# Applying Building Word to Improve Students' Vocabulary Mastery at X Grade of Madrasah Aliyah Amaliyah Guppi

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*Abstract*

*This research aims at finding out whether the use of the building word method is effective in improving students' vocabulary mastery. This research is an experimental research which the experimental group was pre-tested and post tested. The population in this research is all X Grade students at MA Amaliyah Guppi Mamuju. The sample of the research is the grade X students of MA Amaliyah Guppi which was taken using Cluster sampling technique. The data was obtained through vocabulary test that consists of 50 questions. The result of the study shows that the use of the building word method is effective in improving students' vocabulary mastery at the class X students of MA. Amaliyah Guppi. The result of the study shows that there are significant differences in the students' vocabulary after treatments were given. The result of the value of Sig. (2- tailed) .000 is smaller than the probability significance value of 0.05 and the calculated t-test is greater than the t-table value where 5.267>2.093. Simply, the alternative hypothesis ($H_1$) is accepted and the null hypothesis ($H_0$) is rejected. Therefore, it can be concluded that the students' vocabulary mastery increased effectively by using building word method.*

**Keywords:** *Students' Vocabulary Mastey, Building Word, Improving*

**Abstrak**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan metode building word efektif dalam meningkatkan penguasaan kosakata siswa. Penelitian ini merupakan penelitian eksperimen dimana kelompok eksperimen telah melakukan pre-test dan post tested. Populasi dalam penelitian ini adalah seluruh siswa kelas X di MA Amaliyah Guppi Mamuju. Sampel penelitian adalah siswa kelas X MA Amaliyah Guppi yang diambil dengan menggunakan teknik Cluster sampling. Data diperoleh melalui tes kosakata yang terdiri dari 50 pertanyaan. The result of the study shows that the use of the building word method is effective in improving students' vocabulary mastery at the class X students of MA. Amaliyah Guppi. The result of the study shows that there are significant differences in the students' vocabulary after treatments were given. The result of the value of Sig. (2- tailed) .000 is smaller than the probability significance value of 0.05 and the calculated t-test is greater than the t-table value where 5.267>2.093. Simply, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that the students' vocabulary mastery increased effectively by using building word method.

**Kata Kunci**: Massey Kosakata Siswa, Membangun Kata, Meningkatkan

## Introduction

Learning English is very important because it is not just a foreign language, but an international language that can be used anywhere and anytime around the world. In education, the ability to speak English is the most important asset.

Not only in education, but also in work and business, English can help you advance your career and expand your network. In addition, good fluency.

English is also one of the main requirements for applicants. There are four aspects to her English skills: listening, speaking, reading and writing. Additionally, there are key elements that support these aspects: vocabulary and grammar. Mastering this is very important when learning English by (Syafawani, 2023).

There exist multiple definitions of vocabulary, based on the judgments of specialists. Vocabulary, according to Alifia (2022) is a list of words with definitions grouped alphabetically. sorted alphabetically and provided with a definition. Vocabulary the understanding of words and their definitions. understanding of terms and their definitions. Vocabulary is defined as the understanding of words and their meanings. and what they signify.

In the early stages of language learning is learn vocabulary. The main reason for learning vocabulary is that there are no specific rules or formulas like learning grammar. When listening to an English conversation or song, researcher can easily identify what we are listening to by using the vocabulary we already know. you also need a wide range of vocabulary to choose from when speaking, expressing, and communicating. Also, when reading, if you have the vocabulary you know, you will be able to understand all the words used in reading, which will make the reading process more enjoyable. Also, when writing, you can use a set of vocabulary to form sentences as you write.

Based on observation of Madrasah Aliyah (MA) Amaliyah Guppi is poor vocabulary acquisition among students. The hassle of reading and memorize English, especially memorize and reading dictionaries can improve your vocabulary. and even in the process of learning, students are lazy to bring dictionaries to school. research are aware of the importance of this in motivating students to learn. That's why research create a comfortable and enjoyable learning environment.

Teachers should create a learning environment that encourages students' interest in learning. One of my only aspirations is to use methods and media that meet my learning objectives, are acceptable to my students, and understand my middle school students' proficiency and vocabulary. On this occasion, researcher sought to used word formation, a fun way to learn vocabulary. This method is used to simplify and expand students' vocabulary both individually and in groups. The Building Words method is expected to improve the vocabulary repertoire.

Based on the explanation above, one media that can attract students to be more active in learning is the Building Word Media, which is a game of building vocabulary in one letter, then arranging it using letter cards into a word in English. research believe that using the Building Word method. Is one way to learn vocabulary that is fun. This method is applied to make it easier to memorize and increase the vocabulary of students both individually and in groups. By applying the building word method can make students happier and more active in increasing student vocabulary. Then there are some new things that research will do in this study, one of which research will use alphabet cart as learning media. different from previous studies that only use word cards. With the aim that students are more interested and enthusiastic in the learning process.

**Method dan Materials**

The research uses one type of pre-experimental teaching design, namely one-group pre-test and post-test design which describes a project in which data is collected from a treatment group by conducting a pre-test and post-test.

Then, the study compared the score before treatment with the score after treatment by Apriandari (2019). The pre-test was given before the treatment (01) and the post-test was given after the treatment (02). The treatment was conducted between the pre-test and post-test to determine the development of the participants after being given the treatment. In this study, the test was only given to the treatment group without a control group. The effectiveness of the treatment was determined after comparing the results of the pre-test and post-test. The population in this research is all X Grade students at MA Amaliyah Guppi Mamuju. The research instrument of this research is vocabulary test, this test is going to collect data of students' vocabulary mastery. They were some types of questions that the researcher use here, the test consist of 50 questions. Part A, translate the words into Indonesia consist of 20 questions. Part B, multiple-choice consist of 10 questions and part C Determine the meaning of the part of speech of the vocabulary 20 questions. To analyze the data, the writer used SPSS program.

## Result and Discussion
### Result

The result of this research is described in detail as follows:

**Table. 1 The Frequency and Percentage of Pre-Test**

| No | Classification | Score | Post-test | |
| --- | --- | --- | --- | --- |
| | | | Frequency | Percentage |
| 1. | Excellent | 90-100 | 7 | 33,3% |
| 2. | Very good | 80-90 | 7 | 33,3% |
| 3. | Good | 70-80 | 4 | 19,0% |
| 4. | Fairly good | 60-70 | 3 | 14,3% |
| 5. | Fair | 50-60 | - | - |
| 6. | Poor | 40-50 | - | - |
| 7. | Very poor | 0-40 | - | - |
| Total score | | | 21 | 100% |

From the table above we can see that only 5 students scored 'fairly good' (23,8%), 3 students 'fair' (14,3%), 7 students 'poor' (33.3%), and 6 students 'very poor' (25,2%). The average Scored obtained by students during the pre-test was 51,29%. From the scores obtained by students during the pre-test, the results were that there were still students who were classified as poor and very poor, this indicated that students' vocabulary mastery was still low.

**Table 2 The Mean Score and Standard Deviation of Pre-Test.**

| Mean score | Standard Deviation |
| --- | --- |
| 51,29% | 6,57% |

Then the table above shows the students average score during the pre-test, namely, 51,29% with a standard deviation of 6,57%.

Next, the percentage of students' scores after getting treatment can be seen in the following table:

**Table. 3 The frequency and percentage of post-test**

| No | Classification | Score | Post-test | |
| --- | --- | --- | --- | --- |
| | | | Frequency | Percentage |
| 1. | Excellent | 90-100 | 7 | 33,3% |
| 2. | Very good | 80-90 | 7 | 33,3% |
| 3. | Good | 70-80 | 4 | 19,0% |
| 4. | Fairly good | 60-70 | 3 | 14,3% |
| 5. | Fair | 50-60 | - | - |
| 6. | Poor | 40-50 | - | - |
| 7. | Very poor | 0-40 | - | - |
| Total score | | | 21 | 100% |

In the post-test after student received treatment, from 21 students, there was 7 students who scored 'excellent' (33,3%), 7 students 'very good' (33,3%), 4 students 'good' (19,0%), and 3 students 'fairly good' (14,3%). From the result of the post-test, we can see a comparison of the scores obtained by students during the pre-test.

The results of the Post-Test scores showed that there were no students who scored in the 'poor' and 'very poor' categories. This means that after students are given treatment using Building Word Method, students' vocabulary mastery increases.

**Table 4 the Mean Score and Standard Deviation of Post-Test**

| Mean score | Standard Deviation |
| --- | --- |
| 81,86% | 10,19% |

Then looking at the table above, the average student score after receiving treatment increased from 51,29% to 81,86% with a standard deviation of 6,57% to 10,19%. The data from the Pre-Test and Post-Test are used to create paired simple t-test data. (Pratama, 2019). The IBM SPSS Statistics program version 20 was used to examine the value of the Pre-Test and Post-Test using the Paired Sample t-test. The measurement criterion states that Null Hypothesis (H0) was accepted, and Alternative Hypothesis (H1) is rejected if the T-test is low ($<$) than the T-table. Otherwise, if T-test is higher ($>$) than T-table, it means Null Hypothesis (H0) is rejected and Alternative Hypothesis (H1) is accepted. In addition, it can also be proven by looking at the significance value (Sig.) 0.05. If 0.05 is greater ($>$) than the degrees of freedom (df), it means Alternative Hypothesis (H1) is accepted and Null Hypothesis (H0) is rejected, otherwise if 0.05 is smaller ($<$) than the degrees of freedom (df) then Alternative Hypothesis (H1) is rejected and Null Hypothesis (H0) is accepted.

The following results of the analysis in this study can be seen in the following table.

**Table 5 the T-Test value**

| Variable | T-Test Value | T-Table Value | Sig. (2-tailed) |
| --- | --- | --- | --- |
| X1-X2 | 5, 267 | 2,093 | .000 |

From the results of the T-Test in the table above it is known that sig. (2-tailed) .000 is smaller than 0.05 (.000<0.05), meaning that the Null Hypothesis (HO) is rejected, and the Alternative Hypothesis (H1) is accepted. In addition to comparing the significance value (Sig.) of the probability of 0.05, we can also see a comparison between T-test and T- table for hypothesis testing.

If the result of T-test is greater than T-table then the difference is significant (Suharsaputra, 2014). Based on the results of the T-test table, it is known that the T-test is 5,267 and the T-table is 2.093 Thus, the calculated T-value is 5,267 > 2.093.

Then Null Hypothesis (HO) is rejected, and Alternative Hypothesis (H1) is accepted, so it can be concluded that increasing vocabulary mastery by using video is effective for use.

**Discussion**

This research was conducted to improve students' vocabulary mastery with the learning process using Building Word Method. This research was conducted for MA. Amaliyah Guppi Mamuju at class X. The aim of this research was to find out whether students' vocabulary mastery increased by using Building Word or not. Referring to the comparison between the Pre-Test and Post- Test, there was an increase in student scores during the post-Test. It can be concluded that student scores after being given treatment are different from student scores before being given treatment using Building Word Method. These results were obtained after conducting research for two months with five meetings, the first meeting was Pre-Test, Treatment was three times and the last was giving post-Test.

Based on the analysis of the findings that have been carried out by the researcher, it shows that there are significant differences in the students' vocabulary in the Pre-Test and Post-Test. So, it can be concluded that Building Word Method is effectively used to improve the vocabulary mastery of class X students of MA. Amaliyah Guppi. Related to several previous studies, namely research conducted by Hafsari (2019) and Fitria (2023), found that using word building media can improve students' vocabulary. The result of this research is that the use of the Building Word method increases students' vocabulary which is applied to the learning. Furthermore, research conducted by (Setiani, 2021) found that applying the building words method can improve student vocabulary. The result of this research is to find out if the application of the Building Words method can improve students' vocabulary mastery.

It can be concluded that application of Building Words is very helpful for improving students' vocabulary mastery because Building Word students can see many new vocabularies so that student's vocabulary mastery can increase.

**Table 6 the Mean Score, Standard Deviation and Range**

| Test | Mean Score | Range | Standard Deviation | Range |
|------|-----------|-------|--------------------|-------|
| Pre-Test | 51.29 | 20.00 | 6.57 | 38.00 |
| Post-Test | 81.86 | | 10.19 | |

The table above shows the average value of the Pre- Test, which is 51.29, while the average value of the post-test is 81.86. By looking at the average value there is a difference of 20.00, meaning that the average value of the Post-Test is greater than the average value of the pre-Test. In addition to the average value there is also a standard deviation, the standard deviation of the Pre-Test is 6.57 while the Post-Test is 10.19 with a difference of 38.00. It can be concluded that the average value of students is low before being given treatment and increases after students are given treatment using Building Word.

**Conclusion**

Based on the result of the pre-test and post-test, it is found that there is a significant difference in students' vocabulary mastery after the treatment is given.

It means that the use of building word significantly affects the students' vocabulary mastery at MA. Amaliyah Guppi Mamuju. By using building word, the students' vocabulary mastery were improved. It can be seen from the students percentage test score, mean score, standard deviation and *P* value.

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