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IMPLEMENTING SENSE-BASED STRATEGY IN TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF SMP NEGERI 33 MAKASSAR

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Abstract. The objective of this research was to find out whether or not Sense-Based Strategy significantly enriched the students'vocabulary masteryin terms of meaning, spelling, pronunciation, and usage.This research employed quasi-experimentaldesign.The population of this research was the seventh-grade students of SMP Negeri 33 Makassar, which consisted of ten classes in 2013/2014 academic year. The total number of population was 300 students. The researcher used a cluster random sampling technique to take the sample. Therefore, the sample of this research consisted of one class asexperimental group and one class as control group. The samples of each class were 30 students.The research data was collected by using vocabulary test to get the students' vocabulary achievement in terms ofmeaning, spelling, pronunciationand usage, which were analyzed by descriptive and inferential statistics through SPSS version 20 for windows program. The findings of the research revealed that the students' result of posttest of the experimental group and the students' result of posttest of the control group were different by the mean score 67.69 > 48.50. Besides that, the mean score of experimental group in term of meaning in posttest was 74.07, the mean score of experimental group in term of spelling in posttest was 66.03, the mean score of experimental group in term of pronunciation in posttest was 59.67, and the mean score of experimental group in term of usage in posttest was 71.00. Therefore, the findings showed that the "meaning" aspect was higher than the three other aspects. In addition, the difference of both scores was statistically significant based on the t-test value at significant level 0.05 in which the probability value was lower than the significant level (0.00 < 0.05). Therefore, H_1 was accepted and H_0 was rejected. Furthermore, it can be concluded that implementing the Sense-Based strategy in teaching vocabulary was significant andeffective to enrich the students' vocabulary in terms of meaning,spelling, pronunciation and usage.

Keywords: Vocabulary, Teaching Vocabulary, Sense, and Sense-Based Strategy

INTRODUCTION

Vocabulary is central of language; it means that vocabulary is very important in language because vocabulary as an element of language is regarded as the most important factor in increasing the mastery of the language skills. Ima (2013) argues that vocabulary plays an important role to support the development of language learning and it should be given a priority because vocabulary is a key to understand and implement the language skills namely speaking, writing, listening and reading.

Heriyati as cited in Mutmainna (2013) found that there were three developments that the students achieve in learning vocabulary. Firstly, students learn better to memorize the words with their experience in learning. Secondly, students learn through interaction with group, just like in the real world communication, thirdly, students have a lot of opportunities to develop their command of the target language in a less nervous atmosphere because of working in group. Then, Richard and Rodger (2001) indicate that the way methods

distinctively authorize teachers what and how to teach inside the classroom. This condition marginalizes the teachers' understanding by insisting them to correctly apply the principles of the methods without any further critical treatments.

Regarding to the preliminary observation which has been done by the researcher in SMP Negeri 33 Makassar, it was found that many students got difficulties to understand English due to their poor vocabulary mastery. Therefore, the researcher believes that implementing sense-based strategy can improve the students' vocabulary mastery because this strategy provides creative and interesting steps in teaching vocabulary. Core Knowledge Foundation (2013:8) explained that "the five senses respond to specific stimuli in the world around us and each used a unique part of the body to take in information". To fulfilthe purpose of this research, thus, it is guided by the ensuring following question:

"Does implementing Sense-Based Strategy significantly enrich the students' vocabulary mastery in terms of meaning, spelling, pronunciation and usage?"

LITERATURE REVIEW

A. Vocabulary

Soukhanov (1991:7928) states that vocabulary is the list of all words in a language, a number of words used by certain people to command a particular person. It is usually in the form of phrases and written alphabetically. It also accompanied by translation and glossary.

> "Vocabulary is (1) a list of work and sometimes phrases, usually arranged in alphabetical order and defined a dictionary, glossary or lexicon; (2) All the words of language; (3) All the words use by a particular person, class, profession, etc and sometimes although not necessary used by them"(Webster, 1983: 2560).

Good (1973:644) divides vocabulary into four types, they are (1) oral vocabulary is the words that is usually used in daily conversation. (2) Writing vocabulary is a group of words that is used in writing. (3) Listening vocabulary is the words used to understand what we hear. (4) Reading vocabulary is the words used when someone want to read an article or reading materials.

> "Vocabulary has two kind types there are (1) active vocabulary refers to words which have been learned by students. They are expected to be able to use it. (2) Passive vocabulary refers to words which students will recognize when they meet them, but they probably will not be able to produce it"(Harmer, 1991:159).

B. Principles of teaching and Learning Vocabulary

Wallace as cited inAulia (2013) put forward six principles of teaching vocabulary as follows:

1) *Aims*. In teaching vocabulary, the teachers have to be clear about their aims, how many vocabularies they expect to be able to do.
2) *Quantity*. Having decided on what involved in vocabulary learning, the teachers may determine the quantity of new vocabulary to be taught as the

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students' active vocabulary, after that the teacher limits the number of new words ranging from five to seven new words.

3) *Need.* In most cases, the choice on vocabulary taught to the students, the teachers uses a course book or syllabus in any case. In choosing the vocabularies that are going to be taught, the teacher will relate to the aim of the course and objective of individual lesson. It is also possible for the teacher in a sense of responsibility of choosing the vocabulary to be taught to the students.
4) *Frequent Exposure and Repetition*. In teaching and learning vocabulary, there should be certain amount of repetition until there is evidence that the students have learnt the target words. This simplest way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning. If the words have to be part of the students, productive vocabulary, they must be given an opportunity to use them, as often as necessary for them to recall the words at all (with the correct spelling and pronunciation and identify their meaning).
5) *Meaningful Presentation*. In presenting the vocabulary lesson, the students must have a clear and specific understanding of what words denote or refer to. This requires the words to be presented in such a way. So that there denotation and reference are perfect and ambiguous.
6) *Situation and Presentation*. The words presented are appropriate to the student's situation. With favorable condition, enough time-convenience and a convenient method, the students will automatically succeed in learning vocabulary.

Harmer (1991:153) states that learning vocabulary is a complex process. Generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its:

1) *Meaning*. Relate the word to an appropriate object or context.
2) *Usage*. Knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have.
3) *Word formation*. Ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes).
4) *Grammar*. To use it in the appropriate grammatical form.

C. Sense-Based Teaching and Learning

Laird & Thompson (1992:59) defined that in Psychology, "sense is a type of awareness produced by a sensory system, such as vision, hearing, and touch. Each sensory system gathers information about a different aspect of the physical or chemical environment". sensory system in our senses are different from each other such as hearing, sight, smell, taste, touch, balance, and motivation. Although sensory systems differ in many respects, but they still related to one another and share in some important features. For example each sense to gather information about the physical or chemical environment code information as patterns of nerve impulses and sends them to the brain, which is coordinating the response.

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There are four main ways of acquiring knowledge including language through sensory data; perception, introspection, memory, and testimony. Experiential or 'a posteriori' knowledge is of many types, the easiest way to perceive of which involves 'perception'(Gendler and Hawthorne, 2005:274).

Core Knowledge Foundation (2013:8) explained that humans gather information about their environment through the use of sight, hearing, smell, taste, and touch. Each of the five senses responds to specific stimuli in the world around us, and each uses a unique part of the body to take in information. The color of the sky, the sound of a dog barking, the scent of a rose, the taste of chocolate cake, the feel of a cool breeze-everything that we know about the world comes to us through our five senses.Thereforehumans gather information about their environment through the use of sight, hearing, smell, taste, and touch.Each of the five senses responds to specific stimuli in the world around us, and each uses a unique part of the body to take in information.

Vygotsky (1978:24) stated that "language is a useful tool for a significant role in construction knowledge (information) and self-development", then Sense-Based Strategy (SBS) following the role of language means a set of tools to construct or mind to program (mental) so that someone can grow and succeed.

In the line with this statement, John and Richard as cited in Richard and Rodgers (2001:126) explained that Neuro Linguistic Programming is almost same with SBS, which is considered as a cumbersome phrase that covers three simple ideas. The 'Neuro' part of SBS acknowledges the fundamental idea that all behavior stems from our neurological processes of sight, hearing, smell, taste, touch and feeling. The people get information based on the experience of the world through their five senses; they make 'sense' of the information and then act on it. The neurology covers not only the people invisible thought processes, but also their visible physiological reactions to ideas and events. One simply reflects the other at the physical level. Body and mind form an inseparable unity, a human being. The 'Linguistic' part indicates that the people use language to order our thoughts and behavior and to communicate with others. The 'Programming' refers to ways the people can choose to organize their ideas and actions to produce results. (Revell and Norman as cited in Richard and Rodgers 2001:126).

All of human's behavior came from their neurological process of sight, hearing, smell, taste, touch and feeling. Human make 'sense' about the information that they got and then make an action refers to the information.Therefore, the principle of Neuro Linguistic Programming is mostly similar to Sense-Based strategy describes the fundamental dynamics between mind (neuro) and language (linguistic) and how their interplay affects their body and behavior (programming).

RESEARCH METHOD

This research employedquasi-experimental design,the consideration was relevant to the statement of (Gay, et al. 2006:258) which mention that the design consists of two groups and both groups were given with pretest and posttest. One was received treatment using Sense-Based strategy and other group received non-Sense-Based strategy. Both groups took pretest and posttest.The population of this

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research was the seventh-grade students of SMP Negeri 33 Makassar in 2013-2014 academic years.A cluster random sampling technique was used to choose two classes as the sample of this research. One class wasexperimental class and other class was control class. Each class consisted of 30 students. Hence, the total number of sample was 60 students. To analyze the data, the SPSS software version 20 was used. Data analysis includes descriptive and inferential statistics. The data for students' score of pretest and posttest were classified and analyzed by applying descriptive statistics which were presented using frequencies, percentages, mean score and standard deviation. Then, the inferential statistics were calculated the value of independent t-test in order to test the research hypothesis.

FINDINGS

1. The Scoring Classification, Mean Score and Standard Deviation of the Students' Pretest and Posttest

Table 1. The Frequency and Rate Percentage of the Students' Pretest Score of the Experimental and Control Group

No	Classification	Score	Experimental		Control	
			F	%	F	%
1.	Very Good	81 – 100	-	-	-	-
2.	Good	61 -80	1	3.33	-	-
3.	Fair	41 – 60	26	86.66	30	100
4.	Poor	21 – 40	3	10	-	-
5.	Very Poor	0 - 20	-	-	-	-
	Total		30	100	30	100

Based on the table 1, it shows that the students' pretest result for experimental group, 1 student (3.33%) is categorized good, 26 students (86.66%) arecategorized fair, 3 students (10%) are categorized poor, and none student iscategorized very good and very poor in the percentage.In control group, the data indicated that 30 students or all students (100%) are categorizedfair, and none student get categorized very good, good, poor, and very poor in the percentage.

Table 2. The Frequency and Rate Percentage of the Students' Posttest Score of Experimental and Control Group

No	Classification	Score	Experimental		Control	
			F	%	F	%
1.	Very Good	81 – 100	1	3.33	-	-
2.	Good	61 -80	23	76.66	1	3.33
3.	Fair	41 – 60	6	20	26	86.66
4.	Poor	21 – 40	-	-	3	10
5.	Very Poor	0 – 20	-	-	-	-
	Total		30	100	30	100

Table 2 shows that the students' posttest result for experimental group, 1 student (3.33%) is categorized very good, 23 students (76.66%) are categorized good, and 6 students (20%) are categorized fair, and none student iscategorized

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poor and very poor in the percentage.Meanwhile, in control group, the data indicate thatfrom the 30 students, there are 1 student (3.33%) which is categorized good, 26 students (86.66%) are categorized fair, and 3 students (10%) are categorized poor, and none student is categorized very good and very poor in the percentage.

This result can also be seen in the mean score and standard deviation of the students' pretest and posttest in the following table 3.

Table 3. The Mean Score and Standard Deviation of the Students' Pretest and Posttest in Experimental and Control Group

	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Mean	45.83	67.69	47.22	48.50
Std. Deviation	6.38	8.15	5.67	7.30

Based on table 3, the mean scores of both the control group and experimental group are slightly different.The mean score in pretestfor experimentalis 45.83 which categorized as fair, and in control is 47.22 which categorized as fair. The table above indicated that the level of students' knowledge on vocabulary before having treatments of both groups were almost the same. Meanwhile, the mean score in posttest for the control group is valued 48.50 for its mean score with the standard deviation obtained 7.30. For the experimental group, the mean score is 67.69 with the standard deviation is8.15.

It can be referred from the description about the mean score and the standard deviation for both control and experimental group before and after the treatment (pretest and posttest) that the control group has a little improvement in enriching the vocabulary from the mean score 47.22 in pretest to 48.50 in posttest, but the level of the six categories is still in fair level. Following the control group, the experimental group also shows an improvement or a higher achievement that spread from 45.83 in pretest to 67.69 in posttest or fair classification to good classification.

2. Test of Significance (T-test)

The test of significance (t-test) is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest yielded by the control and the experimental group. By using inferential analysis of t-test of significance run by SPSS Version 20, the significance difference can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 58, N1+N2-2, the number of students of both groups (each 30) students minus 1. The following table 16 illustrates the t-test value result.

Table 16. The Independent t-test Value of Students' Vocabulary Achievement in Control and Experimental Group

Variables	Probability Value	α	Remarks
Pretest of control and experimental group	3.76	0.05	Not Significant

Posttest of control and experimental group	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 16, the pretest of control and experimental group, the researcher found that the p-Value (probability value) was higher than α (3.76 > 0.05)and the degree of freedom 58. The t-test value of experimental and control group in the pretest was remarked not significant. Meanwhile, the p-Value of posttest from both groups were lower than α (0.00 < 0.05) and the degree of freedom was 58. Therefore, the t-test value of both groups in posttest was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected. It means that the use of Sense-Based strategy significantly enrich students' vocabulary in the experimental group.

CONCLUSIONAND SUGGESTION

This research concluded that implementing the Sense-Based strategy in enriching vocabulary was more effective than conventional method (direct method), especially in four aspects namely; meaning, spelling, pronunciation and usage. The students' score in each aspect was improved and it can be seen from the result of posttest. In term of spelling, it was proved by the mean score of students' posttest. The mean score of experimental group 66.03 which were categorized good and control group 43.27 which were categorized fair. In term of pronunciation aspect, the mean score of students' posttestin experimental group was higher than control group (59.67 > 41.67). The last, in term of usage aspect, it was showed by the students' result in posttest, where the mean score of experimental group was higher than control group (71.00 > 50.67). Therefore, it revealed that the result was significantly different.

On the other hand, the result of T-test showed significantly different between the students' score both experimental and control group, the researcher found that the p-Value (probability value) was higher than α (3.76 > 0.05) and the degree of freedom 58. The t-test value of experimental and control group in pretest was remarked not significant. Meanwhile, the p-Value of posttest from both groups were lower than α (0.00 < 0.05) and the degree of freedom was 58. The t-test value of both groups in posttest was remarked significantly different.Itindicated that the alternative hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected. The researcher put forwards some suggestions and recommendations as follows:

a. It is suggested that teaching vocabulary through Sense-Based strategy be continually implemented not only in SMP Negeri 33 Makassar but also in other Junior High Schools.
b. Due to the benefit of implementation of this strategy, it is suggested to other teachers as recommendation to obtain more information about the effectiveness of using Sense-Based strategy in teaching and develop the students' vocabulary mastery. One of the advantages of using Sense-Based strategy in teaching vocabulary is to avoid the students' boredom because teaching vocabulary by using Sense-Based strategy is more attractive, enjoyable, and effective. Besides that, Sense-Based strategy is a good strategy

to teach vocabulary because the teacher will be more creative to teach the students by using the things around them and enjoy learning by doing.

c. Regarding to the limitation of this research during the treatments, the students mostly acquired the vocabulary that related to the nouns, meanwhile, the verbs and adjectives were lack of produced by the students through this strategy. Therefore, the researcher suggests to the further researchers to conduct more comprehensive investigation and research in order to find out the reliable results.
d. Due to its limitation, the present research was just held six times for treatments, so it was not maximized. Therefore, it is suggested that there should be a further research with more exercises on vocabulary language element to be enriched.

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