

THE USE WHOLE LANGUAGE APPROACH ON YOUNG LEARNERS' VOCABULARY ENRICHMENT

By

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ABSTRACT

Vocabulary is an English basic need that is required in the learning process. Through vocabulary, people can express their ideas. In fact, the students still get some difficulties when they learn vocabulary, especially for young learners. Young learners are supposed to be the children who study at the first year of formal schooling. They are kindergarten students in 4 years old and elementary students who are 6-12 years old. This research is conducted at *SDIT Bening* to find out the effect of using whole language approach on young learners' vocabulary enrichment. In this research, pre-experimental method with one group pre-test post-test is used. 22 students are taken as the sample. Some statistical calculations are done to analyze the data and t-test formula is applied to get the final result. Based on the data calculation, the t-test value is 3.22. The result of t-calculated and t-table with $d.f = 21$ at significant level 0.01 is 2.83 and significant level of 0.05 is 2.08. It shows that the value of t-calculated is higher than t-table ($3.22 > 2.83 > 2.08$). It means that the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is an effect of using whole language approach on young learners' vocabulary enrichment.

Keywords: whole language approach, young learners, vocabulary enrichment.

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ABSTRAK

Kosakata adalah dasar dari bahasa Inggris yang diperlukan dalam proses pembelajaran. Dengan mempelajari kosakata, orang dapat mengekspresikan ide mereka. Faktanya, para siswa masih mendapatkan beberapa kesulitan ketika mereka belajar kosakata, terutama untuk anak-anak yang belajar pada tahun pertama di sekolah formal. Mereka adalah siswa TK berumur 4 tahun dan siswa SD berumur 6-12 tahun. Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan pendekatan whole language pada pengayaan kosakata anak-anak. Penelitian ini dilakukan di SDIT Bening. Penelitian ini menerapkan metode pre-experimental dengan menggunakan desain one group pre-test post-test. 22 siswa diambil sebagai sampel. Beberapa langkah dilakukan untuk menganalisis data dan rumus uji-t diterapkan untuk mendapatkan hasil akhir. Berdasarkan perhitungan data, nilai t-tes adalah 3,22. Hasil t-hitung dan t-tabel dengan $df = 21$ pada taraf signifikan 0,01 adalah 2,83 dan pada taraf signifikan 0,05 adalah 2,08. Ini menunjukkan harga t-hitung lebih tinggi dari t-tabel ($3,22 > 2,83 > 2,08$). Hal tersebut menunjukkan bahwa Hipotesa Alternatif (H_a) diterima. Oleh karena itu, dapat disimpulkan bahwa terdapat pengaruh dalam menggunakan Whole Language Approach pada pengayaan kosakata anak-anak.

Kata kunci: pendekatan whole language, anak-anak, pengayaan kosa kata.

INTRODUCTION

Vocabulary is one of the essential components to make the students understand others' speech or express their own ideas. According to Linse (2005:121), vocabulary is the collection of words that an individual knows. To achieve comprehension and a use of language, the students need to establish a strong vocabulary base first. Therefore, vocabulary is really needed, especially by the children as young learners. If young learners recognize the vocabulary, they will get more opportunities to understand English in their future.

Moreover, the writer finds some problems which are related to teaching vocabulary to young learners. For the students who do not put English as a native language, it is quite difficult to pronounce the words well because they infrequently listen to the vocabularies. They have to do practices by listening to the words and repeating the words. There are various kinds of approaches which can be applied to teach vocabulary, to young learners. The teacher must choose appropriate approach that can lead young learners not to absorb the lessons effectively because their focus can be lost anytime when they are over-tired, over-stimulated or over-loaded.

Teacher can use some effective approach to teach vocabulary to young learners in fun ways. One way to overcome these problems is by doing whole language approach. Froese (1991:2) defines "whole language" as a: child centered, literature-based approach to language teaching that immerses students in real communication situations whenever possible. It also suggests that language is learned from whole to part. It shows that whole language approach was designed to be taught to young learners. Since whole language is student-centered, the students can choose their own topic to be taught in the class. By using this approach, teacher can develop the graph phonic, syntactic, semantic, and pragmatic aspects of language of the young learners.

Based on the problems, the writer intends to apply the whole language approach to teach vocabulary to young learners. Whole language approach is one of approaches which were designed to teach vocabulary to

young learners. This approach makes young learners focus on meaning and strategy instruction and also help them understand about the language easily and completely.

METHODOLOGY

In conducting the research, Pre-Experimental Method and One Group Pretest-Posttest design were applied. Pre-test and post-test were used to compare the data before and after treatment. The formula of Pre-Experimental method was taken from Sugiyono (2015: 111) as follows.

$$O_1 \text{ X } O_2$$

Notes:

O₁: Pretest on writing test before giving treatment.

X: Treatment (using Whole language approach)

O₂: Posttest on writing test after giving treatment.

The research was conducted to the 1st grade students of *SDIT Bening*. The total number of population was 22. The writer took purposive sampling technique and chose 1st grade class as sample. The total sample was 22 students. She played the role as teacher.

In conducting the research, the writer gave vocabulary test as pre-test. After that, she gave treatments to the students that were done in four meetings where she taught about animal by using whole language approach. The last, post-test was given to the students. The data were collected from pre-test and post-test. Vocabulary test used to get the data. The writer scored young learners' vocabulary using vocabulary scoring rubric from Brown (2008).

In analyzing the data, the writer used t-test formula. There were some steps to analyze the data. First, she calculated the mean of the difference. After that, she calculated the deviation of difference. Then, she calculated the t-test. After getting the t-test value, she found the degree of freedom and t-table at significant level 0.05.

FINDING AND DISCUSSION

The following table is the pre-test and post-test scores of students' ability to write procedure text. In this table, the pre-test and post-test scores are presented by X and Y.

Table 1
The Pre-test and Post-test Scores

Res pon dent s	Pre- Test	Post - Test	d=(Y- X)	X_d	X_d^2
	X	Y			
AA A	50	42	-8	-13.13	172.40
AA R	50	53	3	-2.13	4.54
A A A	57	57	0	-5.13	26.32
AH Y	68	64	-4	-9.13	83.36
AK	79	82	3	-2.13	4.54
CA G	82	96	14	8.87	78.68
FP	79	89	10	4.87	23.72
FN A	64	57	-7	-12.13	147.14
HH A	42	53	11	5.87	34.46
KA S	61	78	17	11.87	140.90
LDP	36	46	10	4.87	23.72
MA A	50	61	11	5.87	34.46
MA H	68	75	7	1.87	3.50
MM R	61	71	10	4.87	23.72
MF G	53	53	0	-5.13	26.32
MH A	32	42	10	4.87	23.72
NH AT	50	46	-4	-9.13	83.36
RAP	42	46	4	-1.13	1.28
SN	78	96	18	12.87	165.64
SA AN	57	61	4	-1.13	1.28

SNL	46	53	7	1,87	3,50
SN K	53	50	-3	-8.13	66.10
N= 22	Total (Σ)		113		1172.5 9

Based on the data which were calculated, the scores are presented in the table of frequency distribution and histogram graph. Here is the table frequency distribution of pre-test scores.

Table 2
Frequency Distribution of Pre-test Scores

Interval Class	Class Boundary	Midpoint	F_{absolute}	$F_{\text{relative}}(\%)$
32-41	31.5-41.5	36,5	2	9%
42-51	41.5-51.5	46,5	7	32%
52-61	51.5-61.5	56,5	6	27%
62-71	61.5-71.5	66,5	3	14%
72-81	71.5-81.5	76,5	4	18%
Total			22	100%

Hence, the histogram graph of pre-test scores can be seen as follows.

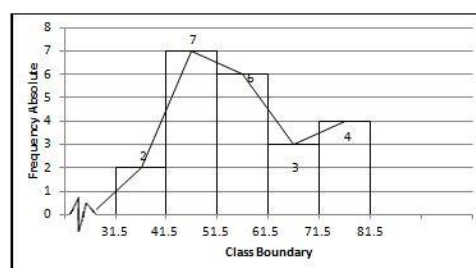


Figure 1
The Histogram Graph of Pre-test Scores

Meanwhile, the table frequency distribution of post-test score can be seen as follows.

Table 3
Frequency Distribution of Post-test Scores

Interval Class	Class Boundary	Midpoint	F _{absolute}	F _{relative} (%)
42-52	41.5-52.5	47	6	27%
53-63	52.5-63.5	58	6	27%
64-74	63.5-74.5	69	4	18%
75-85	74.5-85.5	80	3	14%
86-96	85.5-96.5	91	3	14%
Total			22	100%

Hence, the histogram graph of post-test scores can be seen as follows.

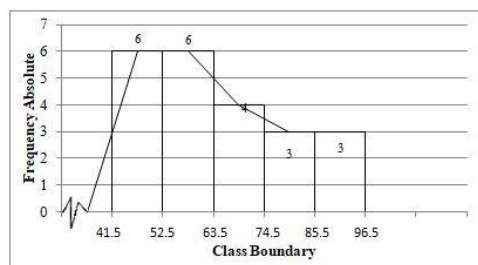


Figure 2
The Histogram Graph of Post-test Scores

The mean can be found by dividing total scores of gain with the total number of students. Here is the calculation.

$$M_d = \frac{330}{36} = 9.2$$

After calculating the mean and deviation, the writer calculated the t-test to find out t-test value. The calculation is as follows:

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

$$t = \frac{9.2}{\sqrt{\frac{2363.04}{36(36-1)}}}$$

$$t = \frac{9.2}{\sqrt{\frac{2363.04}{1260}}}$$

$$t = \frac{9.2}{\sqrt{1.8754}}$$

$$t = \frac{9.2}{1.3694}$$

$$t = 6.72$$

The value of degree of freedom is calculated with the following formula.

$$df = n-1$$

$$df = 36-1$$

$$df = 35$$

From the calculation, it is found that the mean of gain is 9.2 with the total of the degree of deviation is 2363.04. The t-test value is 6.72 with the degree of freedom is 35. The value of t-table on *df* 35 with the level of significance 0.05 is 2.03 while the level significance 0.01 is 2.72. The result of the test can be described as $2.72 < 6.72 > 2.03$. The value of t-calculated is higher than t-table. So, the alternative hypothesis (*Ha*) is accepted and null hypothesis (*Ho*) is rejected. It is proved when whole language approach applied at *SDIT Bening*, some students could memorize and improve the new vocabulary about new things that taught by the teacher. So, it can be concluded that the whole language approach affects students to enrich their vocabulary.

CONCLUSION

Based on the research finding and discussion in chapter IV, the writer concludes that the use of whole language approach affects students' vocabulary enrichment. It shows from the t-test value that is higher than t-table value. The t-test value is 3.22 with the degree of freedom is 21. The t-table value at significant level 0.05 is 2.08. Seeing at the data, the value of t-calculated is higher than t-table value ($3.22 > 2.08$).

Therefore, the alternative hypothesis (*Ha*) is accepted, while the null hypothesis (*Ho*) is rejected. Hence, whole language approach can be used as the approach to make students improve their

vocabulary, and it can be used as alternative way of teaching vocabulary.

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BIOGRAPHY

Karina Shafira was born in Jakarta, June 21st 1995. She lives in *Cimanggu Permai, Bogor*. She is the oldest daughter from *Eka Rodianto* and *Muslinawati Yulnihar*. She started her study in *SD Al-Firdaus Solo* (2001-2004). Then, she moved to *SD AL-Azhar 27 Cibinong* (2004-2007). In 2007, she continued her study in *SMP Negeri 5 Bogor* (2007-2010). Then she continued her high school in *Madrasah Aliyah Negeri 2 Bogor* (2010-2013). After that, she continued her bachelor degree in Pakuan University and took English Education Study Program, Faculty of Teacher Training and Educational Sciences. She graduated in May, 24th 2018 as a Bachelor of Education.

