



The Building up of Students' Vocabulary Mastery through Knowing by Heart Strategy

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Abstract

The purpose of this research was positively to find out whether the knowing by heart strategy is applicable/effective or not to build up the student's vocabulary mastery of SMPN 2 Patampanua especially for the second year. In sum, this research was adopted by experimental research design. The population of this research was the second year students of SMP Negeri 2 Patampanua Pinrang in 2012-2013 academic years, which are spread out in 246 students. Then, the sample was taken from VIII.6 with amount 40 students and VIII.4 on amount 40 students. The sample selected by using cluster random sampling technique toward total sample 80 students. The data was obtained by distributing instrument as multiple choice tests and filling the blank test. The overall result of data analysis showed that the mean score on post-test of experiment class (73,06) was higher than the post-test of control class (66,69), and the t-test value (3,593) was greater than t-table value in the level (2,021). However, alternative hypothesis failed to be rejected. It could be concluded that the application of the knowing by heart strategy as the first applied strategy was able to build up the student's vocabulary mastery in learning English at SMPN 2 Patampanua for the second year.

Keywords: *Knowing by Heart Strategy, Vocabulary Mastery*

1. Introduction

Vocabulary is one of the important elements which have to be learned, because it is used in communication. The more students have many vocabularies the more they can get easily improve the four skills, they are; speaking, writing, reading and listening (Nunan, 1991). Therefore, everybody has to have many vocabularies, because without having many vocabularies, the ability to communicate and to convey the ideas, desires, emotion and feeling could not be established.

It has been argued that the acquisition of an adequate vocabulary is essential for successful second language use, because without extensive vocabulary we will be unable to use structure and functions (River, 1989). Everybody may learn for comprehensible communication. Then vocabulary is a major part of almost standardized test, including reading achievement test, collage entrance examination, and armed forces and vocational placement test. It means that vocabulary is a key measure of both someone learning and someone's ability to teach (Ishak & Nurjannah, 2007). Hence, vocabulary input has become widely inferred as the basis of the productive skills.

Realizing how important the vocabulary and how difficult to build it up, the teacher of English has provided students with exciting exercise which are expected to help students to improve their vocabulary. Having mastery of vocabulary will be very helpful to improve the students' ability in English user both at school and society. Allen states that

vocabulary is an important factor in all language teaching; students must continue to learn words as they learn structure as they practice the target language (Ermawati et al., 2021). Therefore, vocabulary is as the key to consider the next element of English in learning it.

In fact, it is not an easy job to teach vocabulary, many English teachers teach vocabulary to the students monotonously. The teachers only give their students a list of vocabularies without meaning and they are asked to look for the meaning of each vocabulary in the dictionary then asked them memorizing it. Learning English need a peer tutoring in order to have intensive use to maintain vocabularies (Sardi, Palimari, et al., 2022). Vocabularies are used to make sentences either in uttering something or in writing a letter. Someone who has not enough vocabularies and who has many vocabularies will be able to be identified or can be known when one says something. For example; for someone who has not enough vocabulary will miss concepts or ideas that are going to be expressed within speaking. Therefore, to improve English learning activities, the existence of a language laboratory in Islamic schools is matter, so that students at Islamic schools can show their quality in foreign language mastery and compete with others (Nurchalis et al., 2021).

Afterwards the issue of vocabulary was stated that a person who knows more words can speak, and even think, more precisely about the world (Stahl & Nagy, 2007). A person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue. A person who can label someone as pusillanimous or a recreant can better describe a person's cowardly behavior. Words divide the world; the more words we have, the more complex ways we can think about die world (O'Dell, F., Read & McCarthy, 2000). Most of students in school are indolent and nothing for motivation to memorize English vocabulary. They just study English ninety minutes in the class for a week that makes them bored even they don't come sometimes to the class for studying when the English lesson is begun and even though they are in the class for joining the English class, they usually get out, turn sleepy, or even play truant. One of the causes is the English teacher just orders them writing, reading without obliging them memorizing the vocabularies. Summarily, it is impossible their vocabularies improvement or they must lack of it (Sahlm, 2012).

The factors and causes which are mentioned above make the researcher or writer think to get those to motivate students in memorizing such as a strategy particularly to build up the students' proficiency of comprehending vocabulary. The most important lesson in following civilization today is the English language, both as a first language and second language (Sardi, JN, et al., 2022). everything it finds whether material or in the form of advertising using the English language, including everything from food labels, instructions, game consoles, forms of work, and when we want to apply for a job at the company. As for the first skill you'll enjoy are speaking, but speaking must be supported by a good vocabulary and how their mention.

Therefore, the vocabulary of the English language is the first point of reference before moving to other aspects of the English language such as speaking, listening, reading, writing, or structure/ grammar which is presented from stages of recognizing, memorizing, producing, and writing (Huitt & Hummel, 2003). Meanwhile, the knowing by heart which is the application of the strategy will enable the pupils to memorize and master the vocabulary provided by the researchers in a short time with the oral approach and vocabulary exercises will write back or have memorized correctly, making the student is able to remember it with great force. In this case, the student is not recommended to move on to the next section if the vocabulary is still an error in the writing vocabulary and at least

able to pronounce it properly. This strategy is made to engage and train students in memorizing vocabulary with techniques that have been determined by researchers rather than giving students the power to memorize vocabulary by itself.

Since the intensity of vocabulary mastery is urgently needed in supporting language skills (M. F. Patel, 2008), it will apply in different way by the application of the knowing by heart strategy in learning vocabulary based on the researcher's personal experience for four years learning vocabulary not only from self-study but also taken from experiencing English course. This knowing by heart strategy was designed and adopted from Piaget's stages in terms of vocabulary input theory that is recognizing, memorizing, producing, and writing. This was applicable to the school at the researcher's purpose needs to be improved in building up the students' vocabulary.

2. Method

The researcher determined the method of this study was quasi experimental method with nonequivalent control group design or pretest-posttest control group design. The design of this study could be illustrated as follow:

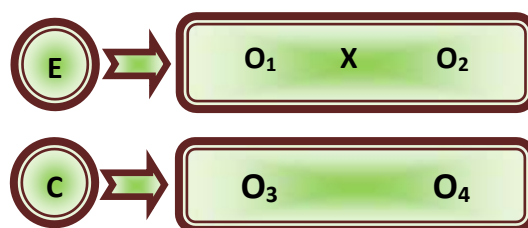


Figure 1. Research Design

In which:

E : Experimental class

C : Control class

O1, 3 : Pre-test

X : Treatment

O2, 4 : Post test

Within experimental class the researcher applied treatment between the pre-test and post-test. The researcher just gave pre-test and post-test to the students for the control class. This study has two variables; they are independent variable and dependent variable. These variables involved in this research are the dependent variable: Students' vocabulary mastery and the independent variable: The application of the knowing by heart strategy.

The dependent variable to this study was the vocabulary mastery of the students in SMPN 2 Patampanua that include the students' intensive memory and correct in writing the vocabulary given by the researcher. The vocabularies in this matter were irregular verbs of Prof. Azhar's book on page 42-48 which consists of 102 items of vocabulary. Hence, the students were more expected to be able in building up their vocabulary particularly irregular verbs after being applied in the class.

The independent variable that was revealed to the students was application of the knowing by heart strategy. It was a strategy to build up the students' vocabulary capability with considering providing proper method and technique in teaching and learning process (Ali, 2020). This strategy which will be applied is close to memorizing theory that has no

fundamental difference to apply whether method, strategy, and technique. This strategy would be the newest for SMPN 2 Patampanua's students for the second year. Therefore, it provided ease in class circumstance because they will communicate one another till this treatment working out in pairs. It was gaining a good favor and contribution for building up the students' vocabulary comprehension and will be applied in their daily activities.

The population of this study was the students of the second year at SMPN 2 Patampanua, Pinrang in academic year 2012/2013 that spreads out in six classes. It consists of 246 students. As result, that is all the number of population on this study. Stating the number of population, the researcher drew samples by applying cluster sampling technique. This sample was researched from students of SMPN 2 Patampanua for second year that consist of two classes from four classes. The classes were VIII.6 and VIII.4. It is amount 80 students. Specifically, the taken sample of VIII.6 was 40 students as for experiment class and VIII.4 was the control class consisting of 40 students.

The instrument within this research has used vocabulary test. It has been applied to the students as in pre-test and post-test in the class. The test which was applied is objective test. The writer chose the test namely multiple choice test and filling the blank test. The items are 20 numbers of multiple choice and 20 items of 10 numbers on filling the blank test. In sum, total items of test on this study are 40 items.

The data collected toward the test analyzed quantitatively in percentage to measure participation to build up the students' vocabulary mastery through the Knowing by heart strategy. This quantitative analysis employed statically calculation to test the given hypothesis. The students' score is into five levels according to (Arikunto, Suharsimi, 2005) using *t-test*.

3. Results

3.1. Findings

Calculating and analyzing the datum, the researcher kindly would like to draw the overall score of the students which has been taken from the tests.

The result of pre-test to measure the how far the students' vocabulary mastery before they were given the treatment toward the knowing by heart strategy. This pre-test was conducted for making balance or even between the experiment class and control class around the related treatment.

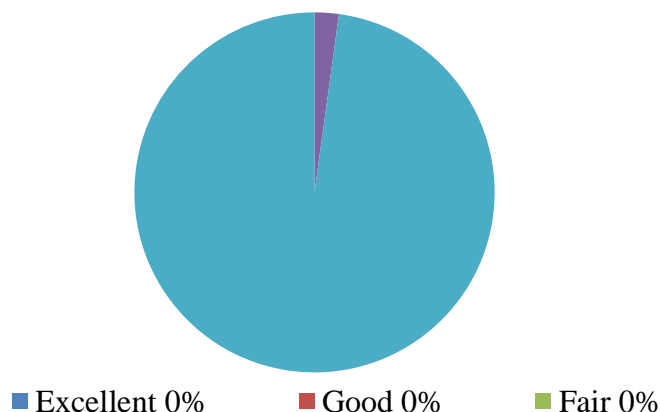


Figure 2. The students' pretest chart of experiment class

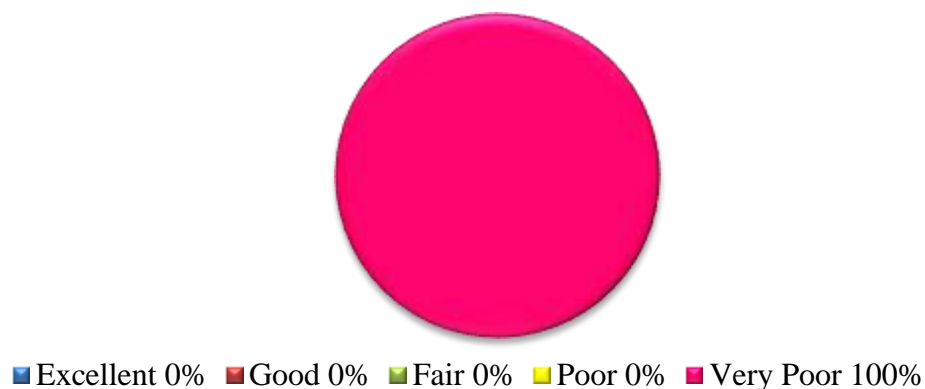


Figure 3. The students' pretest chart of control class

It is shown that score classification (see figure 2), there five levels of students' acquiring score (Arikunto, 2005). Firstly, based on the data above categorized from table 1 or experiment class, the percentage of students at excellent level is 0%, next, the percentage of students on the good level is 0%, third, the rate percentage of students at the fair level 0%, then, the percentage of students at poor level 1%, and the last, the percentage of students on very poor level is greater, 99%. On the contrary, based on figure 3 there is no students at level excellent, good, fair, and poor but all students are in very poor level with 100%.

Secondly, after looking at figure 3, the fourth level such as excellent level, good level, fair level, and poor level is nothing filled or can be said 0%. The only filled is the last level, very poor level with percentage of the students 100%. Considering the result of the pre-test, it shows that the vocabulary mastery in this case material relation both the experiment class and control class is commonly less or very poor which is need to be built up. Those, then, make the writer easily gave the students treatment of the knowing by heart strategy. The pre-test is due to make same and even of the students' skill before treatment. It can be assumed that the students' vocabulary of the second year's students of SMPN 2 Patampanua is not enough. Therefore it needs a good progress.

a. The result of post-test

The post-test has distributed to the students both the experiment class and the control class to evaluate the students' vocabulary mastery after being taught by the researcher within different concept of method or strategy. The experiment class got treatment by the application of the knowing by heart strategy and the control class got conventional teaching from the researcher too as the English teacher at SMPN 2 Patampanua did. The result of student's post-test score as follows:

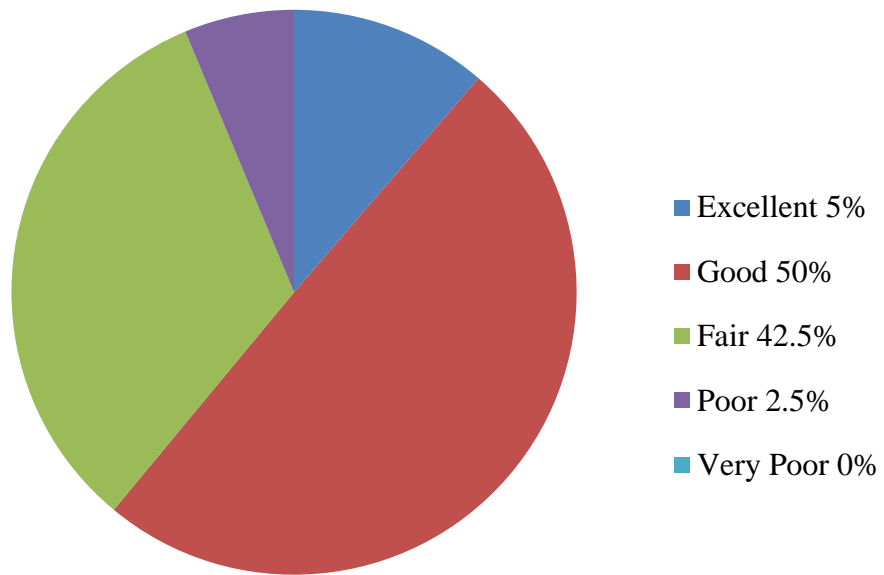


Figure 4. The students' posttest chart of experiment class

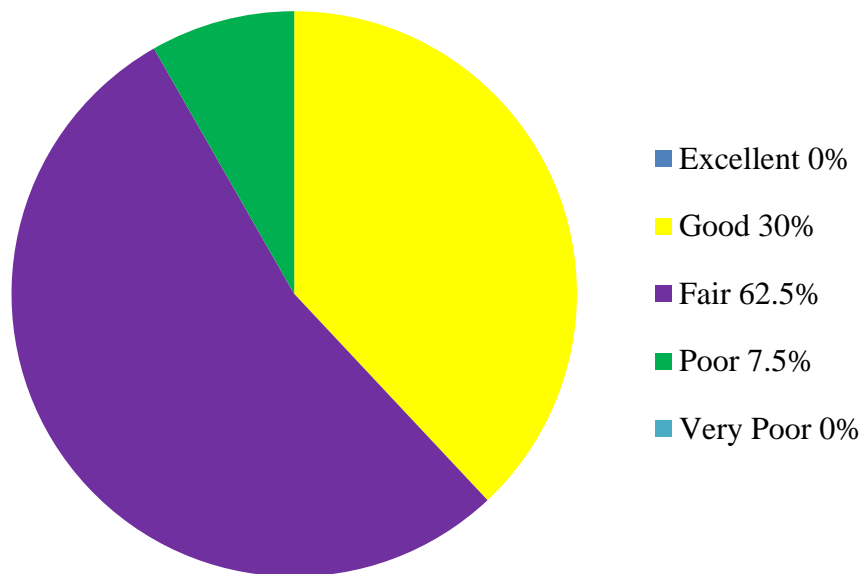


Figure 5. The students' posttest chart of control class

Table 1. The rate percentage of the students' post-test of experiment class

	Score	Classification	Frequency	Percentage (%)
1.	86-100	Excellent	2	5
2.	71-85	Good	20	50
3.	56-70	Fair	17	42.5
4.	41-55	Poor	1	2.5
5.	≤40	Very Poor	-	0
Total			40	100

Table 2. The rate percentage of the students' post-test of control class

No.	Score	Classification	Frequency	Percentage (%)
1.	86-100	Excellent	-	0
2.	71-85	Good	12	30
3.	56-70	Fair	25	62.5
4.	41-55	Poor	3	7.5
5.	≤40	Very Poor	-	0
Total			40	100

Seen both the table 6 and table 7 about the rate percentage of the students' post-test, the writer assumes that there are some differences between the post-test of experiment class and control class in this manner. The data of experiment class above in rate percentage case draws that there are 2 students (5%) who achieved excellent level within interval score 86-100, it is found 20 students (50%) who reached good level within interval score 71-85, then, there are 17 students (42.5%) who obtained fair level within interval score 56-70, one students (2.5%) got poor level on interval score 41-55, and there is no students categorized very poor level.

Considering the rate percentage of control class can be drawn that there is no student achieving the excellent level, afterwards, there are 12 students (30%) obtaining good level, next, there are 25 students (62.5%) getting fair level, then, it is found 3 students (7.5%) which is at poor level, the last, none student is at very poor level.

Based on the explanation above, the writer could say that the rate percentage of experiment class is better or nominated than the rate percentage of the control class is around the achievement and acquired score.

Concluding the result of the student's score, now the researcher would like to show the mean score of the post-test. The mean score between the experiment class and the control class is described on the table below:

Table 3. Mean score of post-test

No.	Post-test	Mean Score
1.	Experiment class	73.06
2.	Control class	66.69

Observing the table above, it can be inferred that the mean score of experiment class (73.06) is higher than the mean score of control class (66.69). Even though it is less significant difference but the students' achievement in the class is determined for this study. It means that after teaching by using the knowing by heart strategy can prove by looking at the mean score both classes. If the mean score is classified based on the level, the experiment class is graded at *Good level (71-85)* and the control class is *Fair level (56-70)* which means that the experiment class stays higher one level from the control class does.

Now it comes to the presenting the standard deviation both the class in order to know more about the differences between the experiment and control class (Sugiyono, 2012). It is shown accurately on the table as follows:

Table 4. The standard deviation of the students' post-test

No.	Post-test	Standard Deviation
1.	Experiment class	9.38
2.	Control class	8.17

According to the description of table 9 above, the writer concluded that the standard deviation of experiment class (9.38) is quite higher than the standard deviation of the control class (8.17) is. It means, in this study, the standard deviation of experiment class is high while the standard deviation for the control class is low. For this case, the difference of the standard deviation both of this class is not significantly different.

The correlation of the sample on this research can be drawn on table as follows:

Table 5. Paired samples correlations

	Class	N	Correlation	Sig.
Pair 1	experiment and control	40	0.188	0.245

According to table above, the coefficient correlation (*0.188*) interprets that the correlation between vocabulary mastery and the knowing by heart strategy is very weak based on Sugiyono's guideline of interpretation of the correlation coefficient (Sugiyono, 2012).

One of the most important sections is the hypothesis testing in order to test the hypothesis for this research. On hypothesis testing, the researcher applied t-test related or paired t-test formula in the level of significance which is set 5% or 0.05, for detailed description the writer has provided on the table below:

Table 7. Score of t-test related

N	Level of Significance	t-test	t-table value	Sig. 2 tailed
40	0.05	3.593	2.0231	0.001

Based on the table above, it describes that the t-test value is higher than t-table value is which means that there are significant differences toward the treatment of the knowing by heart strategy. And then, the probability value of significance 2 tailed is lower than the level of significance ($0.001 < 0.05$) which can assume from this analysis that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it concludes on this study that there is a significant difference between the experiment class and the control class after the treatment of the knowing by heart strategy for the students

at SMPN 2 Patampanua in building up their vocabulary mastery. The significant difference in this study is the improvement and the students' achievement at vocabulary mastery level.

3.2. Discussions

Getting information about the data, the researcher provides more in this section. This study applied quasi experimental research which involves experiment class and control class to know obviously the significant difference toward the knowing by heart strategy. The pre-test was distributed to both experiment class and control class. It is due to know the initial mastery of the student's English vocabulary and to justify the student's skill at vocabulary mastery to both classes before they got the treatment (Richards & Jack C, 1986). The theory raised that vocabulary mastery can be the ways of students' interest to fully participate in the classroom interaction. The pre-test, hence, for this study is nothing to do with the comparison on this research but the result of post-test of two classes.

The students' result of pre-test can be drawn simply. The experiment class is categorized as in Very Poor Level with mean score 24.19 and the control class is classified as in Very Poor Level with mean score 24.31. It is proved that the students' vocabulary mastery is really left behind and less. Those were the students' initial vocabulary mastery before the treatment took place. Next, the result of pre-test both classes helped the writer continue the procedure of collecting data by teaching experiment class through the knowing by heart strategy in building up their vocabulary mastery especially irregular verb.

Beholding the result of pre-test both classes which meant no significant change on their mean score, it is time to clear up the students' post-test on this study. Beginning on the experiment class, the result of post-test with its mean score 73.06 which can be classified as in Good Level with score interval in score classification 71-85 (see table 1). Afterwards, the result of post-test deriving the control class revealed the mean score 66.69 that is categorized as in Fair Level going on score interval approximately 56-70. These mean scores of the experiment class and control class gives interpretation that the vocabulary mastery of the students at experiment class is better the control class is because the mean score of experiment class is higher than the mean score of control class is ($73.06 > 66.69$).

The rate percentage gives proof for this study by looking at acquired score from the students in the experiment class. There are two students (5%) as in excellent level, there are twenty students (50%) as in good level, there are seventeen students (42.5%) at fair level, and there is a student (2.5%) as in poor level. Deriving from the control class, there is no students (0%) at excellent level, there are twelve students (30%) as in good level, next, there are twenty five students (62.5%) at fair level and the last, there are three students (7.5%) as in poor level. In sum, the rate percentages of experiment class are more than the rate percentages of control class are.

The next difference both classes can be proved by the result of t-test related score. After using t-test related formula, the computerized score is 3.593 which are higher than t-table score from degree of freedom (df) 40-1: 39 with result 2.023. It is indicated at level of significance 5% or 0.05 ($3.593 > 2.023$). This study is determined different significantly. However, the correlation of samples is very weak between the knowing by heart strategy and the vocabulary mastery with coefficient correlation 0.188 of significance at level 0.245 (see table 10).

Finally, these discussions give indication that null hypothesis (H0) is ignored and alternative hypothesis (Ha) is surely accepted. Then, this study can be concluded that the knowing by heart strategy which was applied at SMPN 2 Patampanua for the second year can build up the student's vocabulary mastery. This is supported the ideas that the students' vocabulary comprehension can certainly generate their diction when speaking or writing (Sardi et al., 2017). This study is also intensified and supported by the students' comments and impressions after being taught through the knowing by heart strategy. Most of the students answered the questionnaire honestly with saying that this strategy is able to build up their vocabulary mastery in short time and they were impressed in working in pairs on this treatment. The questionnaire was distributed after the treatment had taken place.

4. Conclusions

Regarding the research, it is concluded that the application of this strategy that is applying the knowing by heart in teaching vocabulary can run well. They are register process, retaining process, recalling process and recognition. Therefore, this study is able to build up the student's vocabulary mastery through the knowing by heart strategy at SMPN 2 Patampanua for the second year. It is indicated by t-test score is higher than t-table score as its description above. In sum, alternative hypothesis (Ha) is accepted on this research. Then, applying of this strategy, the writer knows that it can reach the target of the goal of this strategy. It can be proved by the significant result of the research.

Besides that, it also can be shown by the fact of the research in the class that the passive students became active students and the active one became easy to memorize what he or she have read or expressed. The application of this strategy in teaching vocabulary can improve the students' speaking skill as well. Based on the result of the classroom interaction after treatment showed that the students enthusiastic toward teaching vocabulary which used the new strategy in the experiment class is better than teaching vocabulary in the control class after the application of the new strategy. In accordance to the evaluation result showed that the students' experiment class score on language factors and mean score are better than students' control class score is. It can be seen from the data post test score both classes. In sum, this strategy has been applying the knowing by heart strategy which is flexible for all categories of the students. The writer knows the students' vocabulary mastery is better and they are really enthusiasm by the application on this strategy in their speaking class.

Afterwards, this is known from the interview and given questionnaire results to the students at experiment class which are done by the writer after the students applied of the strategy in their class. Those proved that the students' interest turns up and better after being treated by this strategy. Finally, they still need to be taught by applying this strategy within improving their vocabulary mastery in English.

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