

**THE EFFECTIVENESS OF WORD DETECTIVE STRATEGY ON
TEACHING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF
SMPN 1 SAMBIT PONOROGO ACADEMIC YEAR 2017/2018**

THESIS



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ABSTRACT

ASTUTI, NANIK. 2018. *The Effectiveness of Word Detective Strategy on Teaching Vocabulary at The Seventh Grade Students of SMPN 1 SambitPonorogo Academic Year 2017/2018.* **Thesis**, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies Ponorogo. Advisor Dr.HarjaliM.Pd.

Key Words: Word Detective Strategy, Vocabulary Mastery

Vocabulary is a group of words of a language that conveys meaning when the language is used. Vocabulary is important for students, it is more important than grammar for communicative purpose. Word Detective Strategy is one of the interesting strategies. It is a strategy in teaching vocabulary that makes the students become a detective to look for the meaning of the word by using context clues and word part clues.

The purpose of this research was to examine whether there was a significant difference between the students' vocabulary mastery who were taught by Word Detective Strategy and those who were not taught by Word Detective Strategy at SMPN 1 SambitPonorogo in academic year 2017/2018.

This research applied quantitative approach and used the quasi-experimental design. It assigned two classes which are taught two different techniques. The experimental class was taught by Word Detective Strategy and control class was taught by lecturing technique. The population was the seventh grade students of SMPN 1 SambitPonorogo which consist of 86 students. The sample is 58students (29 students of experimental class and also 29 students of control class). The sampling technique was use cluster random sampling.The procedure of data collection were test and documentation. It was analyzed and processed by using statistic data calculation of T-test formula by using SPSS16.00.

The result showed that the experimental class has higher mean score in the post-test than control class. The mean score of post-test in the experimental class was 68.44, while the control class was 57.41. Besides, the result of T-test calculation showed that the value of t_{test} is higher than the value of t_{table} . The value of t_{test} was 4.304 while the value of t_{table} with $db = 56$ was 2.01. Based on those result, it can be concluded that H_a is accepted and H_o is rejected.

Based on the explanation above, it can be said that there is significant difference on students' vocabulary mastery who are taught by Word Detective Strategy. In other word, Word Detective Strategy is effective to students' vocabulary learning in the seventh grade students of SMPN 1 SambitPonorogo in Academic Year 2017/2018).

APPROVAL SHEET

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CHAPTER I

INTRODUCTION

In this chapter the researcher describes the background of the study, limitation of the problems, statement of the problems, objective of the study, significance of the study and organization of the thesis.

A. Background of the Study

Language skills are often categorized as receptive or productive skills. Listening and reading are regarded as receptive skills because focus in on receiving information from an outside source.¹ The relationship between vocabulary knowledge and reading comprehension is consistently strong and has been recognized as a contributing factor for academic success.²

Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”.Diamond and Gutlohn, in www.readingrockets.org/ article state that vocabulary is the knowledge of words and words meanings. From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning. That is the reason why it is important to learn vocabulary.

¹David Nunan, *Practical English Language Teaching* (Mcgraw-Hill/ contemporary, 2003), 24.

²Whipple, G., *The Twenty-fourth Yearbook of the National Society for the Study of Education: Report of the National Committee on Reading*. Bloomington, IL: Public School Publishing Company.1925.

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.³

According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. The other definition of vocabulary states from Hatch and Brown, they say that vocabulary refers to a list or set of words for a particular language that individual speakers of language might use.

³MofarehAlqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught," International Journal of Teaching and Education, 3 (2015), 24-25.

Vocabulary acquisition happens in one the way mentioned. There are incidental and direct. Incidental is deliberate or undeliberate acquisition of vocabulary while doing independent listening or reading activities. Direct is through direct conscious study.

Incidental vocabulary acquisition is a typical way of vocabulary acquisition, especially for proficient readers. Incidental vocabulary learning refers to the process of learning without specific focus of attention. It's the way through which learners focus on understanding the meaning of a text or listening to contexts, instead of intentional learning. Students who possess reading skills who read different texts may find out that their vocabulary has improved without direct study. According to Richards' study, students can learn vocabulary through reading which supports the fact that pleasure reading in a foreign language is an incidental vocabulary acquisition.⁴

Vocabulary, broadly defined, is knowledge about words and word meanings. However, this definition is inadequate, as it sweeps over some important distinctions. First of all, words come in both oral and written forms, and the words typically used in speech are less precise and of a more limited variety than the words used in print.⁵

Given the findings of our research and similar research by others, we have prepared this chapter in order to present strategies that middle-grade teachers (Grades 4-8) might use to instruct students to use word-part and context clues to expand their

⁴ Hong and Richards (Cited in AzadehRezaei*, Neo Mai, Ahmad Pesaranhader).

⁵ Hayes, D. P., and M. G. Ahrens, *Vocabulary Simplification for Children: A Special Case of "Motherese"*, *Journal of Child Language*, 15 (1988), 395–410.

reading vocabularies. We begin with a brief review of research on vocabulary instruction, with emphasis on teaching word-part and context clues as means to promote word knowledge. Next, we describe the interventions we implemented and provide sample lessons for teaching word-part and context clues in language arts and content area classes. We conclude by acknowledging limits to and extensions of the instructional recommendations we offer.⁶

Based on the observation conducted at SMPN 1 SambitPonorogo, researcher looked some students in the reading class are passive. When the researcher had the students read and understand the content of a text, most of them said that the text was difficult to be comprehend since there were many unknown words found in the passage. They could not understand the new words appearing in sentences or passage. They did not try to think of how to understand the meanings of the words and started to make noises by asking one another. They even did not want to answer questions related to the passage. Whenever the students were asked to understand the unknown words found in sentences or text, they always looked up the words in their dictionaries, got help from friends, and or asked teachers.

Through direct observation done by the researcher, it was found out that most of teachers there taught language components, especially vocabulary, using improper methods or techniques of teaching vocabulary. They just frequently follow up the instruction in the students sheets, such as; giving the students explanations about the

⁶Hiebert, Elfrieda H. and Kamil, Michael L. *Teaching and learning vocabulary: bringing research to practice*. Library of Congress Cataloging-in-Publication Data: United States of America, (2005), 180.

components they taught, then giving them some examples, after that, asking them to do the tasks in the worksheets. For example; some English teachers tended to apply translation method during the learning process. They asked the students to translate the reading passage from English into Indonesian. And then the teachers discussed the results of the students' translation with the whole class. These activities made the students feel bored and less challenged in learning English. Consequently, their vocabulary mastery was low. Such situation often made the students feel bored so that they were not interested in learning English. English teacher said that many students had not mastered vocabulary well especially in reading.⁷

There are many ways to learn vocabulary. Some of them is starting from: learning from the roots of the words, prefixes and suffixes, and dictionary.⁸

Word Detective strategy (word part clues and context clues) guides students through a series of steps to help uncover the meaning of a word and its word parts.⁹ This strategy (word detective) contains context clues and word part clues. The advantage of word part knowledge is that it may help learners check whether an unknown word has been successfully guessed from context. In other words, integration of information from context and word parts may make guessing more successful and contribute to effective vocabulary learning.¹⁰

⁷Observation and Interview on 16th November 2017.

⁸ Jonathan sarwono and YudhyPurwanto, *English for Academic Purposes Reading Writing and Vocabulary*, C. V ANDI OFFSET: Yogyakarta, (2013), 192.

⁹ Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*, Hawaii: Pacific Resources for Education and Learning, (2011), 24.

¹⁰Sasao, Y. *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing From Context and Acknowledge of Word Parts*, Wellington: Victoria University of Wellington, (2013), 32.

According to Sasao, integration information from context and word parts may make guessing more successful and contribute to effective vocabulary. This strategy will make the students not only understand the meaning but also understand the class of each word. It will make the students know the use of the word in a sentence. It will be very helpful for the students because they will more understand the meaning and also the word class at the same time. Finally, knowledge of word parts and guessing from the context may be the most useful strategy for learners because this strategy may be used in any situation for any words.

This research tried to use Word Detective Strategy in the vocabulary achievement. According to Denton *et al*, recent research on teaching word learning to middle school students suggests that combining word part clue and context clue (word detective strategies) is a powerful way to increase your students' ability to discover word meaning independently.¹¹

Based on the description of the background above, the researcher is interested in conducting the research under the title **“The Effectiveness of Word Detective Strategy on Teaching Vocabulary at The Seventh Grade Students of SMPN 1 SambitPonorogo Academic Year 2017/2018”**. The researcher want to analyze whether teaching vocabulary by using word detective strategy is more effective to teaching student's vocabulary mastery.

¹¹<https://jurnal.unej.ac.id>, diakses pada tanggal 10-12-2017.

B. Limitation of the Problem

Based on the background above, the research is limited on the differences of student vocabulary achievement before and after taught by using word detective strategy in teaching vocabulary at seventh grade students of SMPN 1 Sambit academic 2017/2018.

C. Statement of the Problem

Is there any significant difference on students' vocabulary achievement who are taught by using word detective strategy and who those are not at seventh grade students of SMPN 1 Sambit?

D. Objective of the Study

To find out the difference of students' vocabulary achievement who are taught using word detective strategy and who those are not at seventh grade students of SMPN 1 Sambit.

E. Significance of the Study

This result of observation is expected giving advantage, both theoretically and practically:

1. Theoretical significance of the research

This result of observation can add knowledge in particular about contribution to education knowledge about word detective strategy and teaching vocabulary.

2. Practically significance of the research

a. For the teacher

This research can be used as a means to know the effect of using word detective strategy in teaching vocabulary and learning process. Teachers will be more aware of students' vocabulary. Besides that, teacher will be easy to motivate students understanding the meaning of the word.

b. For the students

This research will facilitate students for a better knowledge about vocabulary. Through text and sentence, the students will learn to understand the meaning of the word by using word detective.

c. For the readers

For the readers, the researcher hopes that the result of this study can be useful as a reference for a further research concerning with English vocabulary.

F. Organizations of the Thesis

The researcher writes the thesis into V chapters. These chapters related one to other. It has purposed that to organize the thesis will easily. The organization of the thesis are:

- Chapter I tell about general description and take a role as basic of mindset of the thesis. The first chapter consists of background of the study, limitation of the study, statement of the problems, objective of the study, significant of the study and organization of the thesis.
- Chapter II consists of review of related literature. On this chapter II tell about previous studies, theoretical background, theoretical framework and hypothesis.
- Chapter III is research methodology. The research methodology consists of research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.
- Chapter IV research result. It contains of research location, data description, hypothesis and discussion.
- Chapter V is conclusion. It consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this research, the researcher use previous study of research finding. This research was presented by Laura Ferguson by the title “*The Effects of Explicit Teaching of Morphemic Analysis on Vocabulary Learning and Comprehension and its Transfer Effects to Novel Words*”.

This study investigated the effects of explicit teaching of morphemic analysis on vocabulary learning and comprehension and its transfer effects to novel words with sixth grade students. Because research research states that vocabulary and the ability to decode unfamiliar words is vital for comprehension, an increase in vocabulary learning and comprehension was predicted. A sixth grade reading class with low reading assessment result was specifically taught twelve affixes and roots chosen from a bank of morphemes tested in classroom theme and state reading assessments. The 18 students received pre and post assessment on comprehension and vocabulary with an additional post assessment on transfer effects. Result showed significantly higher post-assesment scores, but no visible improvement on student transfer to novel words.

The second is that was written by Dillan Kibar Dzikrika. He conducted a research on “*The Effectivness of Morphological Analysis Technique in Teaching Vocabulary (Quasy-experimental Study at the Eighth Grade Students of SMPN 13 Kota Tangerang Selatan)*”.

The objective of this study was to find the empirical evidence of the effectiveness of using morphological analysis technique in teaching vocabulary at the eighth grade students of SMPN 13 kota Tangerang Selatan. The method used was a quasy-experimental study. For sampling technique, the writer used purposive sampling. The samples of this research were 39 students of class 8.8 as the experimental class and 37 students of class 8.7 as the controlled class. Before giving treatment, the writer gave pre-test. Then, the writer taught 20 prefixes and 20 suffixes with high frequency of occurrence in the experimental class. After four meetings, the writer gave the post-test to both classes. In addition, to attain the validity and reliability of the instrument, the writer used ANATES. Further, the calculation of this research was conducted through SPSS 22.

The result showed that sig. 2 tailed (p) was 0.011 while alpha (α) was 0.05. in other words, $p < \alpha$. It meant that there was significant differences between both classes mean post-test score. The test of hypothesis showed that count value was greater than table with degree of freedom (df) 74 and degree of significance (α) 0.05 ($2.596 > 1.666$). It meant that the H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Therefore, morphological analysis technique was effective to teach vocabulary at eighth grade students of SMPN 13 kota Tangerang Selatan.

B. Theoretical Background

1. Teaching Vocabulary

a. Definition of Vocabulary

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.

A first consideration in delineating the construct of "vocabulary" in research and practice that individuals have various types of vocabulary that they use for different purposes. Failure to distinguish among the different kinds of vocabulary can lead to confusion and disagreement about both research findings and instructional implications.

Generically, vocabulary is the knowledge of meanings of words. Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.¹²

For beginning readers, oral vocabulary far outstrips print vocabulary.

This is one of the determining factors in shaping beginning

¹² Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. Hawai: Pacific Resources for Education and Learning. 2011, 5

reading instruction. Beginning reading instruction is typically accomplished by teaching children a set of rules to decode printed words to speech. If the words are present in the child's oral vocabulary, comprehension should occur as the child decodes and monitors the oral representations. However, if the print vocabulary is more complex than the child's oral vocabulary, comprehension will *not* occur. That is, the process of decoding a word to speech does nothing more than change its representation from visual print to oral speech. If it is not in the child's vocabulary, it is simply an unusual collection of speech sounds. The details of this "theory" of vocabulary and reading instruction can be summarized in the following way: *Comprehension is a function of oral language and word recognition.* That is, comprehension of print is a result of the ability to decode and recognize words and oral language knowledge. There are two intermediate steps, though. The first is the link between decoding and oral language.¹³

The relationship between vocabulary knowledge and reading comprehension is consistently strong and has been recognized as a contributing factor for academic success through studies.¹⁴

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in

¹³Hiebert, Elfrieda H. and Kamil, Michael L. *Teaching and learning vocabulary: bringing research to practice.* Library of Congress Cataloging-in-Publication Data: United States of America, (2005),

¹⁴Hayes, D. P., and M. G. Ahrens, *Vocabulary Simplification for Children: A Special Case of "Motherese"* (Journal of Child Language: 15, 1988), 3.

listening (receptive vocabulary)". Furthermore, Diamond and Gutlohn in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings."

Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1). **Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2). **Productive Vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. While Hornby defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill

that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words.

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests' needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.¹⁵

¹⁵ Hatch, Evelyn and Brown, Cheryl. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

b. Kinds of vocabulary

There are some kinds of vocabulary:

1) Nouns

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

2) Pronouns

“A word that takes the place of noun” is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent but to a larger part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.

3) Verbs

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentence-statements, questions, commands and exclamations. Like the noun, the verb has the grammatical properties of persons and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech.

4) Adjectives

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well

5) Adverbs

Adverbs ranges in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings at time and place) to those are used merely for emphasis. They range in function from close to loose modifiers of the verb; from close modifiers of single words, prepositional phrases or clauses, to loose modifiers of the entire sentence.

6) Prepositions

The prepositions is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signals syntactic structures that function as one of other parts of speech.¹⁶

¹⁶Marcella, Frank, *Modern English A Practical Reference Guide*, (United States of Amerika: Prentice-Hall, 1972), 6.

2. Word Detective Strategy

Word Detective strategy guides students through a series of steps to help uncover the meaning of a word and its word parts.¹⁷ This strategy contains context clues and word part clues.¹⁸

a. Definition of Context Clues

Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words. Conversely, Back and McKeown point out that in addition to teaching how to use context clues, students also need to be taught that context clues do not always help readers to understand the meaning of unfamiliar words. Children need to be taught that there are times, especially when reading, when they will not be able to figure out the meaning from context clues.¹⁹

The context clues will be used in fiction and nonfiction reading. When a reader encounters an unfamiliar word, using this strategy will help the reader to determine the meaning of the word. The strategy provide the students with specific steps to use as they attempt to determine meanings. As students become more proficient in using context clues in the text, they will gradually develop a more extensive and powerful reading vocabulary.

¹⁷ Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. (Hawai: Pacific Resources for Education and Learning. 2011, 24)

¹⁸Sasao, Y. *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing From Context and Acknowledge of Word Parts*. Wellington: Victoria University of Wellington. 2013, 32.

¹⁹ Ibid, David Nunan, *Practical English Language Teaching*, 124.

Sometimes when reading you come an unknown word. Look for clues in the text to help figure it out. The words and sentences around the unknown word and give clues. These clues are called context clues. Sometimes they are found close to the new word. Sometimes you must look in the paragraph before or after the word. Use information in the text what makes sense to figure out the meaning of the word.²⁰

According to Baumann, context clues are important to teach because:

- 1) The meaning of the word is sometimes stated in the sentence or sentences before or after the unknown word.
- 2) There may be clues in the sentence or sentences before or after the unknown word.
- 3) Some texts provide the meaning of the word, but students may overlook it.
- 4) The most helpful hints are often found in the same sentence, but students do not recognize these hints.
- 5) Some clues may be misleading. Students need to take the initiative and ask, “Does this meaning make sense in this context?”²¹

²⁰https://www.risd.k12.nm.us/assessment_evaluation/Context%20Clues.pdf, diakses pada tanggal 3 Januari 2018.

²¹ Ibid, Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*. 30.

b. Words Parts

The advantage of word part knowledge is that it may help learners check whether an unknown word has been successfully guessed from context. In other words, integration of information from context and word parts may make guessing more successful and contribute to effective vocabulary learning.²²

In word parts will learning about morpheme for help the student in vocabulary learning.

A morpheme is the smallest part of the word that carries meaning. When readers assemble the parts of word, they are better able to construct meaning of an entire word. For example, in the word *unhappy* there are two morphemes: *un* and *happy*. *Un* means “not” and *happy* means “feeling joy or gladness.” Therefore, by assembling the meanings from the morphemes, the word *unhappy* means “not joyous or not glad.” Linguist define a morpheme as the smallest unit of language that has its own meaning.²³

Based on the explanation above, it concludes that morpheme is the smallest parts that construct words. Morpheme can be classified into two various, there are free morpheme and bound morpheme

²² Ibid, Sasao, Y. *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing From Context and Acknowledge of Word Parts*.

²³ Rochelle Lieber, *Introducing Morphology*, (New York: Cambridge University Press, 2009), 4.

1) Free Morpheme

Free morpheme is one which can stand by themselves as single words, for example open and tour. Free morpheme is one which may stand alone in a language without the requiring the presence of additional morpheme in order to be freely pronounceable as a word. Thus words made up of only one morpheme such as walk, force, miss are necessarily free morpheme.

Free morpheme fall into two categories. The first category is that set of ordinary nouns, adjectives and verbs that we think of as the words that carry the content of the messages we convey. These free morphemes are called lexical morphemes. Some example of it are girl, man, house, tiger, sad, long, yellow, and open. We can add new lexical morphemes to the language rather easily, so they are treated as an open class of words.

Other types of free morphemes are called functional morphemes. Example are and, but, when, because, on, near, above, in, the, that, it and them. This set consist largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional morphemes to the language.

2). Bound Morpheme

Bound morpheme is one which are those forms that cannot normally stand alone and are typically attached to another form, exemplified as re-, -ist, -ed, -s. These forms were described as affixes. So we can say that all affixes (prefixes and suffixes) in English are bound morphemes.

Bound morpheme can also be divided into two types. The first categories are derivational morphemes. We use these bound morphemes to make new words to make words of different grammatical category from the stem. For example the addition of derivational morpheme *-ness* changes the adjective good to the noun *goodness*.

The second set of bound morphemes contains what are called inflectional morphemes. These are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional are used to show if a word is plural or singular, if it past tense or not and if it a comparative or possessive form.

Morphemes are better known as word parts—*root words* or *base words* and *affixes* (also known as *prefixes* and *suffixes*). Looking more closely at the preceding group of words, we can see that some affixes have to be added to the beginning of the word (e.g. un-, mis-). These are called prefixes. Other affixes have to be added to the end of the

word (e.g. -less, -ish) and are called suffixes. All English words formed by this derivational process have either prefixes or suffixes, or both. Thus, *mislead* has a prefix, *disrespectful* has both a prefix and a suffix, and *foolishness* has two suffixes. Results from one study with 4th and 5th graders indicated that students who understood morphology were more successful at learning academic vocabulary and comprehending text. In addition, researchers have posited that knowledge of morphology can help substantially increase the breadth and depth of one's vocabulary. Students are often unaware that dissecting words into parts helps them understand words. Therefore explicit teaching of word parts is important. One method of promoting knowledge of word parts is to implement instruction that, in addition to using a word list, targets new words derived from common roots.²⁴

Before students can apply prefixes, suffixes, and root/base words to unlock the meaning of words, they must first know what these word parts mean. Teachers can begin by explaining the meaning of prefixes, suffixes, and root/base words and how each supports the meaning of words. The following are examples written in student friendly language:

²⁴George Yule, *The Study of Language*, (New York: Cambridge University Press, 2006), 64.

1) Base word

A base word is the smallest group of letters that forms a complete word. For example, the word *pay* is a base word. We can add letters to the beginning or end to form new words (for example, *repay* and *payment*).

2) Root word

A root is actually a special kind of base word. A root carries the main part of the meaning. Like the root of a tree, a word root is necessary for growth or word building. Because so many roots come from Greek or Latin, most roots need to be combined with other groups of letters when they are used in English (PREL, 2008). For example, the root word *astro* means “star.” Other letters are needed to form complete words, such as *astrology*, *astronaut*, and *asteroid*.

3) Prefix

Prefix is a group of letters that is added to the beginning of a root or base word and that changes its meaning (PREL, 2008). For example, the prefix *un* means “not” or “opposite of.” In the word *unlike*, the base word is *like*. One of the meanings of *like* is “similar to.” By adding the prefix *un*, the meaning changes to “not similar” or “different.”

4) Suffix

Suffix is a group of letters that is added to the end of a root or base word and that changes its meaning, although its new meaning is often close to the original meaning.²⁵

C. Theoretical Framework

Theoretical framework is a concept in the proposal about how theorist can be related with the factors which are identified as the important problem.

This research is consisting of two variables:

X : Word Detective Strategy

Y : Teaching Vocabulary

The researcher assumes that student's evaluation of learning at seventh grade of SMPN 1 Sambit in academic year 2017/2018 is better while use the word detective strategy in teaching vocabulary.

D. Hypothesis

Hypothesis in this research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

Ha : there is significant differences of students' vocabulary who taught by word detective strategy

Ho : there is not significant differences of students' vocabulary who taught by word detective strategy

²⁵ Ibid, Hanson, S. and Padua, J. F. M. *Teaching Vocabulary Explicitly*, 17-19.

Word detective strategy is effective for teaching vocabulary to seventh grade students of SMPN 1 Sambit.

CHAPTER III
RESEARCH METHDODOLOGY

A. Research Design

This research applies a quantitative research design. This research employed quasi-experimental design. The design has a control group, but can be fully controlling variables during experiment held on. Quasi-experimental design are similar to randomized experimental design in that involves manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.²⁶ In this research, the researcher will use nonequivalent (pre-test and post-test) control group design. In this design, a popular approach to quasi-experiments, the experimental group A and the control B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.

According to John W. Creswell, the design of the research is as below:

Experimental	A	X	B
Control	C		D

²⁶ Donald Ary et al., *Introduction to Research in Education*, 8th Edition (Canada: Wadsworth, CEng age Learning, 2010), 316.

Notes:

Experimental	:	the class who is taught using word detective strategy
Control	:	the class who is taught without using word detective strategy
A	:	pretest `for the experimental class
C	:	pretest for control class
X:	:	Treatment
B	:	post-test for experimental class
D	:	post-test for the control class

The research design that is used by the researcher is adjusted with the purpose of the study. That is to know the effectiveness of word detective strategy in teaching vocabulary for seven grade at SMPN 1 Sambit Academic year 2017/2018 by comparing students' vocabulary who use word detective strategy and who do not use word detective strategy.

The researcher tried to express phenomenon by collecting data from natural research to understand phenomenon and to get conclusion after observed the fact. The result of collecting data related as the data of this research to prove the hypothesis the formulated.

In general, the procedures of this experimental research are following:

1. Conducting a preliminary study to get the first-hand information about teaching vocabulary at school, the SMPN 1 SambitPonorogo, especially to get the data about the seventh grade students, the syllabus and the method used in teaching vocabulary.
2. Administering the pretest of vocabulary to know the homogeneity of the population before giving the treatment
3. Analyzing the score of homogeneity test to find the mean difference and to prove whether the population was homogenous
4. After knowing the population was homogenous, then it was followed by determining the respondents as the experimental and the control groups by making lots
5. Discussing the procedure of the treatment comprehensively
6. Giving treatments two times in the form of teaching vocabulary by using word detective strategy for the experimental group, while the control group is using lecture method.
7. Conducting the vocabulary post-test in the form of vocabulary test to get the data about the students' vocabulary skill after being giving the treatment.
8. Analyzing and interpreting the scores gotten by using t-test formula with the significant level
9. Drawing conclusion to answer the research problem

B. Population and Sample

1. Population

Population is defined as all member of any well-defined class of people, event or object. From that statement it can be said that population is the research object as a target to get and collect data. In this research, the researcher took the seventh grade students of SMPN 1 Sambit in academic year 2017/2018 as a population. It consist 86 students of classes in VII A until VII C.

2. Sample

Sample is a portion of a population. In this research, the researcher applies random sampling at the sampling technique. Thus, random sampling can be applied when the researcher wants to give the same chance to the subject of research. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample.

The sampling technique, the researcher used cluster random sampling. This sampling technique is based on a researcher's ability to identify each element examination administered to determine how much knowledge a person has or acquired.²⁷

²⁷Rajid, Kumar, *Research Methodology A Step-By-Step Guide for Beginners*, (London: SAGE Publications Ltd, 2011), 187.

The steps in simple random sampling comprise the following:

- a. Define the population
- b. List all members of the population
- c. Select the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample.²⁸

In this study the researcher took two class which have a criteria that students have same capability. Those classes are seven A and B that each class consist of 58 students. The respondent of this research are students in the class seven A and B. It consist of 29 students that each class of 29 students.

C. Instrument of Data Collection

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques or the means used to collect data. The following is the format of research instruments in quantitative research.²⁹

²⁸ Donald Aryetall, *Introduction to Research in Education* (Canada: nelson education, Ltd, 2010), 148-150.

²⁹ C.R Khotari, *Research Methodology: Method and Technology* (New Delhi: New Age International Publishers, 1990), 113.

Table 3.1

Instrument of data collection can be shown as table

Title of Research	Variable	Indicator	Subject	Technique	No.Item
The effectiveness of word detective strategy on teaching vocabulary at seventh grade SMPN 1 Sambit academic year 2017/2018	Teaching vocabulary	1.Students are able to understand the text and sentence clearly 2.Students are able identify about word part (prefix, suffix, root) 3. Students are able understanding the meaning of the word in sentence or text.	The seventh grade students of SMPN 1 Sambit academic year 2017/2018	Test	Dialog text Sentence Word

D. Technique of Data Collection

Instrument is an implement used for a particular purpose especially dedicate or scientific work. In this research instrument to collected date was test. The test is constructed by the researcher based on the standardized procedures of making test. The test was divided into two parts. They are the test for students that used word detective strategy in teaching vocabulary and test for students are not used word detective strategy in teaching vocabulary.

1. Test

Test is a set of question or practice or other tools which is used to measure skill, intelligence, ability or talent individual or group. According to Brown, test is method of measuring person's ability, knowledge or performance in a given domain.³⁰ According to penny Ur, it is often conventionally assumed that tests are mostly used for assessment; the test give a score which is assumed to define the level of knowledge of the tested.³¹ The researcher used test to get score of data from students, so it can be knew significant difference between students before use word detective strategy and after use word detective strategy.

The researcher will use validity and reliability test to measure the test based on certain criteria. The test will explain in the following:

³⁰ H. Douglas Brown, *language Assessment* (San Fransisco: Longman Ltd), 3.

³¹ Penny Ur, A, *Course in Language Teaching* (Cambridge University Press: 1996), 3.

a. Validity

Validity is the most important consideration in developing and evaluating measuring instrument. Validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.

In this research, the researcher conducted validity test in order to know whether the instrument of word detective strategy and vocabulary mastery are valid. To counting the validity of test about word detective strategy and teaching vocabulary, the researcher use program of SPSS 16 for windows. After finding r_{xy} it was equal to or greater than the value of r_{tabel} , in indicates that item was valid. According to the r_{tabel} value for $N=27$ on the 5% of significance level, it listed 0,367. Finally the result of the test are valid and test reliability are as follow:

Table 3.2
The result of validity test

Item Number	r Calculated	t Table	Notes
1	0,630	0,367	Valid
2	0,585	0,367	Valid
3	0,630	0,367	Valid
4	0,375	0,367	Valid
5	0,585	0,367	Valid
6	0,458	0,367	Valid
7	0,630	0,367	Valid
8	0,585	0,367	Valid
9	0,800	0,367	Valid
10	0,731	0,367	Valid
11	0,585	0,367	Valid
12	0,731	0,367	Valid
13	0,476	0,367	Valid
14	0,585	0,367	Valid
15	0,731	0,367	Valid
16	0,585	0,367	Valid
17	0,731	0,367	Valid

18	0,731	0,367	Valid
19	0,800	0,367	Valid
20	0,800	0,367	valid

Based on the table among 20 questions, there were 20 questions were valid.

b. Reliability

The reliability of a measuring instrument is the degree of consistency with which is measure whatever it is measuring. This quality is essential in any kind of measurement. Reliability is concerned with the effect of such random errors of measurement on the consistency of scores. But some errors involved in measurement are predictable or systematic.

In this research, the reliability of the test is measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 16.00 program for windows. Thus, if they obtained score is higher than the table r-score, it could be said that the test is reliable. The calculation of reliability shows as follows:

Table 3.3**Reliability of pre-test****Reliability Statistics**

Cronbach's Alpha	N of Items
.923	20

The calculation result of reliability was the value of the students' variable reliability instruments is 0,923. The test is reliable because the index of reliability is 0,923. it is higher than r table that showed 0.367.

Table 3.4**Reliability of post-test****Reliability Statistics**

Cronbach's Alpha	N of Items
.909	20

The calculation result of reliability was the value of the students' variable reliability instrument is 0,909. The test is

reliable because the index of reliability is 0,909. It is higher than r table that showed 0, 367

2. Documentation

Documentation is the technique of collecting data which is taken from written such as books, newspaper, opinion, which related of the research.³²

In this research, documentation as supporting data include history of school, geographies location, vision, and purpose of school.

E. Technique of Data Analysis

After the test is given to the students in the pre and post-test, it will be tested. The test is focused on students' pre and post-test. The result from the test will be analyzed by Assumption Test, those are: the test of normality and test of homogeneity.

a) Normality Test

Normality test is use to determine whether a data set was well-modelled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.³³

Moreover, it used to analyze whether both groups have normal distribution or not. The calculation of normality test is used SPSS 16.00 program for windows. It used to find out the normality of data by followed steps:

³² Ibid, 158.

³³ RetnoWidyaningrum, *Statistic* (ponorogo: STAIN PO. Press, 2009), 206.

- 1) Open the SPSS program.
- 2) Input the data to the data view by first fill the variable view with write down the name of classes.
- 3) Click analyze – non parametric test – sample K-S.
- 4) Drag the data into test variable.
- 5) Click OK.

After the process calculation, it determines by the following criteria:

- If t_{value} was lower than t_{table} ($t_{\text{value}} < t_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.
- If t_{value} was higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

Notes:

H_0 : data is normally distributed

H_a : data is not normally distributed

b) Homogeneity Test

Homogeneity test is use to know before we compare some of groups. It is useful to test homogeneity of variance in compared two or more groups.³⁴

In other to find out whether there is significant effect between students' speaking taught by using "word detective strategy", the data

³⁴RetnoWidyaningrum, *Statistika*(Yogyakarta: PustakaFelicha, 2015), 212.

were analyzed statistically. The writer analyzed the data by using independent sample T-Test from SPSS 16.0 Version.

The steps of calculation explain below:

- 1) Open the SPSS 16.00 program.
- 2) Input the data into data view by first the variable view with write down X as the score of pre-test and post-test and Y as the kind of class.
- 3) Click Analyze – Compare Means – One Way Anova.
- 4) Drag X into dependent list and Y as factor list.
- 5) Click option – checklist Homogeneity of variance test – OK.

The criteria of determining of homogeneity test are explains below:

- If F_{value} was lower than F_{table} ($F_{\text{value}} < F_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.
- If F_{value} was higher than F_{table} ($F_{\text{value}} > F_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

After testing the normality and homogeneity of the data, the researcher was continued to the analyzing process of t-test calculation. The researcher analyzes the data in t-test by using comparative score between experimental class and control class in pre-test and post-test. The result of this calculation will show whether word detective strategy effective in reading teaching vocabulary or not. The calculation used SPSS16.00 for windows program.

The steps of calculation explain below:

- a. Open the SPSS16.00 program.
- b. Input data to the data view by first change the value in the variable view by change the Name, Decimals, Value and Measure.
- c. Click Analyze – Compare Means – Independent Sample t-test.
- d. In the dialog box of Independent Sample t-test, input the variable x in Test Variables and variable y in Grouping Variable.
- e. Click Define Groups write down 1 in the Group 1 and write down 2 in the Group 2, then Continue – OK.

After calculation, the researcher proposed the alternative hypothesis (H_a)

and null hypothesis (H_0) which is described below:

H_0 : if $t_{test} < t_{table}$ in significant degree 5%

H_a : if $t_{test} > t_{table}$ in significant degree 5%

Meanwhile, the degree of freedom (df) = $(N1 + N2) - 2$

CHAPTER IV

RESEARCH RESULT

This chapter presents the result research used in this study. It involves research location, data description, hypothesis and discussion.

A. Research Location

1. Place and Time of Research

This research takes at SMPN 1 SambitPonorogo. It located on Padjajaran Street 11 CampursariSambitPonorogo East Java. The reason for selecting the school, researcher conducted real teaching practice 11 at the school and the researcher have been know the condition of the SMPN 1 SambitPonorogo.

2. The History of SMPN 1 Sambit

In the beginning, SMPN 1 Sambit is named school of Technology (ST) Filial ST Negeri 2 before becoming SMPN 1 Sambit in 1968. It takes place at Tamansari, Sambit, Ponorogo. On 1th April 1979 ST Negeri 2 Ponorogointregated to SMPN 4 Ponorogo and changed to SMPN 1 SambitPonorogo. Based on SK No. 0299/0/1982 on 9th October 1982. On 1991 the school address moved to Campursari, Sambit, Ponorogo.

3. Vision and Mission of School

a) The vision of SMPN 1 SambitPonorogo

Cerdas, terampil dan berbudi luhur serta berbudaya lingkungan berdasar iman dan takwa.

b) The mission of SMPN 1 Sambit Ponorogo

1. Mengembangkan KTSP yang berdiversifikasi dengan berorientasi pada peningkatan pelayanan kepada siswa sesuai dengan potensi, perkembangan, kebutuhan, dan kepentingan siswa serta tuntutan lingkungan.
2. Mengoptimalkan proses pembelajaran dengan pendekatan nonkonvensional diantaranya CTL, PAKEM (Pembelajaran, Aktif, Kreatif, Efektif, Menyenangkan).
3. Meningkatkan GSA (*Gain Score Achievement*) Ujian Nasional.
4. Meningkatkan Sumber Daya Manusia (SDM) pada pendidik dan tenaga kependidikan.
5. Melaksanakan pengembangan fasilitas pendidikan (perangkat teknologi).
6. Melaksanakan pengembangan Manajemen Pendidikan.
7. Melaksanakan pengembangan partisipasi stake holder terhadap sekolah.
8. Melaksanakan pengembangan media pembelajaran.
9. Melaksanakan pengembangan proses dan strategi penilaian.
10. Meningkatkan penghayatan dan pengamalan ajaran agama.
11. Melaksanakan Pendidikan Lingkungan Hidup (PLH)

B. Data Description

The population that was used in this research was the seventh grade students' of SMPN 1 SambitPonorogo in academic year 2017/ 2018. The researcher took 58 students as sample; it consists of two classes. The first group was the students who are taught using Word Detective Strategy and second groups was the students who are taught using Lecturing Technique in teaching vocabulary.

1. Data of Students' Vocabulary Achievement Score in Experimental Class

The table below showed the score of students' vocabulary who are taught Word Detective Strategy.

Table 4.1**The Students' Vocabulary Learning Score of Experimental Class**

NO	NAME	PRE-TEST	POST-TEST
1	ADITYA INDRA PRATAMA	70	80
2	AFRIZAL YOGA PRATAMA	40	80
3	ALIFIA MARSA ANGGRAINI	35	65
4	ANDRIE SAPUTRA	45	60
5	BERNICA NOUR AZIZAH	75	90
6	BINTANG LAVENDER	75	80
7	CRISDIAN PUTRA TAMA	70	70
8	EKA PUTRA ERWANTO	70	75
9	ELRYAN NURSYAM ISNAINI	65	70
10	FERY ILHAM FEBRIANTO	60	50
11	GHANI KURNIA BELLA P.	40	60
12	HAPPY HERLAMBANG D. P	45	50
13	MEILY YOSINTA ALDA S.	75	75
14	MUCH ILHAM ILMAN HUDA	80	75
15	MUHAMMAD IRVAN W. S.	55	60
16	NADIA AGUSTINA P. P.	65	75
17	NURLITA	60	55
18	PANDU SATRIYO	55	65

19	RAFI ALIF ACHMADAN	40	55
20	RAGIL PANGESTU	60	70
21	RANGGA ARDIANO W.	70	85
22	RISQI AULIA PUTRI	65	75
23	ROSSITA PUTRI ARDIATI	65	65
24	SEFTIAN SIGIT S	50	50
25	SILFI MARTIANA PUTRI	60	75
26	SUFYAN HARIS	55	60
27	TAUFIK VEBRYANTO	50	70
28	TRICKO WAHYU JATMIKO	50	65
29	VALENTINA ADISTYA Q	70	80
Total		1715	1985
Mean		59.13	68.44

It can be seen that the highest pre-test score of experimental class was 80 while the lowest pre-test was 35, while the highest post-test score was 90 and the lowest post-test score was 50. The mean score of pre-test was 59.13 and mean score of post-test was 68.44. The result of students' test of experimental class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the experimental class.

Table 4.2**Frequency Distribution of Pre-Test in Experimental Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.4	3.4	3.4
	40	3	10.3	10.3	13.8
	45	2	6.9	6.9	20.7
	50	3	10.3	10.3	31.0
	55	3	10.3	10.3	41.4
	60	4	13.8	13.8	55.2
	65	4	13.8	13.8	69.0
	70	5	17.2	17.2	86.2
	75	3	10.3	10.3	96.6
	80	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

From the table above, it could be seen that the score of students' vocabulary was various. There were 3.4% students or 1 student got score 35, 10.3% students or 3 students got score 40, 6.9% students or 2 students got

score 45, 10.3% students or 3 students got score 50, 10.3% students or 3 students got score 55, 13.8% students or 4 students got score 60, 13.8% students or 4 students got score 65, 17.2% students or 5 student got score 70, 10.3% students or 3 students got score 75, and 3.4% students or 1 student got score 80.

Based on the table above, the histogram can be seen as follows:

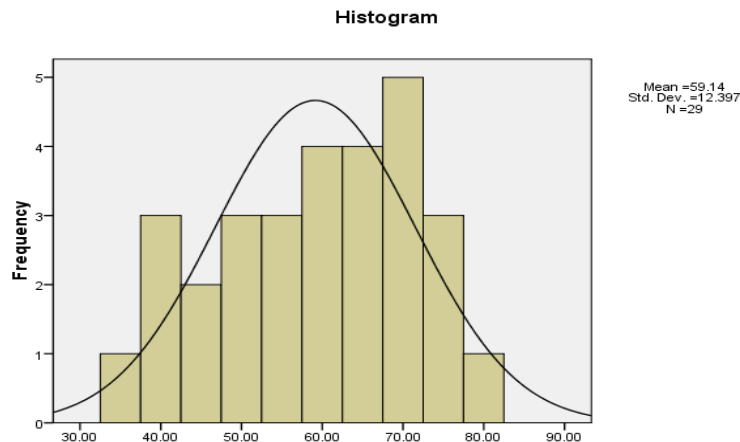


Figure 4.1

Histogram for Pre-Test in Experimental Class

From the histogram above, it is stated that $M = 59.14$ and $SD = 12.397$

To determine the category of the students' vocabulary was good, medium or low, the researcher grouped score using standard as follows:

- a) More than $M + 1.SD$ ($59.14 + 12.397 = 71.537$) is categorized into good
- b) Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- c) Less than $M - 1.SD$ ($59.14 - 12.397 = 46.743$) is categorized into low

Thus, it can be seen that the scores which are more than 71.537 is categorized into good, the score between 47-72 is categorized into medium, meanwhile the score which are less than 46.743 is categorized into low. That categorization can be seen clearly in the following:

Table 4.3

The Categorization of Students' Pre-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More Than	3	10.3%	Good
2.	Between 72 – 47	19	69%	Medium
3.	Less Than 47	7	20.6%%	Low
	Total	29	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Word Detective Strategy in pre-test shows that 10.3% in the good category, 69% in the medium category and 20.6% in the low category.

Table 4.4**Frequency Distribution of Post-Test in Experimental Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	10.3	10.3	10.3
	55	2	6.9	6.9	17.2
	60	4	13.8	13.8	31.0
	65	4	13.8	13.8	44.8
	70	4	13.8	13.8	58.6
	75	6	20.7	20.7	79.3
	80	4	13.8	13.8	93.1
	85	1	3.4	3.4	96.6
	90	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

From the table above, it could be seen that the score of students' vocabulary was various. There were 10.3% students or 3 student got score 50, 6.9% students or 2 students got score 55, 13.8% students or 4 students got score 60, 13.8% students or 4 students got score 65, 13.8% students or

4 students got score 70, 20.7% students or 6 students got score 75, 13.8% students or 4 students got score 80, 3.4% students or 1 student got score 85, 3.4% students or 1 students got score 90.

Based on the table above, the histogram can be seen as follows:

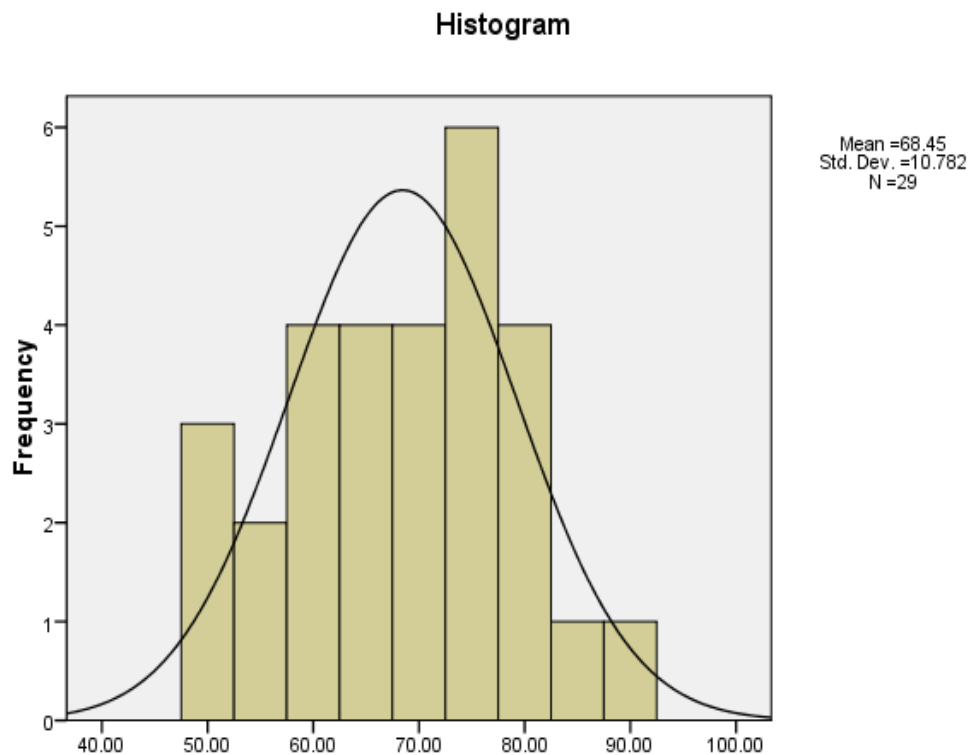


Figure 4.2

Histogram for Post-Test in Experimental Class

From the histogram above, it is stated that $M = 68.45$ and $SD = 10.782$. To determine the category of the students' vocabulary was good, medium or low, the researcher grouped score using standard as follows:

- a) More than $M + 1.SD$ ($68.45 + 10.782 = 79.232$) is categorized into good
- b) Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- c) Less than $M - 1.SD$ ($68.45 - 10.782 = 57.668$) is categorized into low

Thus, it can be seen that the scores which are more than 79.232 is categorized into good, the score between 58-80 is categorized into medium, meanwhile the score which are less than 57.668 is categorized into low. That categorization can be seen clearly in the following:

Table 4.5

The Categorization of Students' Post-Test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More Than	2	6.8%	Good
2.	Between 58-80	22	75.9%	Medium
3.	Less Than 58	5	17.2%	Low
	Total	29	100%	

From the table above, it could be seen that the score of students' reading comprehension who are taught by using Word Detective Strategy in pre-test shows that 6.8% in the good category, 75.9% in the medium category and 17.2% in the low category.

2. Data of Students' Vocabulary Achievement Score in Control Class

The table below showed the score of students' vocabulary who taught by using Lecturing Technique.

Table 4.6

The Students' Vocabulary Score of Control Class

NO	NAME	PRE-TEST	POST-TEST
1	ABIT FAJAR ANSOTRI	50	50
2	AFIF KHOIRUL UMAM	45	40
3	ALFIAN MAHENDRA	45	50
4	ANDREAS APRILIA KUSUMA	60	65
5	ARSHANDA NANDIKA FAIZA	40	40
6	AZHAR ZAINUL ARIFIN	50	55
7	BRAMASTA WAHYU A	55	55
8	CHANDRA ARROSYID P.	30	45
9	DEWI MARIYAM	40	55
10	DIO SATRIO	50	50
11	FEBRIANTO INDRA S.	40	60
12	HANIFAH NUR RAHMAWATI	65	50
13	HENDRY WIJAKSONO	50	55
14	IMELDA AGUSTINA	60	70

15	JOSY ADRIAN PRATAMA	50	50
16	KINGKIN CITRA R. A	45	65
17	LUISA FERNANDA PUSPA A.	65	70
18	M. IZZA PERDANA PUTRA	65	65
19	MUHAMAD ABIL GHINAYAH	55	65
20	NANDA MIA SAPUTRI	55	65
21	RENDY FERYAN MEIRANO	60	55
22	RICARDO HAIKAL N.	55	60
23	THOMAS CAHYONO	60	55
24	WAWAN EKO CAHYANI	50	60
25	WIDYA PUTRI JANUARSITY	45	55
26	WINDA DESSY RAHMAWATI	60	70
27	YUSUF AFFENDI	50	55
28	ZAHVA DWI MAZIDA	40	65
29	ZIDNA AVIANA	70	70
Total		1505	1665
Mean		51.89	57.41

It can be seen that the highest pre-test score of control class was 70 while the lowest pre-test was 30, while the highest post-test score was 70 and the lowest post-test score was 40. The mean score of pre-test was 51.89 and mean

score of post-test was 57.41. The result of students' test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the control class.

Table 4.7

Frequency Distribution of Pre-Test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	1	3.4	3.4	3.4
40	4	13.8	13.8	17.2
45	4	13.8	13.8	31.0
50	7	24.1	24.1	55.2
55	4	13.8	13.8	69.0
60	5	17.2	17.2	86.2
65	3	10.3	10.3	96.6
70	1	3.4	3.4	100.0
Total	29	100.0	100.0	

From the table above, it could be seen that the score of students' vocabulary was various. There were 3.4% students or 1 student got score 30, 13.8% students or 4 students got score 40, 13.8% students or 4 students got

score 45, 24.1% students or 7 students got score 50, 13.8% students or 4 students got score 55, 17.2% students or 5 students got score 60, 10.3% students or 3 students got score 65, 3.4% students or 1 student got score 70.

Based on the table above, the histogram can be seen as follows:

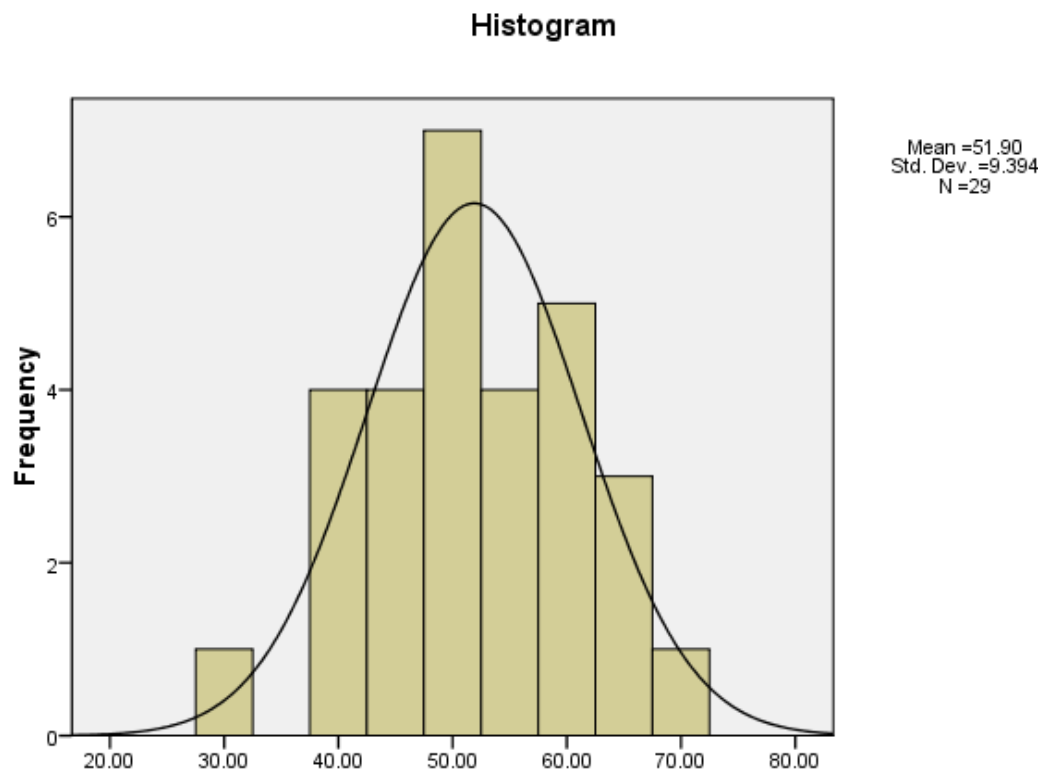


Figure 4.3

Histogram for Pre-Test in Control Class

From the histogram above, it is stated that $M = 51.90$ and $SD = 9.394$. To determine the category of the students' vocabulary was good, medium or low, the researcher grouped score using standard as follows:

- a) More than $M + 1.SD$ ($51.90 + 9.394 = 61.294$) is categorized into good
- b) Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- c) Less than $M - 1.SD$ ($51.90 - 9.394 = 42.506$) is categorized into low

Thus, it can be seen that the scores which are more than 61.294 is categorized into good, the score between 43-61 is categorized into medium, meanwhile the score which are less than 42.506 is categorized into low. That categorization can be seen clearly in the following:

Table 4.8

The Categorization of Students' Pre-Test in Control Class

No.	Score	Frequency	Percentage	Category
1.	More Than	4	13.7%	Good
2.	Between 42-60	20	68.9%	Medium
3.	Less Than 42	5	17.2%	Low
	Total	29	100%	

From the table above, it could be seen that the score of students' vocabulary who taught by using Lecturing Technique in pre-test shows that

13.7% in the good category, 68.9% in the medium category and 17.2% in the low category.

Table 4.9

Frequency Distribution of Post-Test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	6.9	6.9	6.9
45	1	3.4	3.4	10.3
50	5	17.2	17.2	27.6
55	8	27.6	27.6	55.2
60	3	10.3	10.3	65.5
65	6	20.7	20.7	86.2
70	4	13.8	13.8	100.0
Total	29	100.0	100.0	

From the table above, it could be seen that the score of students reading comprehension was various. There were 6.9% students or 2 student got score 40, 3.4% students or 1 students got score 45, 17.2% students or 5 students got score 50, 27.6% students or 8 students got score 55, 10.3% students or

3 students got score 60, 20.7% students or 6 students got score 65, 13.8% students or 4 students got score 70.

Based on the table above, the histogram can be seen as follows:

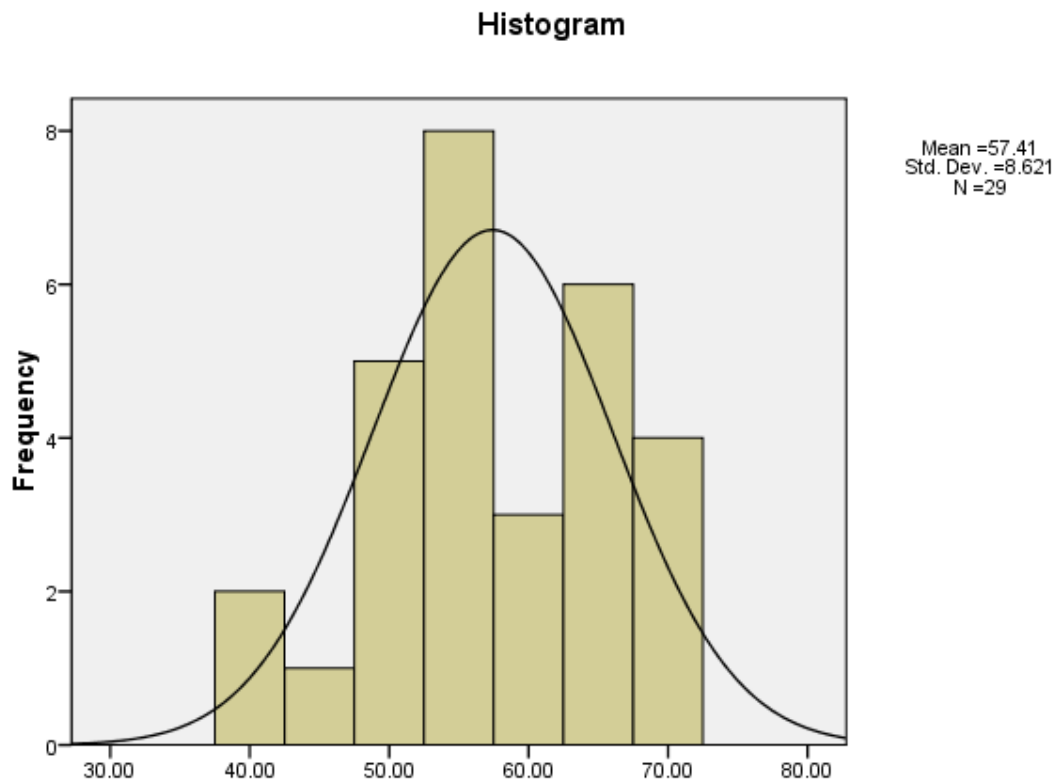


Figure 4.4

Histogram for Post-Test in Control Class

From the histogram above, it is stated that $M = 57.41$ and $SD = 8.621$. To determine the category of the students' vocabulary was good, medium or low, the researcher grouped score using standard as follows:

- a) More than $M + 1.SD$ ($57.41 + 8.621 = 66.031$) is categorized into good
- b) Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- c) Less than $M - 1.SD$ ($57.41 - 8.621 = 48.789$) is categorized into low

Thus, it can be seen that the scores which are more than 66.031 is categorized into good, the score between 49-66 is categorized into medium, meanwhile the score which are less than 48.789 is categorized into low. That categorization can be seen clearly in the following:

Table 4.10

The Categorization of Students' Pre-Test in Control Class

No.	Score	Frequency	Percentage	Category
1.	More Than	4	13.8%	Good
2.	Between 47-65	22	75.8%	Medium
3.	Less Than 47	3	10.3%	Low
	Total	28	100%	

From the table above, it could be seen that the score of students' vocabulary who taught by using Lecturing Technique in pre-test shows that 13.8% in the good category, 75.8% in the medium category and 10.3% in the low category.

C. Data Analysis

This part explains about assumption test and testing hypothesis. There are normality test and homogeneity test in an assumption test.

1. Assumption Test

a. Normality Test

Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are not in normal distribution. The value of Kolmogorov-Smirnov table for $N = 29$ at 5% level significance is between $N = 20$ and $N = 30$. In this research, the researcher decided to categorized into $N = 29$. So, the value of Kolmogorov-Smirnov table is 0.27

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS16.00 as follows:

1) Normality Testing of Experimental Class

Table 4.11

Experimental Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		experimental_ clas
N		29
Normal Parameters ^a	Mean	68.4483
	Std. Deviation	10.78221
Most	Extreme Absolute	.142
Differences	Positive	.094
	Negative	-.142
Kolmogorov-Smirnov Z		.765
Asymp. Sig. (2-tailed)		.602

a. Test distribution is Normal

The calculation of normality test above was used one-sample Kolmogorov-Smirnov test. Table 4.11 shows that D_0 was 0.602. It was

smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 29 is 0.27. It means that the data of experimental class was normal.

2) Normality Testing of Control Class

Table 4.12

Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		norm_control _class
N		29
Normal Parameters ^a	Mean	57.4138
	Std. Deviation	8.62106
Most Differences	Extreme Absolute	.162
	Positive	.162
	Negative	-.155
Kolmogorov-Smirnov Z		.872
Asymp. Sig. (2-tailed)		.432

a. Test distribution is Normal

The calculation of normality test above was used one-sample Kolmogorov-Smirnov test. Table 4.11 shows that D_0 was 0.432. It was

smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 29 is 0.27. It means that the data of control class was normal.

b. Homogeneity Test

Homogeneity tests were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate t-test. The calculation by using SPSS 16 as following:

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.790	7	19	.604

Based on the table above can be seen that sig. 0.604 $>$ 0.005, it means that the data is homogeneity.

2. Testing Hypothesis

The researcher calculated t-test by using SPSS16.00 program to find out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control class and experimental class were normally distributed and

homogeneous. The researcher conducted t-test calculation by using SPSS16.00 program. The result of the calculation as follows:

Table 4.13

The Mean Score of Experimental and Control Class

Group Statistics

kelomp ok_kela s	N	Mean	Std. Deviation	Std. Error Mean
Nilai_siswa A	29	68.4483	10.78221	2.00221
B	29	57.4138	8.62106	1.60089

Based on the data in the table above, the result of data analysis shows that the mean score of students' vocabulary learning who are taught by using word detective strategy (experimental class) was 68.44 It was higher than the result of the mean score of students' vocabulary learning who are taught by lecturing technique (control class) was 57.41.

Table 4.14

The Calculation of T-Test

Independent Samples 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	
								Lower	Upper
Nilai siswa Equal variances assumed	1.733	.193	4.304	56	.000	11.03448	2.56353	5.89912	16.16985
Equal variances not assumed			4.304	53.414	.000	11.03448	2.56353	5.89362	16.17534

From the table above, it could be seen that the value of t_{test} is 4.304 and the degree of freedom was 56. The value of significance 5% of t_{table} of $db = 56$ is 2.01. To interpret the data above, the researcher formulates the test of hypothesis as follows:

H_a = there was significant effect of Word Detective Strategy in teaching vocabulary

H_o = there was no significant effect of Word Detective Strategy in teaching vocabulary

The research result shows that the value of $t_{\text{test}} = 4.304$ and the value of t_{table} with $db = 56$ was 2.01. It means that $4.304 > 2.01$. Therefore, H_o was rejected and H_a was accepted. It can be concluded that there was significant difference between the students who are taught by using Word Detective Strategy and the students who are taught by using lecturing technique.

From the computation above, it was shown that the difference coefficient of students taught using Word Detective Strategy and students not being taught using Word Detective Strategy is 4.304. That result was use to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used as a basic to generate the population.

Hypothesis test (t_o) at 4.304 from the computation above would be compared to the “t” index (t_t) with the condition stated below:

1. if the $t_o \geq H_a$ was accepted. It means that there was a significant difference between two variables.

2. If the $t_o \leq H_a$ was refused. It means that there was no significant difference between two variables.

To determine the value of t_o , the researcher is checking db and consulted with the t_t score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 29 + 29 - 2 \\ &= 56 \end{aligned}$$

At the significant standard 5% the value of t_t is 2.01. Then, the value of t_o is compared to the value of t_t . The value of t_t is 4.304. So, $t_o \geq t_t$ it means that H_a is accepted and H_o is rejected.

From the calculation above, it can be seen that the students who are taught by using Word Detective Strategy got better score than those who are not. So, it can be conclude that there is significant difference to the students' vocabulary achievement between students who are taught Word Detective Strategy and those who are not at the seventh grade students of SMPN 1 Sambit Ponorogo.

D. Discussion

This research is conducted to find out the effective teaching technique, especially in reading comprehension. It has been discussed that Word Detective Strategy is one of effective technique which can be applied in teaching and learning process. The discussion of this research explains that the use of Word Detective Strategy is effective for teaching vocabulary.

Firstly, Word Detective Strategy guides students through a series of steps to help uncover the meaning of a word and its word parts.³⁵

Secondly, Word Detective Strategy contains context clues and word part clues. The advantage of word part knowledge is that it may help learners check whether an unknown word has been successfully guessed from context. In other words, integration of information from context and words parts may make guessing more successful and contribute to effective vocabulary learning.³⁶

Since the result of using Word Detective Strategy in vocabulary achievement gave a significant effect, the researcher gave some suggestion to the following people. The English teacher is expected to use Word Detective Strategy in the class room. Thus, the English teacher could have a new variation of teaching vocabulary. The researcher suggests the students to use Word Detective Strategy because it could give the students deep understanding about vocabulary. So, the students could have a new way to learn vocabulary. The researcher hopes that other researchers can use this research as the reference to conduct a further research dealing with a similar topic in different research design, such as a classroom action research or different research subject, such as in vocational school to know whether or not the strategy works.

³⁵Ibid, Hanson, S. and Padua, j. F. *Teaching vocabulary explicitly*. 24.

³⁶Ibid, sasao, Y. *Diagnostic Test of English Vocabulary Learning Proficiency: Guessing from Context and Acknowledge of Word Parts*. 32.

CHAPTER V

CLOSING

A. Conclusion

There is significant different score between students who are taught by Word Detective Strategy and who aren't taught by Word detective Strategy. Based on the data calculation of research to the seventh grade students of SMPN 1 Sambit Ponorogo in Academic Year 2017/2018, it can be seen from the students' post-test score in the experimental class is 68.44, while the post-test score in control class is 57.41. It is indicated that the students who taught using got the better score than the students who are taught using lecturing technique. The conclusion can be seen from the result of statistical calculation in the previous chapter, where value of t_{test} is higher than t_{table} ($4.304 > 2.01$).

From the explanation above, it can be concluded that Word Detective Strategy is effective in teaching vocabulary to the seventh grade students of SMPN 1 Sambit Ponorogo in Academic Year 2017/2018.

B. Recommendation

1. For the teacher

This research can be used as a means to know the effect of using word detective strategy in teaching vocabulary and learning process. Teachers will be more aware of students' vocabulary. Besides that, teacher will be easy to motivate students understanding the meaning of the word.

2. For the students

This research will facilitate students for a better knowledge about vocabulary. Through text and sentence, the students will learn to understand the meaning of the word by using word detective.

3. For the readers

For the readers, the researcher hopes that the result of this study can be useful as a reference for a further research concerning with English vocabulary.

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