The Effect of Using Word Detective Strategy on the Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari in the 2016/2107 Academic Year

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Abstract: *The aim of this research was to investigate whether or not there was a significant effect of using word detective strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari in the 2016/2017 academic year. 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. This research was conducted in SMAN Pakusari. The population of the research was the eleventh grade students of SMAN Pakusari in the 2016/2017 academic year. The researcher used cluster random sampling to choose the research respondents. The researcher applied Homogeneity test to know whether or not the condition of the population was homogeneous. Then, the result of the homogeneity test was analyzed by using ANOVA. Based on the homogeneity test, the population was homogeneous. Thus, the researcher used lottery to choose the experimental class and control class. The primary data were taken from the students' vocabulary test and the supporting data were taken from the interview with the English teacher and the school documentation. The result of this research showed that there was a significant effect of using Word Detective Strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari in the 2016/2017 academic year.*

Keywords: *Word Detective, Teaching Vocabulary, Experimental Research.*

INTRODUCTION

Language is a medium to communicate with other people. There are so many languages in the world. One of them is English. Many people in the world speak English, because English is spoken as one of the international languages. Many countries learn it for international communication, including Indonesia, where it is spoken as a foreign language for Indonesian. Hence, English is taught from kindergarten until university and becomes a subject that has to be learnt. Furthermore, English is one of the subjects which is included in the national examination or *UN* (*Ujian Nasional*) for senior high school students.

In learning English, students have to learn four language skills; listening, speaking, reading and writing and alsothree language components; vocabulary, pronunciation and grammar. According to Hanson and Padua (2011:5), in order to communicate effectively using oral and printed languages, we must be able to flexibly use words that we recognize and understand. Based on this statement, the students must have many vocabularies to learn English moreover for the senior high school students. Vocabulary is needed to make the students understand and use the English words well.

Vocabulary is one of the parts besides pronunciation and grammar to learn English. According to Stahl (2005:96), vocabulary is word meaning. Students have to learn vocabulary first to know the meaning of English word. This is the basic aspect that students have to understand for learning English. Without vocabulary, the students cannot understand

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English well. Moreover for senior high school students, they have to achieve more vocabulary because the text that they learn is more complex.

According to Delahunty and Garvey (2010:147), there are two types of vocabulary, major part of speech and minor part of speech. This research will try to focus on major part of speech because it sometimes makes the students get confused. Major part of speech consists of nouns, verbs, adjectives and adverbs. It is very important to learn major part of speech because those are some kinds of words that are usually used in communication. Thus, it makes the students have to learn and understand about major part of speech.

The English teacher has to prepare the best way to make the students be able to learn vocabulary easily. There are so many techniques, strategies, games, etc. that the teacher can use in the class room. The vocabulary strategy is a systematic way of thinking through the process of discovering the meaning of an unknown word during reading (Denton *et al*., 2007:211). There are many strategies in teaching vocabulary. One of strategies that can be used is Word Detective Strategy. In this strategy, student will role as a word detective. The students will try to uncover the meaning of the words by themselves and the students can be more active to look for the meaning of the words. Thus, this strategy is an effective strategy in learning vocabulary. According to Hanson and Padua (2011:24), Word Detective Strategy guides students through a series of steps to help uncover the meaning of a word and its word parts.

This strategy contains context clues and word part clues. According to Sasao (2013:32), 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 (Sasao, 2013:32).

This research tried to use Word Detective Strategy in the vocabulary achievement. According to Denton *et al.* (2007:143), 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 (Baumann, Font, Edwards, & Boland, 2005; Andersen & Nagy, 1992; Sternberg, 1987).There are some studies that have been conducted by Baumann *et al.* in 2002, 2003 and also 2005 about Word Detective Strategy. Baumann *et al.* (2005:183) found that combined word-part and context clue instruction generally was effective. After knowing the Baumann *et al.* studies, the researcher tried to look for another research and there was a research that had been conducted by another researcher on the use of Word Detective Strategy, Jayanti's research (2013). She had conducted an experimental research for Word Detective Strategy in Purworejo. Based on her research, there was a positive effect of applying this strategy. The results of the research stated that there was a significant effect of using Word Detective Strategy in the vocabulary achievement in SMAN 3 Purworejo. Thus, the result made the researcher wanted to try to apply Word Detective Strategy to teach

vocabulary in SMAN Pakusari and see whether or not this strategy had an effect for vocabulary achievement in that school.

The researcher tried to conduct an interview to an English teacher in SMAN Pakusari. It was on 6th September 2016. Based on the English teacher's statements, she had never taught vocabulary in SMAN Pakusari by using Word Detective Strategy. She usually asked the students to look for the meaning from dictionary, discussed the meaning of words with all the students or just stated the meaning. She never asked the students to use Word Detective Strategy to uncover deeper about the meaning of the words. She said that many students had not mastered vocabulary well. The researcher hoped that this strategy could have a significant effect for teaching vocabulary. Thus, it could help the teacher to teach vocabulary in the classroom and it could give some benefits to the students, the teacher and also the researchers in the future.

Based on the description of the background above, a research was conducted. The title of this research is "The Effect of Using Word Detective Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari".

RESEARCH DESIGN

The design of this research was quasi experimental design because this research was to know whether or not there is a significant effect of using Word Detective Strategy on the eleventh grade students' vocabulary achievement at SMAN Pakusari. According to Creswell (2012:309), quasi experimental research is a research that uses intact group. It might happen because of the availability of the participant or because the setting prohibits forming artificial groups. This research focused on the eleventh grade students' vocabulary achievement by using Word Detective Strategy at SMAN Pakusari and the control class taught by using lecturing technique and question and answer technique.

This research used two classes, experimental class and control class. Those two classes were chosen by considering the result of homogeneity test. The experimental class got the treatment by using Word Detective Strategy. The control class got the treatment by using lecturing technique and question-answer technique that the teacher always uses in the class room. The teacher usually asks the students to look for the word meaning in the dictionary, asks the synonym and antonym of the words. The researcher also added lecturing and question-answer technique for the control class. After giving the treatment, the researcher conducted post test for experimental and control class to know the significant effect of using Word Detective Strategy.

The procedures of the research design:
1. Conducting homogeneity test to all eleventh grade students of SMAN Pakusari.
2. Analyzing the scores by using ANOVA formula for homogeneity test.
3. Choosing two classes based on the homogeneity test. One class as experimental class and the other one as control class.
4. Giving treatment to the experimental class by using Word Detective Strategy. The control class got ordinary treatment by using lecturing technique and question and answer technique like the English teacher usually does.

5. Conducting try out test to make a test have all the component of test items like validity, reliability, difficulty index and time allocation.
6. Giving post test to experimental class and control class to measure the result after giving the treatment.
7. Analyzing the result score of the post test by using t-test formula to compare the mean score between two groups.
8. Giving a conclusion based on the analysis to answer the research problem, whether there was a significant effect or not in students' vocabulary achievement.

The data were analyzed by using independent sample t-test formula.

RESEARCH RESULT

Based on the analysis the population of eleventh grade students was homogeneous because the sig-computation was 0.207. According to Santoso (2000;96), the population was homogeneous if the sig-computation was more than 0.05. In other words, the population of the eleventh grade students in SMAN Pakusari was homogeneous. The researcher chose the experimental class and control class from the lottery. Based on the result of the lottery, the researcher chose XI Science 4 and XI Science 5 for the experimental and control class.

The researcher gave a post test for experimental class and control class after the teaching learning process was done. The experimental class was taught by using Word Detective Strategy while the control class was taught by using lecturing technique. In the post test, the researcher gave 40 test items and gave 60 minutes to do the test. The researcher gave score 2.5 for the correct answer.

The researcher used independent sample t-test formula to analyze post test score. This formula was used to know whether or not there is a significant effect of using Word Detective Strategy in teaching vocabulary. Based on the t-test analysis, the statistic value of t-test was 2,824 and t-table at 0.05 the significant level with degree of freedom (Df) 60 was 2000. It can be concluded that the value of the t-test was higher than t-table (2,824>2000). Thus, the researcher concluded that the use of Word Detective Strategy gave the significant effect for the experimental class.

Based on the independent sample t-test analysis, It meant that the null hypothesis (h_0) which said "There is no a significant effect of using Word Detective Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari 2016/2017 Academic Year" was rejected. Thus, the alternate hypothesis (h_a) "There is a significant effect of using Word Detective Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari 2016/2017 Academic Year" was accepted.

DISCUSSION

The result of data analysis in this research proved that the use of Word Detective Strategy significantly affected the eleventh grade students' vocabulary achievement at SMAN Pakusari 2016/2017 academic year. It could be seen based on the t-test analysis. The statistic value of t-test was 2.824 and t-table at 0.05 the significant level with degree of freedom (Df) 60 was 2000. The value of the t-test was higher than t-table (2.824>2000). It showed that the result of the t-test analysis was effective.

Word Detective Strategy guided the students to look for the meaning from the context first using context clues and check whether unknown word has been successfully guessed by breaking down the word using word part clues. According to Sasao (2013:32), integration information from context clues and word part clues may make guessing more successful and contribute to effective vocabulary. The students learnt deeper vocabulary because they did not only guess from the context but also they looked for the suffix and prefix of the word. According to Stalh (2005:111), there are some advantages using Word Detective Strategy. The first, this strategy can be opportunity for the students to engage in a thoughtful exploration of the root of English. The students tried to look for the root of the word and also break down the word. Thus, the students can learn about the English word deeper. The second, simple suffix and prefix can provide a significant amount of vocabulary growth on those grades. By using this strategy, the students learnt about prefix and suffix. They tried to recognize the word by breaking down the word. Thus, the students could easily guess by looking at the root word, the prefix and suffix.

In addition, there are some studies that had been conducted by Baumann *et al*. in 2002, 2003 and 2005. Baumann *et al*. (2005:183), found that combined word-part and context clue instruction generally was effective. They bring research to practice. They spent around 2 mouths to do their research. The other research was Jayanti's research. She did experimental research of Word Detective Strategy. She concluded that that Word Detective Strategy was effective strategy. Those researches finding proved that Word Detective Strategy is effective strategy for teaching vocabulary.

The use of Word Detective Strategy in teaching vocabulary made the students learning more about English word. This strategy gave them a new way to guess the meaning of the word because they learnt about suffix and prefix and also the root of the words. They also learnt to guess the meaning of the word from the context of the text. It made the Word Detective Strategy became a complete strategy for the students. Thus, the Word Detective Strategy gave a positive effect for the students' vocabulary achievement. It was proved by the result of the data analysis in the previous discussion.

CONCLUSION AND SUGGESTION

Based on the result of the main data analysis in the previous chapter, it can be conclude that there was a significant effect of using Word Detective Strategy on The Eleventh Grade Students' Vocabulary Achievement at SMAN Pakusari 2016/2017 Academic Year.

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.

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