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## **VOCABULARY MASTERY THROUGH TEACHER-LED ACTIVITIES USING MISSING WORDS FOR THE TENTH GRADE STUDENTS**

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**Abstract:** The study aims to know whether there is a positive influence of teacher-led activities using missing words towards students' vocabulary mastery at the senior high school level. In this research the writer used a quasi experimental method. It consisted of two classes: they are experimental class and control class. The population of this research was the students at the second semester of the tenth grade at MAN 1 Pesawaran. The population consisted 251 students from six classes. The sample of the research was X1 and X2. Then for sampling technique the writer used Random Sampling technique. To collect the data, the writer used multiple choice test and to prove hypothesis, the writer used t-test formula. After analyzing the data, the writer tested the hypothesis and the result of  $t_{ratio} = 5,61$ ,  $t_{table} = 1,98$  for  $\alpha = 0,05$ . It means that  $t_{ratio} > t_{table}$ . It means that there is significant influence of teacher-led activities using missing words toward students' vocabulary mastery at the second semester of the tenth grade at MAN 1 Pesawaran.

**Keywords:** *Vocabulary mastery, Teacher-led activities using missing words*

### **INTRODUCTION**

According to Bruner in Cameron (2002:8) language is the most important tool for cognitive growth. Language is not only important for communication, but also important for

cognitive growth, it is because language will grow day by day. He has investigated how adults use language to mediate the world for children and help them to solve problems.

Language also can use in everything both in solve the problems

and tool for cognitive growth. Everyone needs a language, either to communicate, or socialize with others, exchange thoughts, solve problems, and so on. Without language people will get difficulties in expressing their mind and their idea to describe something, make conversation, to socialize and so on.

As we know a foreign language is only learned in the classroom, not to speak up in the society or use in daily activities. It means that in Indonesia English is a foreign language or international language, because it is only learned in the classroom.

Such as the opinion of Setiadi (2006:22) states that in Indonesia English is learned only at school and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia. Especially students in Indonesia. So we can conclude that in Indonesia English is just an acronym because peoples in Indonesia use Indonesian language not English as first language.

Vocabulary is the main component in learning English. When we try to listen, speak, read and write, we need vocabulary. If we do not much

in master vocabulary, we will undergo the limitness in communication or when we express our feeling. By mastering enough vocabulary, very little possibility will happen misunderstanding between two people that spring from different cultural and country.

Students' success in mastering language is determined by the size of the vocabulary one has learned. Dellar and Hocking in Thornbury (2002:13) state that if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with word. That statement, how important vocabulary are in learning English. Vocabulary is like a bridge in to be better in communications.

In Indonesia, English is the first international language which used in communication by some peoples, and English has learned since elementary school until college. It is the language that unites differences between all countries in the world. English is very important especially for the people who want to find a job in the foreign

companies. If we want to survive and exist, especially in the world of work in this globalization era, we have to master English by well. Because the ability in mastering English can supports our careers in the futures. There are several ways that should do by people or students to master English, such as follow special course or self taught, so that the students can make sentence or apply English based on tenses or grammar that has been determined.

Paul (2003:160) states that if we focus on the process of learning, it will enable the children to discover and use many more words and patterns than they would if we were to teach them knowledge in a teacher-centered way. We need to emphasize each stage of already learned.

In learning English, one of the factors is the poor of vocabulary knowledge.

Cameron (2002:95) states that vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learn from participating in discourse and is essential to participating in it.

Vocabulary is very essential in learn a language. The people or

students who have little knowledge of vocabulary, or do not have many vocabulary, they will face some difficulties in written language and oral language. Very important for us to build meaningfull communicaion both in spoken and written form, and to achieve it we have to pass imperative language learning stages by word memorization.

That is one of the reason how important to learn and master a lot of vocabulary. Our ability in a structure of sentence , is not undertaken for us to express our feeling if we do not have a lot of vocabulary.

Thornburry (2002:13) states that without grammar verry little can be conveyed, without vocabulary nothing can be conveyed. Cameron (2002:73) states that vocabulary developement is about learning words, but it is about much more than that. It means that in learning vocabulary, it is not only to know about the meaning of word, but also we can use it in our activities, and communicate by use kinds of words. As a facilitator, teacher must give enjoyable technique and make students happy in learn vocabulary.

Vocabulary has not been a particular subject for students to learn but it has been taught within lesson of listening, speaking, reading and writing. So although the students have learned English for many years but their vocabulary need to be increased. Moreover, students do not know the simple vocabulary in their daily activities, and they are still lazy to find new words in dictionary. Students also have low motivation in learning vocabulary. They thought learning vocabulary is difficult, because they have to remember the vocabulary, which is the form and pronunciation is totally different with their own language, or their mother tongue.

In learning English, there are many styles or methods that can be used by teacher to make students feel interested and easier to master vocabulary. If the teacher only uses usual technique, student will feel not enthusiastic and surfeited, because they regard learn English are tedious thing. The teacher can use game, method and technique in learning and teaching process. In fact many teacher that success in teaching because they use some methods in teaching process.

According to Peter Watchyn-jones (1993) states that teacher Led-Activites Using missing words aims to make the learning process more active and more fun. Here the teacher's role is mainly that students do the work and enjoy using this motivating and lively material.

In this case the writer chose the teacher led activities using missing words as a teaching technique to make students fun and enjoy especially to increase their vocabulary mastery. This method is simple way to be applied in the classroom. It is very easy for students, because in teacher led-activities using missing words, students only completed the missing words by adding the correct word that available to the sentences, then match with the sentence which have missing words. To apply this method, the teacher can make in pairs or groups.

The writer believes that, by this technique, teaching will be more effective in process. Student will enjoy and the teacher also helps student to be more Peter Watcyn-Jones (1993:14) states the procedure teaching vocabulary using teacher led-activities using missing words are: Make some sentence which have missing words in

a paper (paper 1); Make the correct answer in the other paper.(paper 2); Make some pairs or in groups.; Copy the paper 1 and give each pair/groups a copy.; Copy, cut out and shuffle the word on paper 2, place them face down in front of the teacher's table.; Take the top word, and write it on the board. Allow the students about a minute to decide which sentence it is missing from. Then rub out the word, pick up the next one, and write that on the board instead.; Continue in this way until all the words have been read out.'Check orally.

Then, it can concluded that by using this technique, the teacher will be creative in learning process and changes the students' mindset that learning English is enjoyable. It is because some students regard that learn English is difficult and they feel shy to speak up because they are afraid when they try to speak, they will find difficulty because the limitness of vocabulary. It is why the teacher must use this technique so that the students have a easier way to have a lot of vocabulary.

## **METHOD**

Quasi experimental design was employed in this research. The research was conducted at the tenth grade students of MAN 1 Pesawaran. There were two classes taken randomly as the sample of this research. The validity and reliability of the vocabulary test, the writer used product moment.

It is known that to use t-test, the data must have a normal distribution and homogenous. Chi Square formula was used to measure the normality test. Then, the SPSS program by using Compare Means was used to analyze homogeneity variance.

## **RESULT AND DISCUSSION**

Based on the result of the calculation, it was found that there is influence of using Teacher-led activities using missing words towards students' vocabulary mastery at the second semester of the tenth class at MAN 1 Pesawaran. Based on the data analysis, it can be seen that the result of the test of experimental class by using Teacher-Led Activities Using Missing Words better than the result of the control class by using translation technique. It was supported by the average score

experimental class 74,63 is higher than the average score of control class 61,55. The lowest score of experimental class is 50, and the lowest score of control class is 40.

Based on the research there are about 9 students who failed from the experimental class, because their limitness in vocabulary and lack concentration when learning and teaching process. One of the solution which we can apply in order to do not fail again, students have to more enthusiastic in learning, read more dictionary, and more focus and concentration in learning and teaching process. So in this case the writer said that teaching english by applying teacher led activities using missing words give positive influence to the students' ability in mastering vocabulary and it is suitable according to Peter Watchyn-jones (1993) states that teacher Led-Activites Using missing words aims to make the learning process more active and more fun. Here the teacher's role is mainly that students do the work and enjoy using this motivating and lively material. So we can conclude that Teacher-Led Activities Using Missing

Words is one of the best technique in order to increase students' vocabulary.

## **CONCLUSION & SUGGESTION**

Based on the discussion and the results of the data analysis in this research it can be concluded that Teacher-Led Activities Using Missing Words is good to apply in teaching and learning process in the term of increasing students' vocabulary mastery.

In reference to the conclusions, some suggestions are given for both English teachers and further research.

### ***Suggestion for English Teacher***

Based on the results of the research, there are several suggestions suggested for the English teachers. Since there is an influence between vocabulary mastery and Teacher-Led Activities using Missing Words, the teacher may the technique alternately to avoid students' boredom. In addition, the teacher can match the material learned and based on the students' level as well. The English teachers should also be able to create exercises related to the understanding the content of the text and of course about the understanding about vocabularies used in the text in

order to make students interested in the learning process.

### ***Suggestion for Further Research***

Besides the suggestions for English teachers, there are also several points necessary for further study to concern. This study discussed students' vocabulary mastery taught through Teacher-Led Activities using Missing Words.

In relation to research design, further research may employ qualitative design to know the problems mostly found by the students when they are learning English vocabulary through Teacher-Led Activities using Missing Words. In addition, it can be used to find out the weaknesses of the teaching techniques used in delivering the teaching materials.

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