THE EFFECT OF WORD WEBBING TECHNIQUE
ON THE STUDENTS' VOCABULARY MASTERY

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Keywords	Abstract
Keywords: Vocabulary Mastery, Word Webbing Technique	The objective of this study is to find out whether the students' vocabulary mastery thaught by word webbing technique is better than without word webbing technique. The method of this research was quantitative with the experimental research design. The population of this study was the 48 students at seventh grade of SMP Swasta Galih Agung with two groups, experimental class consists of 21 students and control class consists of 27 students. The researchers taught the experimental class by using word webbing technique and control class taught without using word webbing technique. To collect the data the researchers used vocabulary test in multiple choice as the instrument. The post-test was given by the researchers after giving the treatment. The data were calculated by using t-test formula with the degree freedom (df) = 46 at the level of significance 0.05. it was found that t_{count} value was 10,491 and t_{table} was 2,000. After analyzing the data, it was found that t_{count} is higher than t_{table}. It means that Ha is accepted and Ho is rejected .It can be concluded that the students' vocabulary mastery taught by word webbing technique is better than without word webbing technique.

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INTRODUCTION

Vocabulary is the most important part that students need to learn. McCarten (2007) stated that without very little grammar, only some comprehension can be conveyed, without vocabulary nothing can be conveyed. This statement showed that the students will not be able to communicate if they do not know any word of the language will be spoken, even though they understand the rules to construct the sentences. It is better to spend most of the time to learn more words rather than to study grammar because the students will see the most improvement from learning words.

Thornbury (2002) said that the students need to master about 2000 words to be able to communicate. This is the reason why students need to master vocabulary in their target language then the communication could exist. This is the reason why students need to master vocabulary in their target language then the communication could exist.

However, the importance of vocabulary is not enough to trigger the practice of Teaching English (ELT). In Indonesia, it was found that teaching and learning vocabulary was ignored in learning English. Aisyah (2017) found that teachers and students did not have adequate knowledge about learning strategies and vocabulary learning strategies. The teacher did not fully realize the importance of vocabulary and vocabulary learning strategies and those vocabulary strategies are not integrated into the English curriculum. The situation above seems to cause a crucial problem in language learning which is students still lack vocabulary. Priyono (2004) stated that the main problem of Indonesian EFL students is their limited vocabulary. It may have something to do with how the teachers teach and the students learn the vocabulary.

The researchers also found the same problem in SMP Swasta Galih Agung. The data obtained from interviews and observations conducted by the researchers with the English teacher and from the vocabulary list of the students shows that the students only approximately master 150-350 words counted since they are in Junior High School. While according to Departemen Pendidikan Nasional 2006 (Department of National Education), Junior High School students are expected to master 1500 words to help them understand and able to use the four language skills such as reading, writing, speaking, and listening (Zawil, 2006).

The practice of teaching vocabulary which is typically done in several schools also makes students do not have initiatives and creativity. The teacher only teaches vocabulary written on students' handbook or found in the text. Moreover, the teacher always asks the students to find the meaning of vocabulary in their dictionary. It makes students lazy to do that. As a result, they can only use the words in the exact form they have learned and not knowing how to use the words in different contexts in real communication.

Based on this background, the researchers was interested in conducting research and find out :"The Effect of Word Webbing Technique on the Students' Vocabulary Mastery at SMP Swasta Galih Agung".

REVIEW OF LITERATURE

Vocabulary Mastery

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard, 2005). It means that vocabulary will make the students easily in learning language if they have good vocabulary mastery.

Vocabulary is the basic thing in learning a language and one of the important aspects of learning English. Vocabulary builds up the language. How well someone can communicate with English depends on how many vocabularies mastered. The teacher is expected to provide a good technique to make sure that the students have a good achievement in vocabulary. One way to create an interesting teaching-learning vocabulary activity is by involving the students. It can be the students' centered activity rather than teacher-centered.

Vocabulary mastery is the ability to give meaning to words (Santoso, 2011). Understanding the meaning of a single word is important. But the problem is one word does not always represent one meaning. Even a word that has only one meaning is sometimes still difficult to understand. Therefore, to understand meaning needs not just knowing literal meaning but also contextual meaning. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Alqahtani, 2015).

Word Webbing Technique

Word webbing technique is a graphic organizer strategy that provides a visual of how words or phrases connected to a topic (Alqahtani, 2015). The principle of vocabulary network, also known as word web, word map, mind map, word association, explains that beyond sameness, oppositeness and inclusion of meanings of words, there is an intricate and complex interconnection or network among a group of words (Battu, R. Beesupogu 2015). Word webbing is a strategy that builds on prior knowledge about a word and explores related words. Partners will choose a content-area word and fill out the web with related words. Working together on the web will pool students' prior knowledge and promote the use of the word in their oral vocabulary.

First, students put an interesting topic in the center of the web. After that, brainstorm the students by asking what they know about the keyword. How to connect it may be vary. Students may make it in square or circle and connect the given word to other related words by using the line. Students draw the line or branches form the topic and every word that is related to the topic. Each line consists of the word that is still related to the topic. This fun and enjoyable way of teaching will ease them to enhance their vocabulary ability.

METHODOLOGY

The method used in this research was an experiment with post-test only design. Posttest-only design is one of the simplest yet one of the most powerful of all experimental designs. The research was conducted at SMP Swasta Galih Agung, Desa Lau Bakeri, Kec. Kutalimbaru, Kab. Deli Serdang, North Sumatera. This study was conducted for ten meetings from August to September, 2020.

There were two groups in this research; experimental and control group. Control group was the group being exposed to usual condition while experimental group was a group being exposed to special condition. The researchers chose two classes randomly, VII-C as a experiment class and VII-D control class.

The researchers used the data from students' tests to find out the result of students' vocabulary knowledge by implementing word webbing technique which was applied in the experimental class, then without word webbing technique in the control class. After all students' scores are obtained, next the researchers conducted prerequisite data analysis: normality and homogeneity.

After analyzing the normality test and homogeneity test, the researchers used the T-test to find out the differences between students' scores that were taken from post-test in experimental class and control class.

FINDINGS

The data were obtained from the result of the post-test from both of group, the experimental group and control group. They were asked to answer multiple- choices about vocabulary. This study was conducted on August until September 2020. The researchers gave the treatment to students in the experimental group (VII-C) by using Word-Webbing technique, while control group (VII-D) without using Word-Webbing technique. After giving the treatment, the post was given to both groups to measure the students" achievement in vocabulary. Both treatments were conducted in nine meetings. After conducting the research, the researchers got the data of students" scores in post-test.

After analyzing the data through statistic description, the result showed that the students were taught by word webbing technique got the score range was 56 to 93, the mean of posttest was 76,809, the standard deviation of posttest was 11,702 , the lowest score of posttest was 56 and highest score was 93. the result also showed that the students were taught without word webbing technique got the score range was 53 to 93, the mean of posttest was 69,444 the standard deviation of posttest was 9,208 , the lowest score of posttest was 53 and highest score was 90.

Normality Testing

No.	Data	N	A	L_o	L_t	Conclusion
1	Experiment Class	21	0,05	0.119	0.173	**Normal**
2	**Control Class**	**27**	**0,05**	**-0,0129**	**0,161**	**Normal**

In post-test of experimental class, it can be seen that the Liliefors Observation or L_o (0,119) < L_t (0,173). It means that the data in experimental class had normal distribution. In the post-test of control class, it can be seen that the Liliefors Observation or L_o (-0,0129) < L_t (0,161). It also means that data in control class had normal distribution. From the table

above, it could be seen that the data distribution of experimental class and control class were normal. Based on the table above, it could be concluded that all of data distribution was normal, because $L_o < L_t$.

Homogeneity Testing

Data	F_o	F_t	Conclusion
Experimental Class	1.6 15	2.0 4	**Homogenous**
Control Class			

From the data of homogeneity test, the coefficient of $F_o = 1.615$ was compared with F_t, where F_t was determined at real level (α) $= 0.05$ and the numerator df $= N1 - 1 = 21 - 1 = 20$ and the denominator dk $= N2 - 1 = 27 - 1 = 26$. By using the list of critical value at F distribution was found $F_{0.05(20.26)} = 2.04$ and found that $F_o < F_t$ or $(1.615 < 2.04)$ It could be concluded that the variance from the data was homogenous

Hyphotesis Testing

Data	T_o	T_t	Conclusion
Experimental Class	10.491	2.000	The students' vocabulary mastery taught by word webbing technique is better that without word webbing technique
Control Class			

From the table above, it could be seen that $t_{obs} = 10,491$ and $t_{table} = 2,000$, it means that $t_{obs} > t_{table}$. The hypothesis is accepted on the level of significant 0,05.. After the scores were calculated, it was found that in this study the t_{obs} is higher that t_{table}. $t_{obs} > t_{table}$ ($\alpha = 0,05$) with df 46, 10,491> 2,000. This result showed that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. The meaning of this result is that the students' vocabulary mastery taught by word webbing technique is better that without word webbing technique.

Based on the findings above, it indicates that students' vocabulary mastery taught by word webbing technique was better than without word webbing technique. It was proven from the students" score of experimental class which had better performance than the students" score in controlled class in doing the post- test. Thus, it shows the significance difference between students who were taught by using word webbing technique and students who were not. This result of study was related to what Nasution has found that word webbing technique has the significance effect on the students" vocabulary achievement at the 8 grades SMP Negeri 27 Medan. It was also found by Utami (2017) that there was significant effect of word mapping on the students" vocabulary achievement at seventh grade SMP Negeri 1 Plupuh. Based on those two rela studies, this further research has proven that Word Webbing technique also can be effective for teaching English on vocabulary mastery at the seventh grade students of Junior High School.

During the treatments, the researchers taught both experimental and control classes in nine meetings. The topic of teaching was taken from the students" curriculum at the first semester which was "Noun, colour, adjective, preposition, and pronoun". In experimental class, the researchers used word webbing technique in teaching English while in controlled class the researchers didn"t useword webbing technique. Therefore, some differences found by the researchers about the classes were as follow:

Firstly, the researchers found that word webbing technique helps students relate to other words that have relation to the given word. It shows how ideas are connected to other ideas and how they are organized. As what Zarei and Gilani said that this strategy can be used to help the students to visualize the relationship among the ideas. Furthermore, the students can activate their background knowledge or prior knowledge. The students are free to use their background knowledge which can be related to the topic that they want to write.

Secondly, the researchers found that the students had no difficulties in using this word webbing technique. It is simple and helps the student to improve their vocabulary in learning English. This strategy starts from the teacher by writing keywords and then the students must mention ideas that come from that keyword. Because of above condition, the researchers found that the students were easy to actively participate in learning process. Finally, the students were taught by using word webbing technique got higher achievement than the students" that are taught without using word webbing technique.

After analyzing the data of this study, the result shows that the students vocabulary

mastery who are taught by word webbing technique is better than without word webbing technique. This means that word webbing technique is effective in teaching vocabulary.

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