ENHANCHING VOCABULARY MASTERY BY THE USAGE OF ELICITATION TECHNIQUE AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STKIP PGRI NGANJUK IN THE 2020/2021 ACADEMIC YEAR

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Abstract

The purpose of research is to find out comptence of students' vocabulary mastery before and after taught by using elicitation technique and to find out the effectiveness of using elicitation technique before and after in students' vocabulary mastery at the third semester of English Language Education STKIP PGRI Nganjuk. The methodology of research is experimental research, *one group pre-test post-test design*. The research was conducted at STKIP PGRI Nganjuk, at the academic year of 2020/2021 by using the samples at the third semester of English Language Education class by number of classes is 26 students. In completing the research, the technique of data collection used test. Analysis of the data is used t-test. Based on the table above it could be seen that t_{count} had greater than t_{table} at level of significant. t_{count} is 11, 47 a table on the significant level of 5% is 2.04523. Based on the results of analysis that $t_{count} > t_{table}$ there is effectiveness to develop the students' vocabulary mastery before and after being taught using elicitation technique at the third semester of English Language Education STKIP PGRI Nganjuk at the 2020/2021 academic year. The hypothesis is Ha is accepted and Ho is rejected. That is: "There is effectiveness between teaching vocabulary using Elicitation Technique and teaching vocabulary without using Elicitation Technique to enhance students' vocabulary mastery at the third semester of English Language Education STKIP PGRI Nganjuk at the 2020/2021 academic year.

Key word: vocabulary mastery , elicitation technique, effectiveness.

Introduction

Learning language needs many skills to gain competence in mastering it well. Beside that in learning language the learners have to know that language is a kind system. Language is a system that consist of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do, so a language is any specific example of such a system. Language is one of the most important things in communication. It is used as a tool of communication among the nations in all over the world. By using a language can gain information, knowledge and express someone's feeling and emotion. The communicative language is at the form of written of spoken language.

English is one of the most important language of the six languages those are five of them are French, Spanish, Russian, Mandarin and Arabic languages which are officially united Nations (UN). As an international language, English is very important and has many interrelationship. Richard and Schmidt (2010:196) stated that: a term used to characterize the status of English as the world's major second language and the commonest language used for international business, trade, travel, communication, etc. Like the term World Englishes, the notion of International Language recognizes that different norms exist for the use of English around the world. British, American, Australian or other mother-tongue varieties of English are not necessarily considered appropriate targets either for learning or for communication in countries where English is used for crosscultural or cross-linguistic communication, for example, when a Brazilian and a Japanese businessperson use English to negotiate a business contract. The type of English used on such occasions need not necessarily be based on native speaker varieties of English but will vary according to the mother tongue of the people speaking it and the purposes for which it is being used.

Mastering vocabulary is part of the important skill beside the four skills of listening, reading, speaking and writing. In fact that in Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. English is considered as a difficult language for the Indonesian students. Because English is completely different from Indonesian language. language component are pronunciation, grammar and vocabulary. In English, the students have to master the four components of language skills covering listening, speaking, reading and writing. Listening and reading are known as "receptive skills", while speaking and writing are known as "productive skills". The students must be competent in these four skills. The four skills do not exist as separate part within the language, but all of the skill are interrelated. When students make a conversation, they are not just speaking, but also listening. When students listen to a lecture in class, they may also take a note. When the students want to be more competent in all skills, they must learn about the basic of language is vocabulary. Because if they have limited about that, they will get trouble in their listening, speaking, reading and writing skills. Therefore mastering

well of vocabulay will become a certain basic important thing to the four comptence of learning English.

Vocabularies are form of the words that are used in the language to communicate in written or spoken .Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p.385). Vocabulary is one of the important components in skill English and vocabulary useful as fundamental tool for acquiring knowledge. Vocabulary is one of the items that has to be mastered by the students in learning English. Vocabulary mastery is one of the important things to make our communication be fluent. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second impedes successful communication. If the students have limited vocabulary, it means that they will find difficulties in understanding English.

Vocabulary subject is on of the subjects taught at English Language Education.. But unfortunately at lower level of school that four skills namely listening, speaking , reading and writing skill which are mostly taught except vocabulay mastery well. Therefore the students have less time to use master vocablary of English as a means of communication in written or spoken , self-expression, and social interaction. Additionally many students get difficulties to memorized so many vocabularies in quick time and have limited vocabularies.

There are many techniques that can be used to learning vocabulary mastery. One of the theorues choosen that is elicitation technique as a technique to enhance their vocabulary mastery. Elicitation technique is a technique used by lecturer to build students' participation in teaching English Vocabulary subject. Elicitation technique is used by the lecturer to elicit the students during the lecture to get the information about what college students already know and need to know. "Any technique or procedure that is designed to get a person to actively produce speech or writing, for example asking someone to describe a certain topic, tell an impressive story, or finish an incomplete sentence. In linguistics, these techniques are used to prompt native speakers to produce linguistic data for analysis." (Richard and Shcmidt, 2010,p. 191). By using the elicitation technique

will hasten the vocabulary mastery which is part of important way to learn language especially in learning four skills of learning English.

The purpose of research is to find out students' vaocabulary mastery before and after taught by using using elicitation technique and to find out the effectiveness of using elicitation technique between before and after in students' vocabulary mastery at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 academic year.

Research Methodology

In conducting this research, the researcher used experimental research with the one group pre-test post-test design.

$$T_1 \ \ X \ \ T_2$$
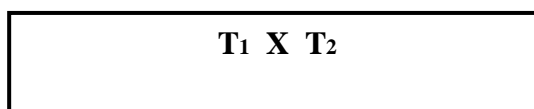
(Campbell & Stanley, 1963)

This research was done at STKIP PGR Nganjuk on August 2020. The procedure of the research was done with some steps: a) Prepare the research by asking permission to the head of English Language Education Program of STKIP PGRI Nganjuk. After that, make a discussion with head of English language Education Program in order make a deal with the day when researchers can do the research and also consults the topic of the research. Then do preparation. The research can start the research by doing pre-test for the first time. The researchers give pre-test to the college students about suitable vocabulary that is fixed in completing the sentence right one of four choices of the vocabularies prepared by choosing the right one of words based on the sentences or texts This activity can measure the achievement of college students' vocabulary without technique. The research can take mark from this activity. Later, the researcher recognizes elicitation technique. The researchers will perform the technique in front of the class and explain the rule of the technique and give some examples to college students. Then, the lecturers and college students can start the elicitation technique as a technique of learning vocabulary in 90 minutes. The treatment will give in two sections. Then, the researchers give post-test to students. After that, it

will be compared to the result pre-test and post-test, to know the difference between post-test and pre-test class vocabulary competence.

The population is all the subject of the research. Sugiyono (2016) states, "Population is the area of generalization which consists of object or subject that have certain qualities and characteristics are determined by the researchers to learn and then make conclusion". In this study, the population or the subjects of the research are at the whole semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021-year academic year. There are 4 classes, with the amount of population is 112 students.

Purposive sampling technique is used to determine the sample in this study. Sugiyono (2016) states, "Purposive sampling is a technique of determining sample by certain consideration". The considerations of using purposive sampling in this study, because it is not enabled to random all the students in same program but different level of the class without affecting the teaching & learning activity, moreover, the research conducted has limited time, the third semester of English language Education program that has vocabulary subject that the researchers choose, with the amount of student is 26 students.

Technique of data collection is the technique to obtain the data in the research. The technique in collecting data of this research is administering test. The researcher gave twice test to the students. The first test is pre-test and the second is post-test while there were teaching activities or treatment between both tests. In the pre-test, there is 20 question that consists of 10 questions of multiple choices   to know the meaning of word that is suitable of the context of the sentences. In the post-test has same model of the question to know how the students' vocabulary mastery in choosing the right word for the sentences based on the context. At   the post test, the test's question made higher from the pre test.

One of the ways used to know the the development of mastering the vocabulay fo the college students, the researchers used an instrument.Instrument has important functions in this research. Instrument is one of the significant steps in conducting this research. The result will be scored by choosing the suitable word among of the words that is uitsble to the sentences. Research instrument is

a device used by the researchers while collecting data to make the work becomes easier and gets a better result complete and systematic in order.

The activities of analyzing data according to Sugiyono (2016), "including the variables and data by type of respondent, tabulate data, present data and calculate the data to answer the formulation problems and formulate the data to test the hypothesis". Data analysis method which is relevant in this research is the quantitative analysis by using descriptive and inferential statistics.

Descriptive statistics are statistics used to analyze data by describing the data as it is without intending to generalize. In this study, the data gained from the college students vocabulary mastery score with and without using Elicitation Technique will be described by descriptive statistics, starting from finding the average value (Mean), the middle value of data (Median), and the mode (Modus).

Mean is the average value which can represent a set of data representative. It is the sum of all the measurements, divided by the number of measurements. The Mean is probably the most commonly used method of describing central tendency, because of its mathematical qualities. It works best if the data is distributed very evenly across the range, or is distributed in the form of a normal or bell-shaped curve.

Median is a technical explanation of the group based on value the middle group of data that has been arranged in sequence from the smallest to the biggest. The median is actually a better measure of centrality than the mean if the data are skewed, meaning lopsided.

Mode/Modus is an explanation engineering groups based on value which often appears in the group. Although it is not used that much, it is useful when differences are rare or when the differences are non numerical.

Inferential statistics used in this research is to find out the significant difference of students' vocabulary mastery before and after teaching vocabulary using word. Analysis inferential is used to determine whether the hypothesis is accepted or ejected and gauge the significance of the average of the samples studied were using t-test. The t-test formula is as follows by (Arikunto, 2010 : 349).

After get t value, then for find out significance standard from result of research we must count "derajat bebas (db)" and check it on t table. Derajat bebas will be determined with the formula : db = N-1.

After tcount that be conducted from calculation from uji-t formula has been known, we can give interpretation toward *ttable* with the procedure : 1) Counting t value of "derajat bebas (db)" that have been obtained on 5% of significance standard. 2) Find out the point that included on the table with 5% of significance standard. 3) Compares *tcount and ttable.*

To know will the hypothesis be accepted or rejected we use 5% of significance standard. If the computed t > t table with level significance 5%, the computed t is significant. Thus, Ha is accepted and Ho is rejected. If the computed t < t table with level significance 5%, the computed t is not significant. Thus, Ho is accepted and Ha is rejected. Below the description about Ha and Ho: a) Ha (Alternative Hypothesis); There is different between teaching vocabulary using elicitation technique and teaching vocabulary using elicitation technique in terms of to develop students's vocabulary mastery at at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 academic year. b) Ho (Null Hypothesis); There is no different between teaching vocabulary using elicitation technique and teaching vocabulary using elicitation technique in terms of to develop students' vocabulary mastery at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 academic year.

Research Findings and Discussion
Research Findings

Based on the data the researchers will process of the data with the finding of average/mean, median and mode. The result of the pre-test starting finding the mean value is **72,83** the median value is **67,5** and the mode value is **75**. This result does not show a significant to develop vocabulary mastery, because there is no treatment.

The above fact is different with post test result. The result of the post-test starting finding the mean value is **82,16** the median value is **82,5** and the mode value is **85**. After doing pre test, researcher gave treatment. In the treatment, the

researcher helped college students to develop vocabulary mastery by using elicitation technique. This technique promts the achievement of the vocabulary mastery for them.

From the explain above about the result, it is known that in pre-test there was 20% students in very good categories and 3,33% still in poor categories. Whereas in post-test there was 76,67% students in very good categories and in no students in poor or very poor categories.

Discussion

As the result at the calculation of the mean, median and mode of the pre-test above, the mean value is 72,83 the median value is 67,5 and the mode value is 75. So, it can be concluded that based on the table value categories students' vocabulary mastery before taught using Elicitation Technique is enough level.

The following   calculation of the mean, median and mode of the post-test above, the mean value is 82,16 the median value is 82,5 and the mode value is 85. It is   concluded based on the table value categories students' vocabulary mastery after taught using Elicitation Technique is very good. It shows that the development of the vocabulay mastery is promted by using the technique well.

Taken from the calculation of the table above it could be seen that t_{count} had greater value than the value of t_{table} at level of significant. t_{count} is 11, 47 a table on the significant level of 5% is 2.04523. It means that $t_{count} > t_{table}$ there is effective to develop the college students' vocabulary mastery before and after being taught using elicitation technique at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 academic year.

. Drawn from the hypothesis stated , the hypothesis of this study is Ha is accepted and Ho is rejected. That is: "There is effectiveness between teaching vocabulary using Elicitation Technique and teaching vocabulary without using Elicitation Technique in terms of to develop students' vocabulary mastery at at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 academic year.

Conclusion and Recommendation

Based on the aim above, the data has been gotten from the research then started to analyse. From the data analysis, the researchers take three conclusions. They are: 1) The result of the students' vocabulary mastery without using Elicitation Technique in the at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 year academic year has good enough rate, with mean or average value of data is **72,83**, median or the middle value of data is **67,5**, modus or mode value of data is **75**, 2) The result of the students' vocabulary mastery using Elicitation Technique in at at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 academic year has better rate, with mean or average value of data is **82,16**, median or the middle value of data is **82,5**, modus or mode value of data is **85** and 3) From the data analysis, it can be shown that t-count = 11, 47 while t- table 2.04523 at the level of significant 5%. It means that Ha is accepted and Ho is rejected. The result of this research shows that the use of Elicitation Technique can develope the college students' vocabulary mastery at at the third semester of English Language Education STKIP PGRI Nganjuk in the 2020/2021 academic year.

Some of several important things that can be suggested are: 1) For the English lecturer espesially in subject of vocabulay or in general English lecturers or teachers. They should use Elicitation Technique as an alternative technique in vocabulary mastery for their students in order to easier to gain the four skills of English. This research proves that the college students have higher mark of vocabulary mastery in the test after they got the Elicitation Technique. 2) For the college students; Vocabulary is an important subject to be learnt especially for the third semester and in general for English learners. But, most of the students have difficulties in vocabulary mastery to apply at the four skills of learning English. Therefore, the whole students have to be serious and pay attention to lecturer's /teacher's explanation learning English activities. To improve vocabulary, the students have to develop their knowledge and do many exercises in order to get a better achievement in vocabulary mastery. 3) For the next researchers, they can make this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the limitation about this research; they

can conduct a research with the same technique but in different genres. The researchers hope that later the researchers can prepare everything as good as possible in doing research and can follow up this research. 4) For the readers; The researchers hope this study can be useful for the reader. So, they can know that using Elicitation Technique is effective to enhance the students' vocabulary mastery.

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