

ABSTRACT

This study is centered on the issue of keeping vocabulary notebook in increasing young learners' vocabulary mastery. It is aimed at discovering whether or not keeping vocabulary notebook is effective in increasing young learners' vocabulary mastery and how the response of young learners toward keeping vocabulary notebook is. A quasi-experimental design was used in this study. The data were collected through vocabulary pre-test and post-test to gain relevant data in terms of the effectiveness of keeping vocabulary notebook. Moreover, questionnaire was used to investigate students' response toward keeping vocabulary notebook for then being analyzed quantitatively. The study involved 50 participants of fifth grade students of an elementary school in Majalengka that were divided into control and experimental group. Experimental group received the treatment of keeping vocabulary notebook, while control learned vocabulary by using conventional learning method where the students wrote down the vocabulary in their usual notebook. The study was conducted in six week meetings that consist of four week meetings of treatment and two week meetings of pre-test and post-test. Then, close-ended questionnaire was given to the participants in experimental group only. The findings revealed that keeping vocabulary notebook was effective in increasing young learners' vocabulary mastery. It was indicated by the means computation in which the means of control and experimental group before receiving the treatments were ($M=46.08$) and ($M=43.44$) while the means of control and experimental group after receiving the treatments were ($M=71.52$) and ($M=86.00$). Moreover, the result of independent t-test computation of post-test score of control and experimental group showed significant difference in which that the t_{obt} (-4.196) is higher than the t_{crit} (1.677) at the level of significance 0.05 . Furthermore, keeping vocabulary notebook has a high effect to young learners in learning English vocabulary was justified by the computation of effect size (0.518). In addition, young learners' showed some positive responses and opinions about keeping vocabulary notebook. Based on the findings, it is expected that keeping vocabulary notebook can be applied in young learners' activity to master vocabulary inside or outside classroom. Even though, vocabulary notebook can be used as autonomy learning, keeping vocabulary notebook will gain optimal result, if the teachers guide the students by giving them feedback actively. In other words, keeping vocabulary notebook has a significant influence in increasing young learners' vocabulary. For that reason, this kind of method is recommended to be applied on teaching vocabulary to young learners.

Keywords: Vocabulary notebook, Young learners.

Lusy Nur Efendi, 2014

Vocabulary Notebook and Young Learners' Vocabulary Mastery

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ABSTRAK

Penelitian ini berkaitan dengan isu membuat catatan kosa kata atau *vocabulary notebook* untuk meningkatkan penguasaan kosa kata anak-anak. Tujuan dari penelitian ini adalah untuk mengetahui efektifitas penggunaan *vocabulary notebook* dalam meningkatkan penguasaan kosa kata anak-anak dan seperti apa respon mereka terhadap penggunaan *vocabulary notebook* tersebut. Eksperimen semu merupakan desain dari penelitian ini. Data penelitian yang relevan dikumpulkan melalui *pre-test*, *post-test*, dan kuesioner. Terdapat 50 responden penelitian yang diambil dari siswa kelas 5 di salah satu Sekolah Dasar di Majalengka. Mereka dibagi kedalam kelompok control dan kelompok eksperimen. Kelompok eksperimen diberikan *treatment* belajar kosa kata bahasa Inggris dengan *Vocabulary notebook*, sementara kelompok kontrol tidak diberikan *treatment* seperti kelompok eksperimen, melainkan belajar kosa kata bahasa Inggris dengan metode konvensional. Penelitian ini berlangsung selama 6 minggu, dimana 4 minggu diperuntukkan untuk melakukan *treatment* dan 2 minggu untuk *pre-test* dan *post-test*. Setelah itu, kuesioner dibagikan kepada siswa di kelompok eksperimen. Data yang diperoleh dianalisis secara kuantitatif. Hasil dari perhitungan tersebut membuktikan bahwa *Vocabulary Notebook* terbukti efektif dalam meningkatkan penguasaan kosa kata anak-anak. Hal tersebut terlihat dari perbedaan nilai rata-rata dari kelompok kontrol dan eksperimen pada saat sebelum diberikan *treatment* sebesar (M=46.08) dan (M=43.44), sedangkan nilai rata-rata dari kelompok kontrol setelah diberikan *treatment* adalah (M=71.52) and (M=86.00). Selain itu, hasil perhitungan *independent t-test* menunjukkan perbedaan nilai *post-test* yang signifikan dari kelompok kontrol dan eksperimen dimana nilai t_{obt} (-4.196) lebih besar dari t_{crit} (1.677) pada tingkat signifikansi 0.05. Selain itu, penggunaan *vocabulary notebook* mempunyai efek yang besar dalam pembelajaran kosa kata bahasa Inggris pada anak-anak. Hal tersebut terbukti dari hasil perhitungan *effect size* sebesar (0.518). Selain itu, hasil dari kuesioner pun menunjukkan bahwa anak-anak merespon penggunaan *vocabulary notebook* secara positif. Maka dari itu, *Vocabulary notebook* sangat dianjurkan untuk digunakan sebagai kegiatan pelengkap di dalam kelas maupun di luar kelas untuk belajar kosa kata bahasa Inggris. Meskipun *vocabulary notebook* bisa digunakan untuk pembelajaran mandiri, penggunaannya akan lebih optimal jika diawasi dan diberi masukan oleh guru. Dengan kata lain, pembelajaran kosa kata dengan menggunakan *vocabulary notebook* sangat dianjurkan.

Kata Kunci: *Vocabulary notebook*, Anak-anak