

Interactive Vocabulary Technique In Vocabulary Mastery Teaching: A Quasi-Experimental Approach

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ABSTRACT

Vocabulary is crucial in language learning. Vocabulary is also an important ability to learn to read, speak, write, and listen properly. This research aimed at figuring out whether or not the interactive vocabulary technique was effective in teaching vocabulary mastery to the Seventh-Grade Students of MTs Negeri 3 Muara Enim. Quasi experimental approach was applied in this research. This research involved 81 students of VII.1, VII.2, and VII 3 classes as the population and 54 of them as the sample regarding as control and experimental classes. Pretest and posttest were used to collect the data in line with 35 items of 17 fill-in-the-blank, 10 unscramble letters, 8 multiple choices. The data were analyzed by using Paired t-test and Independent sample t-test. The results showed that the t-obtained was 6.101 at the significant level 0.05 (5%) and t-table was 2.020 which indicated that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that interactive vocabulary technique was effective in teaching vocabulary mastery to the Seventh-Grade Students of MTs Negeri 3 Muara Enim.

Introduction

English is an important subject in school. It plays a vital role for students when they want to continue their education to a higher level. In the process of English learning, the most important components are teachers' performance, learning facilities, and students' attitudes towards English learning. A teacher 'performance can be seen in his/her behavior towards his/her work of teaching. The factors affecting the performance of teachers are attitude, method of teaching, classroom management, and motivation.

In addition, Wilsana (2015, p.23) providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading, writing, listening, and speaking comprehension. The more students' master vocabulary, the more they will understand and be more communicative. Vocabulary is needed to convey what one wishes to say, which is organized grammatically. The ability to communicate and to convey our social needs could not be established without having enough vocabulary as Gore (2010) & Hennings (2000) affirms the importance of vocabulary as the building block of meaning. Students with limited vocabularies have trouble understanding what they read and hear because they have too few building blocks with which to construct meanings. (p.1).

Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004) states that without grammar very little can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. (p.13).

In keeping with the interview with English teacher of *MTs Negeri 3 Muara Enim*, it was known that most of the seventh-grade students of *MTs Negeri 3 Muara Enim* did not master four language skills and language aspects. Besides, their pronunciation was still far from expectation because the written form is different from its pronunciation. In addition to these cases, the students seldom practice the pronunciation and the students' number of the class is big enough. Based on the statement above, it made the students difficult to master English well, especially vocabulary, so the student's vocabulary mastery is unsatisfactory yet. Therefore, their limited vocabulary mastery made them difficult to understand English clearly. This condition causes difficult to understand some words in a context and they did not have enough yet words to say what they want to say. Most of the students of seventh-grade students of *MTS Negeri 3 Muara Enim* eventually were not interested in English subjects anymore, and English likely becomes something too hard to learn.

As the matter of facts, vocabulary is not easy to be mastered because the students' should memorize a lot of words and their meanings. Most of them feel difficult to remember the words because they are not interested in learning vocabulary. The fact shows that the implementation of the English learning process still is difficult because the students have a low interest in learning English. The teachers' technique is boring and some of the students are lazy to bring their dictionaries.

In this case, the researchers found out some problems faced by the seventh-grade students of *MTs Negeri 3 Muara Enim* that they were not interested and less motivated in learning English. They had difficulties in remembering new vocabularies and it makes their vocabulary mastery was still low. Yet, vocabulary mastery should be the priority in English language teaching and learning because students cannot perform well in English if their vocabulary is very poor. To overcome the problems, an effective strategy is needed. One of them is interactive vocabulary.

The interactive vocabulary technique is one of the teaching vocabulary techniques which requires and involves students to be active in the learning process. Interactive and communicative vocabulary activities can lead to better word learning (Courtright and Wesolek, 2001). Building vocabulary is far more than memorizing words. So, by using interactive vocabulary the students not only memorize the words but can comprehend, apply, and use them in a certain context or situation. (p.3). Interactive vocabulary instruction means present keywords from the text to students in a variety of ways that require students' participation. Maclean (2000), Vocabulary is the knowledge of words and word meanings.

(p.13). As Steven in Overturf (2023), puts it. It is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world. It is not something that can ever be fully mastered; it is something that expands and deepens throughout a lifetime. From the explanation stated, the researchers were keen on conducting research under the title “*Interactive Vocabulary Technique in Vocabulary Mastery Teaching: A Quasi-Experimental Approach*”.

Natures of Vocabulary

Vocabulary is one of the language components that are most important to be mastered by the students. Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. According to Schmitt and Schmitt (2020) and Alharbi (2019), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

Like other experts, Yudha and Mandasari (2021) define that vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use. (p.24). It means that the vocabulary will address student's problems while learning and also good vocabulary mastery and their proper use helps students speak and use English properly and correctly. According to Lelawati et al. (2019), vocabulary is a stock of words available to speakers of writers. The term vocabulary can refer to all words in all languages, to words or phrases used in certain varieties such as dialects, registers, and terminology. (p.96). On the other side, Manik and Cristiani (2016) vocabulary is a total number of words which with rules for combining them make up a language. In the world of education, students are expected to master enough vocabulary to support their English skills. When the students have known enough vocabulary, it will help them make their learning process go easier with the maximum result. (p.2). It means that vocabulary is very important because vocabulary is needed when listening, speaking reading, and writing in everyday life. If we are not able to master the vocabulary, especially in English, then we will have difficulty communicating with others.

Furthermore, Krashen in Raju and Joshith (2018) describes the importance of vocabulary as follows: Vocabulary is basic to communication. If the acquisition does not recognize the meaning of the keywords used by speakers who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning. In learning a language we will learn the words of the language. Since we have learned that it is an essential area of language and it plays an important role in language, without vocabulary nothing can be conveyed.

As it is considered important, language teaching should examine the student's mastery of vocabulary. Moreover, Joklova in Güven and Bekdaş (2018) defines vocabulary as a word or combination of particular words which contains meaning. (p.4). Therefore if one is not available to understand the vocabulary of a certain language, it will be hard for them to obtain the message. Since vocabulary mastery is dealing with using the vocabulary inappropriate situation. Moreover, Marthila (2020) explain that vocabulary is the set of words sorted into four natures or types, as follows:

a. Content Words

It deals with (1) noun is a term addressing to a thing (covering the countable and uncountable noun), (2) predicate denotes an action or state done by an agent (covering the action verbs, reflexive verbs, auxiliary verbs, modal verbs), (3) Adjective refers to a quality possessed by things (covering the determiners, demonstrative adjective, possessive adjective, numeral adjective, relative adjective, quantities adjective, and also involving the compound adjective), (4) Adverbs discusses the additional information about how when and where the action happened (covering the adverb of manner, adverb of time, adverb of place, adverb of frequency and adverb of degree).

b. Function Word

It covers nouns used to shows the meaning of structural relation described as conjunction (covering coordinating conjunction, correlative conjunction, and subordinating conjunction).

c. Substitute Word

It deals with the noun which represents the replacement of an individual thing or specific action.

d. Distributed Word

It bears with nouns that are used in distributing the phenomenon such as both, either, neither. In addition, vocabulary learning is very important for people who learn English both as a foreign language and as a second language. Tambusai and Hasibuan (2022) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Moreover, Arrasul and Halim (2021) and Hennings (2000) state that the learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition. (p.88).

Alqahtani (2015) clarifies that the importance of vocabulary is interactive vocabulary daily in and out of school. In the classroom, achieving students process the most sufficient vocabulary. (p.22). It means that the benefits of good and adequate vocabulary, students will be able to communicate well, especially in English, and also students can excel in class. Furthermore, Zimmerman in Agnes (2008), states that for young learners, vocabulary is central to language and words are of critical importance to language learning. It cannot be

separated from the other language elements in the teaching and learning process because it influences the students' ability and learning English. (p.13).

Teaching Vocabulary by Using Interactive Vocabulary Technique

Teaching is giving and facilitating learning, enabling the learner to learn, setting the conditions for learning. It is important to place the teaching itself in the proper position. The more important thing that the teacher should realize is that teaching vocabulary at kindergarten is different from teaching vocabulary at elementary schools. (Brown in Haryadi et al., 2021). It means that teaching vocabulary is not easy to be increased without a proper way of how to build it up. Teaching vocabulary by using interactive vocabulary techniques is one of the alternative ways to students of elementary up to university for independent learning in or out of the class. Interactive teaching is all about instructing the students in a way they are actively involved with their learning process. Interactive vocabulary is one of the teaching vocabulary techniques which requires and involves students to be active in the learning process. It presents keyword from the text to students in a variety of ways that require students' participations (Maclean, 2000). Zimmerman in Courtright and Wesolek (2001) set out the following procedures of using interactive vocabulary in teaching vocabulary, namely:

- a. Multiple exposures to words;
- b. Exposures to words in meaningful contexts;
- c. Rich and varied information about each word;
- d. Establishment of ties between instructed words, student experience, and prior knowledge; and
- e. Active participation by students in the learning process.

Procedures of Teaching Vocabulary in Experimental Class

In this research, the researchers illustrated the procedures of teaching and learning vocabulary in the experimental class, as follows:

1. Pre- Activities
 - a. The teacher greets the students
 - b. The teacher check the attendance list
 - c. The teacher motivating the class by giving some questions related to the topic.
2. Whilst-Activities
 - a. The teacher dividing students into some group
 - b. The teacher gives them list of vocabulary about part of body to understand.
 - c. The teacher gives a picture to each group.
 - d. The teacher asked one of the groups to come forward.
 - e. The teacher asked the group that came forward to explain and asked the other group
 - f. The teacher gives feedback by asking the students if they have difficulty.
3. Post-activities
 - a. The teacher reviews the material

- b. The teacher gives the conclusion about the material
- c. The teacher closes the meeting

Method

The research design employs quasi-experimental approach pretest and posttest control group design. The researchers used two classes in which one of them is using interactive and control classes to get a conventional strategy (Syahri et al. 2016). The interactive vocabulary technique was the independent variable and students' vocabulary mastery was the dependent variable. The population of this research was the Seventh-grade students of MTs Negeri 3 Muara Enim 81 students were used as population of the research. They were all students in Grade VII, consisting of VII.1, VII.2, and VII.3 classes. From the population, the researchers got 54 students as the samples selected through convenience sampling technique and regarding as control and experimental groups.

To collect the data, the researchers use test. According to Brown (2004), the test is a method of measuring a person's ability, knowledge, or performance in a given domain. It means the purpose of this test is to measure the ability of students. In this case, the researchers used written test that was presented in the form of pretest and posttest with the total of questions is 35 items. Items of a test fill in the blank 17, multiple choices 10 and 8 items of a test are unscramble letter test with the topic about part of the human body. The test was given before the treatment as the pretest in the experiment. The treatment is given through interactive vocabulary in the experiment group. In the last meeting, the students were given the posttest in the experimental group. After the data were collected, the researchers then analyzed them through T-tests, Paired T-test and Independent Sample T-test.

Results and Discussion

Results

The Differences between Pretest and Posttest Scores in Experimental Group

Based on the pretest and posttest in experimental group, the average score in the Posttest was higher than pretest. SPSS (Statistical Packages for the Social Sciences) 22.0 program was used to know the statistic and differences between pretest and posttest scores of the students in the experimental group which paired pretest and posttest of the experimental group. To be vivid, Table 2 was described.

Table 2.

The Differences between Pretest and Posttest Scores in Experimental Group

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.11	27	20.526	3.950
	Posttest	54.56	27	26.602	5.119

Table 2 shows the mean of pretest was 57.11 with a standard deviation of 20.526 and mean of posttest was 54.56 with a standard deviation of 26.602 by the total number of

students were 27. Another differences between pretest and posttest scores also occurred in control group. To be obvious, Table 3 was presented;

Table 3.
The Differences between Pretest and Posttest Scores in Control Group

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pre test	37.67	27	18.053	3.474
post test	31.48	27	15.803	3.041

Table 3 shows the mean of pretest was 37.67 with a standard deviation of 18.053 and the mean of posttest was 31.48 with a standard deviation of 15.803 by the total number of students were 27.

The Results of Calculation Independent Sample T-test in Experimental and Control Groups

Table 4.
Result of Posttest in Experimental Group and Control Group

		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	
Post-Test	Equal variances assumed	13.246	.001	-6.101	52	.000	-26.370	4.322	-35.044	-17.697
	Equal variances not assumed			-6.101	40.794	.000	-26.370	4.322	-35.101	-17.640

Table 4 shows the results of the independent sample t-test since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was a significant difference between the students' achievement in learning vocabulary that was taught by interactive vocabulary and those who were taught through the conversational method. So teaching vocabulary interactive technique is more effective.

Discussion

Based on the findings, the mean of the pretest scores in the experimental group (27 students) was 7.333, the highest score of the pretest was 9.3, and the lowest score was 5.3. The mean of the posttest scores in the experimental group was 7.980, the highest score was 9.6, and the lowest score was 4.6. In the control group (27 students), the mean of pretest was 6.927, the highest score was 9.0, the lowest score was 5.0. The mean posttest was 7.547, the

highest score was 9.3, and the lowest score was 6.3. These results are supported by research (Courtright & Wesolek, 2001).

From the scores that were found, the result of statistical analysis between experimental group and control group, the t-table was (2.0017). Furthermore, the result of the students' score in the control group and experimental group (value of t-test) was 2.020, since the value of the t-table was higher than the t-test so that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Based on the results mentioned, the null hypothesis (H_0) was rejected because the t- obtained was higher than its critical value and consequently the H_a was accepted, these results are supported by research (Abdalla, 2021). It means that leaching vocabulary interactive vocabulary technique was effective to the seventh-grade students of MTs Negeri 3 Muara Enim.

Conclusion

From the data analysis, it was found that the score of the t-table was 2.0017. This score exceeded 2.020 as its critical level. It can be concluded that the null hypotheses (H_0) were rejected and the alternative hypotheses (H_a) were accepted.

Based on the statements above, it could be concluded that teaching vocabulary interactive vocabulary techniques to the seventh-grade students at MTs Negeri 3 Muara Enim was significant. It could motivate all of the students in mastering vocabulary, and it could help the students understand the lesson easily, then made them more effective and interested in learning vocabulary.

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