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**THE INFLUENCE OF WORD DETECTIVE STRATEGY TOWARDS
STUDENTS' VOCABULARY MASTERY**

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Abstract: The research aimed to know the influence of Word Detective Strategy on students' ability to vocabulary mastery and if the average score of students' vocabulary mastery taught using the Word Detective Strategy is higher than taught using the conventional method. This research used a quantitative method. The population was the students in the second semester at eleventh grade of MAN 2 Bandar Lampung, 370 students in 11 classes. The sample for this research was two classes. One class was XI IPS 1 as experimental, there were 36 students, and another class was XI IPS 2 as the control class, there were 36 students. In determining the sample, the researcher used cluster random sampling technique. In collecting the data, the researcher used a writing test. In analysing the data, the researcher used the t-test formula. Based on the data analysis, it can be concluded that $t_{test} = 3,65$ and $t_{table} = 2,00$ with the significance 5% (0,05) and $t_{table} = 2,66$ with the significance 1% (0,01). It means that $t_{test} > t_{table}$. So, H_0 was accepted. The students who were taught using the Word Detective Strategy got a higher score than those who were taught using the conventional method. The average score of the experimental class was 75,53 and the average score of the control class was 67,97. This shows that there is any positive and significant influence of using Word Detective Strategy on the students' vocabulary mastery.

Keywords: Experimental Research, Vocabulary Mastery, Word Detective Strategy

INTRODUCTION

Vocabulary is an essential element in every language around the world. It has a relationship with statement of Cameron (2001: 11) "people use language for the daily purposes of life around them". This means that language plays a significant part in daily living. Lack of vocabulary prevents a language from being recognized or understood by anyone. Anyone learning a language should begin by memorizing their vocabulary because it is the first step in learning any language, particularly English. Vocabulary instruction is one of the most important parts of teaching a language to students; in addition to knowing the definitions of the terms, they must also understand how they are used in context. Without vocabulary, students cannot communicate successfully through speech or writing. This shows that the

development of all English language skills, such as reading, writing, speaking, and listening, depends on vocabulary. Learning new words can also improve students' English communication skills (Istiara & Hastomo, 2023).

Learning English can be challenging, particularly when it comes to vocabulary. In addition to having difficulty understanding the words' meanings, students frequently struggle with pronunciation when learning English. This is due to the fact that many students are unaware of the fact that vocabulary can have several meanings different with their mother tongue as Indonesian to English pronunciation. There are some English words that share a similar sound but have very different meanings. It could be difficult for students to memorize words in particular. The language that the students have learnt in class is frequently forgotten by the teacher (Maximilian, & Scholar, 2020).

MAN 2 Bandar Lampung preliminary investigation revealed that. Most students had difficulties in mastery vocabulary. The researcher discovered that students there have trouble memorizing some English terms and understanding the words' meanings. they are unable to utilize terminology in appropriate contexts, and standard teaching methods make students feel uninterested in their lessons. It is considered that people can impact their abilities in speaking, reading, listening, and writing by doing a variety of tasks.

Based on students' vocabulary problem, the teacher should consider what strategy can build a sense of enthusiasm, safety and comfort for students. It is suitable to improve the teaching learning process because it involves students more actively in processing, interpreting and evaluating information for students (Hastomo & Aminatun, 2023). The teacher can also give an example of them how to understand the word more. In solving the students' problems above, there is a strategy which appropriate for teaching vocabulary. According to (Ainslie, 2002) "word detective is a vocabulary strategy that assists students in determining the meaning of unfamiliar word."

In addition, there is another research about teaching and learning English using Word Detective Strategy. Puteri et al., (2013) said that Freewriting Technique can improve writing ability. Furthermore, Astuti, 2013 found that vocabulary mastery by using Word Detective Strategy has significant influence. The researcher applied Word Detective Strategy for the present research because it has the ability to influence the English learning process, notably in the vocabulary mastery. Furthermore, this study has various research objectives. 1) To know about there any influence of Word Detective Strategy towards students' vocabulary mastery at eleventh grade students of MAN 2 Bandar Lampung in the Academic Year of 2022/2023.

METHOD

Research Design

In the current study, the researcher used quantitative and experimental

methodologie. (Mackey, 2005: 363) Quantitative research is research in which variables are manipulated to test hypotheses and in which there is usually quantification of data and numerical analysis (Maximilian, 2016). These facts must be somehow external to and independent of the observer or researcher. The dependent variable (Y) is the students' writing ability, while the independent variable (X) is the Freewriting Technique.

Population and Sample

The population is decided to be the eleventh grader of MAN 2 Bandar Lampung in the Academic Year of 2022/2023. 370 students from 11 classes made up the student body. With two observation classes, XI IPS 1 and XI IPS 2, the researcher used a cluster random sampling strategy to select the sample. The employed the Cluster Random Sampling approach to obtain the research sample. According to (McMillan, 2001 : 173), "cluster random sampling, research identifies group units that easily occur naturally. Once the units are selected, individuals are selected from each unit". The researcher in this case randomly chose a sample of the research from the population of students at the eleventh grade. The experimental and control groups were chosen by lottery by the researcher. The approach was selected since the average abilities of all eleventh-grade students of SMK Negeri 4 Bandar Lampung in the Academic Year of 2022/2023 were comparable or homogenous.

Data Collection Technique

In collecting the data of the research, the researcher was used a test. According to (Heaton, 1988) states there are six kinds of test to measure students' vocabulary mastery, namely multiple choice items (A), multiple test items (B), sets test (associated words), matching item test, more objective item and completion items. In this case, the researcher will use multiple choice (A) group B type 2, 3 and 4 and multiple choice items (B). The t_{test} formula was employed by the researcher in the current investigation to assess the hypotheses (Ajeng, 2017). The accepted criteria are H_a if $t_{test} > t_{table}$ with significance 0.05 and 0.01.

RESULTS AND DISCUSSION

Results

The class XI student population was the subject of this study at MAN 2 Bandar Lampung from May 16 to May 28, 2022–2023. The researcher collected data based on two distinct classes. When doing the study, the researcher had the following two hypotheses: 1) There is any influence of Word Detective Strategy towards students' vocabulary mastery. Additionally, the researcher performed a normality test. It was employed to check the normality of the observed data. Due to the fact that the criterion used in this study was $X^2_{ratio} < X^2_{table}$, it was discovered that the data had a normal distribution. The outcome is displayed in table 1 below:

Table 1. The Result of Normality Test

Group	X²_{ratio}	X²_{table (0.05)}	X²_{table (0.01)}
Experimental Class	4,02	7.81	11.3
Control Class	3,73	7.81	11.3

After determining the normality, the researcher then evaluated the homogeneity. The homogeneity test is used to show that there is a common variation among two or more sets of sample data from the same population. In other words, the homogeneity test analyzes if the properties of the data collection in question are the same (Jaya, Hastomo, & Putri, 2022).

The homogeneity test criterion stated that if f_{ratio} was 1, 41, the data was homogeneous, and f_{table} at significance levels of 0.05 and 0.01 was 1.81 and 2.36, respectively. H_a was therefore approved whereas H_o was denied (1.41 1.81 2.36). Table 2 below displays the results.

Group	F_{ratio}	F_{table (0.05)}	F_{table (0.01)}
Experimental and Control Class	1,41	1.80	2.30

Table 2. The Result of The Homogeneity Test

After examining homogeneity, the researcher used the t-test method to demonstrate that the Freewriting Technique had an impact on students' reading skills in the eleventh grade. The outcome indicated that the Freewriting Technique had any appreciable impact on students' reading proficiency in the eleventh grade. Because $t_{test} > t_{table} (1/2 \alpha)$ with $df = (n_1 + n_2 - 2)$ and significance levels of 0.05 and 0.01. The application of Freewriting Technique in the classroom environment is very working since it can develop of their thoughts, students will feel enjoy to learn because this technique is to writewhatever on your mind and feeling through the topic.

Table 3. The Result of t_{test}

Group	t_{test}	t_{table (0.05)}	t_{table (0.01)}
Experimental and Control Class	3,64	1.67	2.39

Evidence demonstrating that, at the eleventh grade of MAN 2 Bandar Lampung in the Academic Year of 2022/2023, students who were taught to write using Word Detective Strategy performed on average worse than those who were taught conventional method was used to support the second claim. The researcher performed a t-test to evaluate the findings. Calculations showed that the average score of the experiment class was higher than the score of the control class (75,53 > 67,97). H_a is also acceptable when the average writing skill score of the

experimental class was higher than that of the control class. The results are shown in the table below.

Table 4. The Average Score of Students Writing test

Group	Average Score of Post Test
Experimental Class	75,53
Control Class	67,97

Discussion

The researcher did the research at eleventh grade of MAN 2 Bandar Lampung in the Academic Year of 2022/2023 and took 2 classes as a sample. The first class was the experiment class and the second class was the the control class. The experiment class consisted of 36 students and the control class consisted of 36 students. Based on the data analysis by using t-test and testing of hypothesis, the researcher got the result that H_a was accepted. It showed by ttest was higher than ttable with significance level 5% and 1% ($8.81 > 1.81 < 2.39$). It means that there is an influence of freewriting technique towards students' writing ability. It was proved by the average score in experimental class was higher than in control class ($75.53 > 67.97$).

It implies that there is a significant influence of Word Detective Strategy. It is in accordance with (Allcock, 2010) that the Word Detective strategy has been developed to transfer the result from research into effective literacy instruction to classroom practice. As a result, it is possible to conclude that there is an influence of Word Detective Strategy towards Students Vocabulary Mastery at the Eleventh Grade of MAN 2 Bandar Lampung in 2022/2023.

The average score of students vocabulary mastery who were taught utilizing Word Detective Strategy (75,53) was higher than those who taught using conventional method (67,97). It defines that using Word Detective Strategy to teach students how to improve their vocabulary mastery while learning English is a good idea and it is supported by (Elliott et al., 2002) that a key in the implementation of strategy in vocabulary mastery is the using of word detective notebook and graphic organizer. For additional, they stated that the graphic organizer includes both word and visual. It delivers information in a clear and simple manner that emphasizes idea organization and relations.

According to the result above Word Detective Strategy increase students' scores in vocabulary mastery. Students in the experimental class also showed better performance than students in the control class who were taught using the Translation Technique. Furthermore, the students in the experimental class responded positively to the implementation of the Word Detective Strategy in their classroom. It was supported by (Ainslie, 2002) says that word detective is a vocabulary strategy which assists students in determining the unfamiliar word

meaning. It means that Word Detective Strategy can be useful to build vocabulary by finding out the meaning of the words.

It was also supported by Hanson & Padua (2011), that Word Detective Strategy leads students through a sequence of processes to assist them figure out what a word meaning and its parts. Elliott et al. (2002) add that a key in the implementation of strategy in vocabulary mastery is the using of word detective notebook and graphic organizer. For additional, they stated that the graphic organizer includes both word and visual. It conveys information in a clear and concise manner that highlights concept organization and relationships. It implies that Word Detective strategy is a vocabulary teaching strategy that encourages students to think like detectives, using context cues and word component clues, look for the word meaning.

Heading the description above, the researcher proposed Word Detective strategy to minimize the students' problems in learning vocabulary. Word Detective strategy involves utilizing a word detective notebook and a graphic organizer to teach vocabulary. It is a kind of strategy that can be helpful for the students to identify what a word means. In this strategy the student will find the definition, synonym, and antonym, determine it's part of speech, and create a sentence from the words. By using Word Detective strategy, students will be able to understand the words meaning and how they are utilized in context and it is suitable with (Ainslie, 2002) that word detective is a vocabulary strategy that assists students in determining the meaning of unfamiliar word.

Based on the results above, it can be concluded that the hypothesis in this study is accepted. In other words, H_a is accepted, meaning that there is any influence of Word Detective Strategy towards students' vocabulary mastery at the eleventh grade of MAN 2 Bandar Lampung in the Academic Year of 2022/2023. This research data is valid. The student data is good and the experimental class student scores are higher than the control class. In accordance with the purpose of this study. Students who were taught through the word detective strategy were higher than the control class taught using conventional method.

CONCLUSION

It may be concluded that there is any influence impact of utilizing the Word Detective Strategy on Students' vocabulary mastery at the Eleventh Grade of MAN 2 Bandar Lampung in the academic year of 2022/2023 based on the results of the data computation through the t-test formula. It was got $t_{test} = 3,64$ and $t_{table} = 1.67$ with the significance 5% (0.05) and $t_{table} = 2.39$ with the significance 1% (0.01). It means that $t_{test} > t_{table}$. H_a was thus approved. Additionally, the researcher discovered that in the academic year of 2022–2023, students in the eleventh grade at MAN 2 Bandar Lampung who were taught vocabulary mastery using the Word Detective Strategy scored on average higher than those who were taught using direct instruction. The experimental class's average score was 75,53 , whereas the

control class' was 67,97. The Word Detective Strategy can therefore be used to teach English, particularly to teach vocabulary.

Furthermore, this research concentrated just on the improvement of students' vocabulary mastery. The researcher advises that future researchers could investigate the Word Detective Strategy with different material and different design not only quantitative design but also can be used qualitative design.

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