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EMPOWERING STUDENTS' VOCABULARY THROUGH VOCAB-O-GRAM

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ABSTRACT

This study aims to determine whether the Vocab-O-Gram strategy can increase students' vocabulary. This study's methodology is pre-experimental. In this situation, the aforementioned strategy assisted the students in enhancing their motivation to lift new vocabulary. Students at class science II (two) SMA Bajiminasa Makassar as the population in this research. 20 students participated in the study's sample, which was created using a representative sampling technique in which only a small number of students were selected as the study's potential subjects. The data in question was then examined in the percentage format, along with ratio and percentage analysis and t-test. The results of the data analysis show that there are differences between the two tests namely the pre-test and post-test, which are distinguished by the fact that the test taken after the first one is larger than the test taken before it (8.35 > 6.05). The t-test result was more significant than the t-table result (22.11 > 2.039) at the significance level of 0.05 per cent. The data that was obtained by the researchers and entered into the table shows that the ratio of the initial rate to the final rate is larger. It can be inferred that the Vocab-O-Gram strategy was successful in raising the test scores of the second-grade students at SMA Bajiminasa Makassar.

Keywords: English Teaching Strategy, Teaching Vocabulary, Vocab-O-Gram.

INTRODUCTION

English, as a global language, has a non-obvious dampening effect on daily life worldwide. As an example, in Indonesia, where remote dialect is the one required subject in every level of education, it is a crucial component of the curriculum that must be taught to all students in order to develop their proficiency in English. This can also be seen from research (Harmer 1987: 17) explains that native speakers and non-native speakers have experienced changes in their implications in the past few years and all need to do further examination. It is hoped that learning English will help students better express their identities and information that is hidden in English. They will carry out this action as soon as possible on the point where they have vocabulary that is clear in their own intelligence. As a result, vocabulary is very important for communicating clearly and concisely, whereas a majority of vocabulary does not have the potential to communicate a message effectivel.

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Mastery of vocabulary may be conducted through understanding-based instruction. One way to apply comprehension-based teaching is to find words that are unfamiliar to students, and how to verbalize these words (Haerunnufudz : 1998). Students may have vocabulary that is permanently embedded, which is more frequently noticed and embraced in daily life. Finally, the students cannot devote a lot of time to learning or mastering the dialect moment language. This assumption is really based on the mother tongue reference in the mother tongue where students may not memorize certain vocabulary formally as in the classroom when they learn the language Everything that is said can be understood clearly by those learning the fundamentals of dialect, but this cannot happen to those learning the material during the day and outside of the dialect because there is no environment that is conducive to learning the goal. Meanwhile, according to Postman, Gairns and Redman (1986:89-90) regarding vocabulary learning time, it is explained that activities carried out before learning English will have a detrimental effect on our ability to absorb new things (vocabulary), while done after learning is complete can interfere with the effective consolidation and retention of novelty. However, a few women are having trouble understanding what is being taught about vocabulary as a long-distance dialect. English language learners must understand this.

As of right now, Lado has highlighted the importance of vocabulary for dialect learners (1998 : 79) He said that someone who knows all linguistic uses of English will not know many meanings of dialects and he cannot follow discussions using such dialects, in the nation , the person who Men Articles support the thesis that the best technique must exist to explain vocabulary to women. In every subject, students are required to continuously learn vocabulary while studying structure (Allen 1997: 149) At this point, student dominance of the English language is still necessary. Additionally, the students felt compelled to provide feedback because of the vocabulary they used (Brown, 2004), which was based on my observations at the time of the students of SMA Bajiminasa Makassar's induction into the program.

According to (Stahl & Clark, 1987) explain that with the proliferation of information throughout the world, specifically in the study of the English language, a variety of procedures and procedures for vocabulary instruction, such as equivalent words, modeling words, reference words, and Vocab-O-Gram, are available. A methodology for assisting students in learning English as a second language. Undoubtedly, there are numerous procedures or procedures that can provide assistance to women in order to improve their command of the English language. To help students in developing their vocabulary we should use strategies that include using and knowing an English word (Mukoroli, 2011: 14). Therefore, one of the most effective strategies is to use the Vocab-O-Gram strategy.

The goal of the Strategy Vocab-O-Gram activity is to build the background knowledge and create predictions about the narrator's text by incorporating words and categorizing them. The format is different from traditional story elements on the one hand, such as setting, characters, conflict, plot, and resolution, as well as additional slots for questions and Mystery Words (Blachowicz, 2002). The vocabulary used in this assignment is from Vocab-O-Gram because it helps students understand how sentence structure relates to narrator-driven text. And right away, the student resumed reorganizing the structural elements.

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Based on the previous explanation the researchers intended to answer the research question as follow: does the use of vocab-o-gram imvrove the students vocabulary at the second grade of SMAN Bajiminasa Makassar in academic year 2021/2022?

METHODS

The research methodology used in this study is the research method for the pre-experiment with a single group pre-test, treatment, and post-test. The purpose of this study is to determine the efficacy of using Vocab-O-Gram in the English language instruction of second-year SMA Bajiminasa Makassar students in 2021–2022. Second grade students of SMA Bajiminasa Makassar for the academic year 2021/2022 is the population in this study. The population is made up of 40 people divided into the IPA and IPS class. As a sample of their research, the researchers chase specifically XI IPA which consists of 20 students and employed Purposive Sampling Technique because based on the teacher permission that this class is suitable with the level materials given and the class also has the high motivation students in learning English, specifically XI IPA, which consists of 20 students. The researcher's struggle in choosing this particular school is a result of the fact that the majority of the students there are ineffective at the ruler's vocabulary. The current study has two distinct variables, namely the free and bound variables. Variables are based on Vocab-O-Gram, and the target language is students' English vocabulary. The researchers used one type of instrument, namely an objective vocabulary test which was used as a pre-test and post-test, to collect data. The test is made up of recognizing and erasing a particular object. Due to this, a post-test is recommended to help students understand their vocabulary after receiving treatment using the Vocab-O-Gram Strategy.

RESULTS

Using the Vocab-O-Gram method, the researchers give a pre-test to students who have just started taking the course. In the pre-test, the student is required to respond to questions that have already been given with the goal of understanding the student's vocabulary. Authority A post-test is given to students after they receive a grade that is intended to help them understand their level of skill after receiving a passing grade. After completing the investigation, a few results can be considered the investigation's results. T-test self-esteem, speculation testing, student pretest scores, recurrence rate and student scores, student cruelty scores pre-test and post-test, and student cruelty scores pre-test and post-test are all addressed in the questions about the conditions of the test subjects. In this section, the researcher will present the results of the pre- and post-test students as well as the student data analysis and comparison in order to determine whether there are any significant differences between the pre- and post-test student results.

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Table 1. The students' score of pre-test (X1) and post-test (X2)

No	Name of Students	Pre – test (X1)	Post –test (x2)
1	AB	6,5	8,5
2	AR	4	6,5
3	BU	6	8,5
4	JUN	4,5	7,5
5	KE	5,5	8,5
6	MI	6,5	8,5
7	M.I	7,5	9,5
8	NU	5	7,5
9	NUR	7,5	9,5
10	RES	5,5	8
11	RE.A	7	9
12	RE.R	6	8
13	RI	6,5	8
14	SU	6	8,5
15	SY	6,5	8,5
16	TI.H	8	9,5
17	VI	4,5	7,5
18	WA	6,5	8,5
19	WE	6	8,5
20	WI	6	8,5
	TOTAL	ΣX1=121,5	ΣX2=167

By looking at the data in the above table, it is clear that the minimum and maximum re-test thresholds for each participant are 4 and 8, respectively. In contrast, the minimum score for both the pre-test and the post-test was 6.5. maximum score 95 Additionally, it is understood that the total pre-test (X1) students score is 121.5. The total post-test of students is 167. Comparing the total scores from the pre-test and post-test reveals that the students' scores were higher on the post-test than they were on the pre-test, which means that 167 > 121.5. The students' pretest (X), posttest (X2) scores (X2) Gain/ Difference between cooperating pairs (D), and gain percentage (D2) The present article presents the results of the students test from the pretest (X1), posttest (X2), gain/selection of the appropriate pair (D), and gain coefficient (D2).

Table 2. Students' score of pretest (x1), posttest (x2) Gain/ difference between the matched pair (D), and the square of the gain (D2).

No	Name	Pre-test (x1)	Post –tes (x2)	Gain (D) (x2-x1)	D2	Classification
1	AB	6,5	8,5	2	4	Good
2	AR	3,5	6,5	3	9	Fair
3	BU	6	8,5	2,5	6,25	Good

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4	JUN	4,5	7,5	3	9	Fairly good
5	KE	6,5	8,5	2	4	Good
6	MI	5,5	8,5	3	9	Good
7	M.I	7,5	9,5	3	4	Very good
8	NU	5	7,5	2,5	6,25	Fairly good
9	NUR	7,5	9,5	2	4	Very good
10	RES	5,5	8	2,5	6,25	Good
11	RE.A	7	9	2	4	Very good
12	RE.R	6	8	2	4	Good
13	RI	6,5	8	1,5	2,25	Good
14	SU	6	8,5	2,5	6,25	Good
15	SY	6,5	8,5	2	4	Good
16	TI.H	8	9,5	1,5	2,25	Very good
17	VI	4,5	7,5	3	9	Fairly good
18	WA	6,5	8,5	2	4	Good
19	WE	6	8,5	2,5	6,25	Good
20	WI	6	8,5	2,5	6,25	Good
	TOTAL	ΣX1=121	ΣX2=167	ΣD=46	ΣD2=110	

After reading the data in the above table, it is clear that there are 46 students in total gains and 110 student in total gains squared. And the minimum and maximum percentages are 1.5, 2.25, and 9, respectively. The minimum squared gain is 2.25, and the maximum squared gain is 9. Classification Based on pre-test and post-test scores, the student's classification was changed to "seven levels," and it was done so using a number of criteria. Criteria and percentages for the pre- and post-test are as follows:

Table 3. The students' pre-test score classification

No	Name	Pre –test (x1)	Classification
1	AB	6,5	Fair
2	AR	3,5	Very poor
3	BU	6	Fair
4	JUN	4,5	Poor
5	KE	6,5	Fair
6	MI	5,5	Poor
7	M.I	7,5	Fairly good
8	NU	5	Poor
9	NUR	7,5	Fairly good
10	RES	5,5	Poor
11	RE.A	7	Fairly poor
12	RE.R	6	Fair
13	RI	6,5	Fair
14	SU	6	Fair

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15	SY	6,5	Fair
16	TI.H	8	Good
17	VI	4,5	Poor
18	WA	6,5	Fair
19	WE	6	Fair
20	WI	6	Fair
	Total	ΣX1=121	

It can be inferred from the data in the above table that the majority of student are currently taking the pre-test. There aren't even one or two out of the 20 employees who are consistently doing well and doing well. The researchers places the student's classification in the range indicated by the following table.

Table 4. Classification, frequency and rate percentage of the students' pretest

No	Classification	Range	Number of students (frequency)	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	0	0%
3	Good	76-85	1	5%
4	Fairly good	66-75	3	15%
5	Fair	56-65	10	50%
6	Poor	36-55	5	25%
7	Very poor	0-35	1	5%
	Total		20	100%

Table 4 above shows the percentage and frequency of pre-test responses from students, showing that 1 (5% of students) received a "very poor," 5 (25%) received a "less," and 10 (50%) received a "enough." There were no students who received a score of 3 (15%), "good enough," or "good," and there were no women who received a score of very good.

Table 5. The Students' Post-test Classification

No	Name	Post-test (X2)	Classification
1	AB	8,5	Good
2	AR	6,5	Fair
3	BU	8,5	Good
4	JUN	7,5	Fairly good
5	KE	8,5	Good
6	MI	8,5	Good
7	M.I	9,5	Very good
8	NU	7,5	Fairly good
9	NUR	9,5	Very good
10	RES	8	Good
11	RE.A	9	Very good

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12	RE.R	8	Good
13	RI	8	Good
14	SU	8,5	Good
15	SY	8,5	Good
16	TI.H	9,5	Very good
17	VI	7,5	Fairly good
18	WA	8,5	Good
19	WE	8,5	Good
20	WI	8,5	Good
	Total	ΣX2=167	

According to the above table, the majority of women performed significantly better after the test. Not one of the 20 employees is consistently sufficient, lacking, and extremely lacking. Then the defendant placed the student's classification score on the table of contents. You can see in the following table.

Table 6. Classification, Frequency and Rate Percentage of the Students' Posttest

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 -10	0	0 %
2	Very good	8,6 -9,5	4	20 %
3	Good	7,6 -8,5	12	60%
4	Fairly good	6,6 -7,5	3	15%
5	Fair	5,6 -6,5	1	5%
6	Poor	3,6- 5,5	0	0 %
7	Very poor	0 -3,5	0	0 %
	Total		20	100%

The results of the posttest for students using Vocab-O-Gram are shown in Table 6 below. Of the students, 4 (20%) received a score of "very good," 12 (60%) received a score of "good," 3 (15%) received a score of "pretty good," and 5% received a score of "enough." With other words, it can be said that the post-test percentage was higher than the pre-test percentage. After learning about the sibling classification system, students then compare sibling classifications, whether pre- or post-test, as shown below:

Table 7. The comparison of the students' score

No	Classification	Range	Frequency	Percentage	
				Pre-test	Post-test
1	Excellent	9,6-10	0	0%	0%
2	Very good	86-9,6	0	0%	20%
3	Good	76-8,5	1	5%	60%
4	Fairly good	66-6,5	3	15%	15%
5	Fair	56-6,5	10	50%	5%
6	Poor	36-5,5	5	25%	0%

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7	Very poor	0-3,5	1	5%	0%
	Total		20	100%	100%

The above table displays the student number. It can be understood that the student grades is experiencing inflation by looking at the data in the above table. There was only one out of every 20 test takers who performed exceptionally well on the pre-test, but on the post-test, there were 20% of test takers who performed exceptionally well. This indicates that there are differences between the results of teaching students in the pre-test and post-test. tests in classification are extremely good. Pre-test students with good behavior accounted for 5%, whereas post-test students with good behavior accounted for 60%. 100 percent. This shows that there are differences between the scores of students in classification, both before and after the test. In the pre-test period, 15% of the participants had qualifying scores that were very good, while in the post-test period, 15% of the participants had qualifying scores that were very good. This also indicates that there may be different student quotas for pre- and post-tests. It can be inferred that only a small number of nurses received a classification of "very good, good, quite good" on the pre-test, and there are many more nurses who have the same classification.

This shows that there are differences between student scores on the pre-test and post-test that are significant. There were 15% of test takers who performed poorly in terms of classification during the pre-test, while the same percentage performed poorly during the post-test. This also indicates that the student quotas for the pre- and post-tests differ. It can be inferred that only a small number of nurses received a classification of "very good, very good, very good" on the pre-test, and there are many more students who have the same classification. According to comparisons between the results of the pre-test and post-test students, it can be inferred that there are significant differences between the two. After understanding how the scores of the test takers and test takers compare, it is important to understand how the test takers' scores compare. Student score situation is related to increase, change, and decrease. The following table summarizes the student situation.

Table 8. The students' situation score

No	Name	Pre-test (X1)	Post-test (X2)	Situation		
				Increase	Unchanged	Decrease
1	AB	6,5	8,5	✓	-	-
2	AR	3,5	6,5	✓	-	-
3	BU	6	8,5	✓	-	-
4	JUN	4,5	7,5	✓	-	-
5	KE	6,5	8,5	✓	-	-
6	MI	5,5	8,5	✓	-	-
7	M.I	7,5	9,5	✓	-	-
8	NU	5	7,5	✓	-	-
9	NUR	7,5	9,5	✓	-	-
10	RES	5,5	8	✓	-	-
11	RE.A	7	9	✓	-	-

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12	RE.R	6	8	✓	-	-
13	RI	6,5	8	✓	-	-
14	SU	6	8,5	✓	-	-
15	SY	6,5	8,5	✓	-	-
16	TI.H	8	9,5	✓	-	-
17	VI	4,5	7,5	✓	-	-
18	WA	6,5	8,5	✓	-	-
19	WE	6	8,5	✓	-	-
20	WI	6	8,5	✓	-	-

As shown in the above table, every participant in this study experienced a score increase. Furthermore, none of the 20 participants experienced score increase, proving that all post-test participant score were higher than pre-test scores. To find out degree of freedom (df), the researcher used the following formula df = N – 1 , where (N = 25), df = 25 – 1 df = 24. For the level of significance (p) = 0,05 and the degree of freedom (df) = 24, than the value of t-table is 22.11. Compared with the t-test value, it can be concluded that t-test value (22.11) was higher than the value of t-table (2.039). In other words, it can be said that 22.11> 2.039 t-test value (22.11) was higher than the value of t-table (2.039. Based on the data analysis above, it can be concluded that the implementation vocab o gram could improve students' vocabulary because the t-test value is higher than t-table.

DISCUSSION

In this chapter, the author discusses the effectiveness of the Vocab-O-Gram application in teaching English language courses, specifically vocabulary courses. Vocabulary course is one of the basic courses in learning English because when students want to know how to speak English, they have to learn vocabulary first. Students who are lacking in English vocabulary will find it difficult to understand English texts, cannot speak English, and cannot share ideas using English. According to (Nirwati : 1996) found that students have positive attitudes through discovery in class so that students' vocabulary can increase. In addition, (Ramadhani, 2020) found that taking notes in a personal of vocabulary to be memorized at any time, is useful for increasing students' vocabulary and can be a good technique in learning vocabulary. Therefore, the vocabulary must be studied in class and taking notes in a personal of vocabulary because it will bring students in the English learning process (Misrawati et al., 2020). The strategies used in teaching vocabulary is Vocab-O-Gram strategy by students in grades two and three at SMA Bajiminasa Makassar can increase their capacity for learning vocabulary during the learning process. The authors use vocabulary in the language format to express other ideas, such as feelings, ideas, and other things, either informally or in writing to other people. Speaking, reading, and writing about vocabulary are inseparable from the four listening skills. A person's speaking ability is caused by the vocabulary mastery they have according to the evidence, it is believed that students who are proficient in the words they use to predict outcomes using the Vocab-O-Gram strategy are confident enough to learn new words in their rooms and consider putting many pins as a source of winner. This is in line with Aspina's (2009) assertion that during the process of

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learning vocabulary, the teacher should focus on the students' needs and motivate them to participate actively in the learning process by incorporating technical vocabulary and grammar into English language instruction, particularly when vocabulary teaching. Vocabulary instruction using the Vocab-O-Gram strategy is very effective because it can inspire students to learn while also making it simple for them to understand some new vocabulary (Smith, 1969). Despite the fact that the researcher has established that the Vocab-O-Gram Strategy can motivate students and increase their performance in written assignments, the researcher also observed some cooperative learning principles. It is difficult to mobilize all employees given that the only active employees are those who are engaged in the learning process. Some sympathetic bystanders watched in amazement as the group's leader read from the Bible. At the time of the strategy's fight round, some employees are very happy, which causes a lot of noise in the classroom. This problem may cause some employees to lose their patience and speak in vocabulary words. Even though there were a few weaknesses that were mentioned, by the end of the study, all of them had changed.

As stated above, the Vocab-O-Gram strategy can make students enthusiastic about learning and less likely to develop vocabulary because they work together on tasks with all of the group members. Other words: relaxed but serious. This is supported by the student achievement t-test scores, where the t-test scores are larger than the t-table scores and the students' post-test average scores are higher than their pre-test scores. When using the Vocab-O-Gram strategy, English language instruction has the goal of increasing student proficiency in speaking and writing. This technique can improve and increase the student's vocabulary, making it more beneficial than it was previously.

Overview of data that was collected through test (pre-test and post-test), as previously stated, confirms that student performance in vocabulary before giving out a deadline that was too close to completion. Pre-test results showed that 1 (5% of 20 students) received a score of "very bad," 5 (25%) received a score of "poor," 10 (50%) received a score of "grade," 3 (15%) reached a score of "adequate value," 1 (5%) reached a score of "good value," and there were zero (%) students who received a score of "very good score."

After the test was completed, it was discovered that out of 20 participants, four met the criteria for "very good," twelve met the criteria for "good," three met the criteria for "quite good," one met the criteria for " sufficient," and there were no participants who met the criteria for "poor" or "very poor." Unbiased Students Performance there were no subjects with significantly better performance on the pre-test than on the post-test, one subject (5%) with better performance, three subjects (15%) with better performance, six subjects (50%) with better performance, four subjects (25%) with worse performance, and one subject (5% with worse performance). On the other hand, in the post-test, 4 (20%) of the 20 students received a rating of "very good", and 12 (60%) out of 20. The researchers explained the situation of the students' vocabulary scores on the pre-test and post-test, there are 20 students whose grades increase, 0 students whose grades do not change and none of the 20 students who have a lover score means that 100% of students get an increase in their scores and 0% do not experience an increase and 0% of students get lower scores . Based on the explanation of the students' vocabulary situation scores above, the researcher concludes

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that, there is a significant difference in students' scores after taking a vocabulary test using the Vocab-O-Gram Strategy.

According to the content of this article, it can be inferred that learning English, specifically teaching students' vocabulary, will be more effective if Vocab-O-Gram is used. This is because the strategy has already been tested using statistical analysis of t-test data, and the results show that student performance has improved from before. This indicates that the effort to use the Vocab-O-Gram Strategy in vocabulary to increase the grade II students of SMA Bajiminasa Makassar's students' score was successful.

CONCLUSION

The researchers insist that the goal is to raise the student's performance in the written word. In order to achieve this goal, the Vocab-O-Gram strategy was defined in the corresponding project that served as a tool to help and guide the students. Based on the results of the data analysis and the earlier analysis, it can be concluded that: The Vocab-O-Gram method, which is the only one used in education, is very important for improving vocabulary. Vocab-O-Gram methodology can boost students' dynamic learning of vocabulary.

The evidence suggests that employing the Vocab-O-Gram strategy can improve student performance in classes two and three at SMA Bajiminasa Makassar. Prior to using Vocab-O-Gram, the performance of the student in the low-achieving class (X,=6, 05) can be seen in Table 4, which states that there were no students (0 percent) who received a high score on the pre-test (before teaching using the Vocab-O-Gram strategy). It is clear that there aren't any employees who are classified particularly well; Instead, there are five employees (25 percent) who are classified as poorly and one employee (5 percent) who is extremely poorly.

Students' achievement in post-test vocabulary is classified as high score (X= 8.35). It can be seen in Table 4.7 that, according to the results of the post-test, 4 (20%) of the students received the rating "very good," 12 (60%) of the students received the rating "very good, " 3 (15%) of the students received the rating "good enough," 1 (5%) of the students received the rating "fair," and there were no students who received the ratings "poor" and "very poor." classified as good completeness Based on the results above, it can be inferred that the post-test threshold is higher than the pre-test threshold. The researchers calculated the average score of students both in the pre-test and post-test where, the score of students on the pre-test without using the Vocab-O-Gram strategy was was classified as very bad and the score of students on the post-test by using the Vocab O Gram strategy, vocabulary performance of the student was improved.

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