sampling which considers the equal ability of both classes. The classes chosen were VII H as the control group and class VII G as the experimental group.

There are two kinds of hypotheses in this research that is H1 and H0. H1 is the use of a word baseball graphic organizer that is effective to enhance vocabulary mastery for the seventh-grade student of SMPN 8 Semarang. Meanwhile, H0 is the use of the word baseball graphic organizer is not effective to enhance vocabulary mastery for the seventh-grade student of SMPN 8 Semarang. Moreover, the independent variable for this research is the use of a word baseball graphic organizer. On the other hand, the dependent variable of this research is student achievement regarding vocabulary mastery in English.

The instrument of this research is a test and questionnaire. The test is conducted two times that is pre-test and post-test. The test is conducted at the beginning of the research and at the end of it to show how the effect of the treatment on the vocabulary mastery of the student. The test is conducted in the form of multiple choice by integrating Google Forms. There were 10 questions in the test. The students need to choose the best option to fill in the incomplete sentence. The word family has

consisted of multiple choice. It contained derivational prefixes and derivational suffixes. Before it was used as the instrument, the experimental groups tried out the test first.

After the data was collected, the researcher counted the normality and homogeneity of the test. The researcher continued the process of analysis if the data was normal and homogenous. This process is needed to see the difference between the control and experimental groups which given treatment and those that were not. The data is tested by using a t-test. There is a significant difference between the control and experimental group if the data showed that the sig (2-tailed) is lower than the significance level of 0.05. However, there is no significant difference between the two means if the sig (2-tailed) is higher than the significance level of 0.05.

Meanwhile, the questionnaire is a type of question that gives the students to choose optional answers such as yes, doubt, and no. This questionnaire aims to get a descriptive explanation of students' interest, achievement, the benefit of this media, relevancy, and sustainability by using a word baseball graphic organizer in learning and teaching vocabulary. The questionnaire is only given to the experimental group which is given a treatment in the process. The score for each answer is, 1 for the answer no, 2 for the answer doubt, and 3 for the answer yes. To count the mean of the data, the researcher used Ms. Excel. After knowing the mean score, the researcher matched it with the criterion based on Heaton (1975: 172) as below.

Table 1. Heaton's Questionnaire Mean Criterion

Range of Mean	Students' Interest	The Advantage	Students; Achievement	The Relevancy	Sustainability
0,00 – 1,00	Low	Not helpful	Low	Not relevant	Not necessary
1,01 – 2,00	Medium	Helpful	Medium	Relevant	Necessary
2,01 – 3,00	High	Very helpful	High	Very relevant	Very necessary

Finding and Discussion

The try out conducted on Friday, July 21st, 2023. The student of VII G which

consisted of 34 students were asked to complete 25 vocabulary questions in the form of multiple choice for 40 minutes. Each item scored 1 for the correct answer and 0 for the wrong answer. Then, after testing the items, there are only 15 questions were reliable and valid. Moreover, the researcher also considered the practicality of the test. Brown (2004:19) an effective test needs to be practical. It needs to be appropriate with time, easy to administer, not expensive, and have a procedure of evaluation that is time-efficient and specific. By this, the researcher took 10 questions as the pre-test and post-test of 15 items which were considered as good.

After trying out the test, the researcher conducted the pre-test for the experimental and control groups. The experimental group that is VII G was doing a pre-test on Tuesday, July 25th, 2023. The control group that is VII H was also doing the pre-test on the same day but at a different time. After conducting the pre-test, the mean score between the experimental and control group were 39.70 and 39.66. Before calculating the independent sample t-test, the researcher calculated the data regarding its normality and homogeneity first.

By using the Kolmogorov test regarding the normality of the test for the control group pre-test, it found the sig (2-tailed) was 0.165. Because of the finding which was higher than the significance level ($0.165 > 0.05$), the pre-test data of the control group was concluded to be distributed normally. Moreover, the sig (2-tailed) value in the experimental group was 0.200. So, it showed that the sig values were higher than the significance level ($0.200 > 0.05$). By this, the experimental group pre-test was also distributed normally.

After testing the pre-test normality, the researcher checked the pre-test homogeneity. The homogeneity is tested by using SPSS 16.0. The sig value was higher than the significance level

(0.397>0.05). By this, the experimental and control group pre-test data were homogeneous. By the explanation above, it was concluded that the data of the pre-test were normal and homogeneous. After conducting the normality and homogeneity test, the researcher calculated the independent sample t-test of both groups before giving the treatment. This analysis is conducted to know if both groups have the same proficiency level.

Table 2. Data of Pre-Test Independent T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Pre-Test	Equal variances assumed	.726	.397	.006	62	.995	.039	6.282	-12.518	12.597
	Equal variances not assumed			.006	61.98	.995	.039	6.225	-12.405	12.483

By the t-test conducted, the sig (2-tailed) value was 0.995 found higher than the significance level. It found that there is no significance difference between the experimental and control group pre-test score. It is concluded that both groups have the same level of vocabulary mastery.

The post-test for both group were conducted on Tuesday, August 1st 2023. The post-test aimed to measure the students' achievement regarding their vocabulary mastery after given the treatment and who were not. The items were the same as the pre-test. The table below shows the mean difference between the pre-test and post-test. It also showed the difference of the experimental group before and after given the treatment.

Table 3. Data of Mean Scores Comparison

Class	Pre-Test	Post-Test	The Mean Difference
Experimental Group	39.70	60.29	20.59
Control Group	39.67	47.66	7.99

The pre-test mean of the experimental group was 39.70 and the post-test was 60.29. Meanwhile, the pre-test mean of the control group was 39.67 and the post-test was 47.66. The pre-test and post-test

difference of the experimental group was 20.59. Furthermore, the pre-test and post-test of the control group were 7.99. The finding showed that the means score between both groups increased. However, there was a significant improvement in the experimental group rather than the control group.

The researcher calculated the normality and homogeneity of the post-test first before calculating the independent sample of the t-test. The sig value of the control group post-test was 0.195 which is higher than the significance level (0.195>0.05). On the other hand, the sig value of the experimental group post-test was 0.200 which is higher than the significance level (0.200>0.05). By this, it showed that the post-test data were distributed normally in both groups.

By using SPSS 16.0 the homogeneity of the post-test for both groups was 0.253. The sig value which higher than the significance level (0.253>0.05). By this, both groups' population was homogenous. By using SPPSS 16.0 for Windows, the researcher calculated the post-test Independent sample t-test to know the significance difference between both groups as below.

Table 4. Data of Post-Test Independent T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Students' Achievement	Equal variances assumed	1.329	.253	2.211	62	.031	12.627	5.711	1.210	24.045
	Equal variances not assumed			2.191	57.92	.032	12.627	5.762	1.093	24.162

From the discussion above, it proved that the sig (2-tailed) value was lower than the significance level (0.031<0.05). It can be concluded that there was a significance difference between the students who were taught by using the word baseball graphic organizer and who were not. The H0 (null hypothesis) is rejected and the H1 (alternative hypothesis) is accepted. It means that the use of the word baseball graphic organizer proved to be effective for teaching vocabulary.

Lastly, the researcher analyze the result of the questionnaire which can be concluded in the table below.

Table 5. Questionnaire Analysis Result

Number of Question	Students' Opinion	Result
1, 2, 3, 4	Students' Interest	High
5, 6, 7, 8	The Advantage	Very Helpful
9, 10, 11	Students' Achievement	Medium
12, 13	Relevancy	Very Relevant
14, 15	Sustainability	Very Necessary

Conclusions

Based on the findings and the discussion above, the researcher drew some conclusions in this study. By the research, it is proved that the seventh-grade students of SMPN 8 Semarang showed a significance difference regarding their vocabulary mastery between the students who were taught by using word baseball graphic organizer and who were not. The t-test result showed that the sig (2-tailed) is lower than the significance level of 0.05. By this, it proved that there is a significant difference between the student who was taught by using the word baseball graphic organizer and who was not. This research also revealed that the alternative hypothesis (H1) that “the use of word baseball graphic organizer is effective to enhance vocabulary mastery to the seventh-grade student of SMPN 8 Semarang” is accepted. Meanwhile, the null hypothesis (H0) that “the use of word baseball graphic organizer is not effective to enhance vocabulary mastery to the seventh-grade student of SMPN 8 Semarang” is rejected.

Moreover, teaching vocabulary by using word baseball graphic organizer proved to improve the student’s vocabulary mastery. It is shown by the different mean of both groups’ scores. the control groups showed lower mean scores between the pre-test and post-test rather than the experimental group. Furthermore, the students are interested in the word baseball graphic organizer which the researcher used to teach vocabulary. The students’ responses were also good toward the lesson. Lastly, they are also

interested in the material given. By this, the researcher concluded that the use of the word baseball graphic organizer is effective to improve the seventh-grade students of SMPN 8 Semarang vocabulary mastery.

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