AKADEMIKA

JURNAL

PENGARUH PARTISIPASI ANGGARAN TERHADAP SENJANGAN ANGGARAN
DENGAN KEADILAN PROSEDUR SEBAGAI VARIABEL MODERASI

Fitrianti Da'a

HUBUNGAN PERILAKU KONSUMSI BUAH DENGAN
PENYAKIT KARDIOVASKULER

Fitriani

PERANAN *JOB ORDER COSTING* DALAM MENENTUKAN HARGA POKOK PRODUKSI
PADA USAHA MEUBEL M.J.M BAUBAU

Husnah Katjina

ANALISIS HUBUNGAN AKTIVITAS FISIK
DENGAN PENYAKIT KARDIOVASKULER

La Ode Muh. Taufiq

HUBUNGAN PERANAN KELUARGA DAN PERILAKU KELUARGA
DALAM PERAWATAN LANSIA DI WILAYAH KERJA
PUSKESMAS BUKIT WOLIO INDAH

Andi Yaumil Bay R. Thaifur

PENGARUH GAYA KEPEMIMPINAN TERHADAP SEMANGAT KERJA KARYAWAN
PADA PT. POS INDONESIA (PERSERO) KOTA BAUBAU

Estiani

PERANAN BADAN PENANAMAN MODAL DAN PELAYANAN PERIZINAN TERPADU
DALAM PROSES IZIN ACARA HIBURAN DI KOTA JAMBI

Nuraini

TINJAUAN SOSIOLOGI HUKUM TERHADAP PEDAGANG KAKI LIMA
YANG MENUTUPI TROTOAR BAGI PEJALAN KAKI

(Studi Kasus Kota Baubau)

Kufli Muakhara

THE EFFECT OF HIGH FREQUENCY TASK ON STUDENTS' VOCABULARY
AT THE SECOND YEAR OF SMPN 2 KAMBOWA

La Mido

PENGARUH PENGAWASAN TERHADAP DISIPLIN KERJA PEGAWAI
KANTOR BADAN KEPEGAWAIAN DAN DIKLAT DAERAH
KOTA BAUBAU

Wa Ode Arsyiah dan Wa Ode Yun Sartika Arsyid

UNIVERSITAS DAYANU IKHSANUDDIN
BAU - BAU

Pengelola Redaksi

Pembina/Penasehat Rektor

Ir. H. La Ode Muh. Sjamsul Qamar, MT

Pengarah Ketua LPPM *Dr. Rasmuin, M.Pd*

Pimpinan Redaksi *Wa Ode Zulia Prihatini, ST, MT*

Wakil Pimpinan Redaksi *La Mido, S.Pd, M.Pd*

Sekretaris *La Ode Muh. Taufik, SKM, M. Kes*

Reviewer *Dr. Sulhan Manaf, M.Si* *Dr. Andi Tendri, M.Si* *Dr. Wa Ode Hanafiah, M.Hum* *Ir. Tamar Mustari, M.S* *Rahmatia, S.Pd, M.Pd* *Irzal Agus, ST, MT* *Taswin, SKM, M.Kes*

Sirkulasi *La Mbane, ST*

Diterbitkan Oleh *Lembaga Penelitian dan Pengabdian kepada Masyarakat* *Universitas Dayanu Ikhsanuddin*

Alamat Redaksi *Jl. Yos Sudarso No.43* *Telp./Fax. (0402) 28 21327 Baubau*

DAFTAR ISI

	Halaman
Daftar Isi	i
Kata Pengantar	ii
Pengaruh Partisipasi Anggaran terhadap Senjangan Anggaran dengan Keadilan Prosedur sebagai Variabel Moderasi Oleh : Fitrianti Da'a	75
Hubungan Perilaku Konsumsi Buah dengan Penyakit Kardiovaskuler Oleh : Fitriani	82
Peranan <i>Job Order Costing</i> dalam Menentukan Harga Pokok Produksi pada Usaha Mebel M.J.M Baubau Oleh : Husnah Katjina	86
Analisis Hubungan Aktivitas Fisik dengan Penyakit Kardiovaskuler Oleh : La Ode Muh. Taufiq	100
Hubungan Peranan Keluarga dan Perilaku Keluarga dalam Perawatan Lansia di Wilayah Kerja Puskesmas Bukit Wolio Indah Oleh : Andi Yaumil Bay R. Thaifur	106
Pengaruh Gaya Kepemimpinan terhadap Semangat Kerja Karyawan pada PT. Pos Indonesia (Persero) Kota Baubau Oleh : Estiani	113
Peranan Badan Penanaman Modal dan Pelayanan Perizinan Terpadu dalam Proses Izin Acara Hiburan di Kota Jambi Oleh : Nuraini	123
Tinjauan Sosiologi Hukum terhadap Pedagang Kaki Lima yang Menutupi Trotoar Bagi Pejalan Kaki (Studi Kasus Kota Baubau) Oleh : Kufria Muakhara	132
The Effect of High Frequency Task on Students' Vocabulary at the Second Year of SMPN 2 Kambowa Oleh : La Mido	138
Pengaruh Pengawasan terhadap Disiplin Kerja Pegawai Kantor Badan Kepegawaian dan Diklat Daerah Kota Baubau Oleh : Wa Ode Arsyiah dan Wa Ode Yun Sartika Arsyid ...	145

THE EFFECT OF HIGH FREQUENCY TASK ON STUDENTS' VOCABULARY AT THE SECOND YEAR OF SMPN 2 KAMBOWA

La Mido

(Lecturer of English Educational Study Program
of Dayanu Ikhsanuddin University Baubau)

ABSTRAK

Tujuan penelitian ini adalah untuk mendapatkan apakah terdapat pengaruh yang signifikan atau tidak, pada penggunaan teknik "keseringan pemberian tugas" pada pembelajaran kosakata siswa kepada siswa kelas dua di SMPN 2 Kambowa pada tahun akademik 2016/2017. Desain penelitian ini ialah quasi eksperimen. Dalam penelitian ini terdapat dua kelompok yang diteliti yakni kelompok eksperimen dimana kelompok ini mendapat perlakuan tentang penggunaan teknik "keseringan pemberian tugas" dan kelompok kontrol yang hanya mendapat perlakuan teknik konvensional atau teknik mengajar biasa. Jumlah sampel pada penelitian ini ialah 60 siswa yang terbagi ke dalam kelompok eksperimen dan kelompok kontrol. Adapun instrumen yang digunakan pada penelitian ini ialah test pilihan ganda dan angket. Teknik analisa data yang digunakan ialah deskriptif statistik dan analisis statistik inferensial.

Hasil yang ditemukan pada penelitian ini menemukan bahwa terdapat pengaruh yang signifikan pada penggunaan teknik "keseringan pemberian tugas" pada pembelajaran kosakata siswa di kelas dua pada SMPN 2 Kambowa pada tahun akademik 2016/2017. Hal ini dapat ditunjukkan dengan hasil mean skor pada pre-test sebelum dilakukan penelitian pada kelompok eksperimen, yaitu hanya memperoleh 55.3 sedangkan hasil mean skor pada post-test setelah dilakukan penelitian ialah 71.2 yang memperlihatkan bahwa mean skor post-test lebih besar dari pre-test. Berdasarkan pada hasil analisis hipotesis, menunjukkan bahwa tingkat signifikan $(0.00) < \alpha(0.05)$.

BACKGROUND

Vocabulary is the first component that should be learned by students in learning language. It can not be separated from other elements of English in teaching learning process in four skills such as speaking and vocabulary because vocabulary influences students' ability in studying English. Without sufficient vocabulary, students will be difficult to understand the meaning of words in English and cannot communicate also express the ideas easily. Vocabulary was also as the fundamental component to enable students to speak English. According to Fauziati (2008) states that vocabulary was central to language and of critical importance to

typical language learner. Without sufficient vocabulary, people cannot communicate effectively or express their ideas in both oral and written form (1).

Meanwhile, Beck et al (quoted by Miswan: 2016), five to six years old have a working vocabulary of 2,500 to 5,000 words. It means that before the learners have a school in order to get more knowledge including vocabulary, the learners have a habit that force them to have vocabulary such as speak and listen each other. This habit will be influenced by the environment during a learning process in the school. The influence will appear whether a child is near the bottom or the top

of that range depends upon their literacy skills coming into the first grade (2).

Vocabulary emphasizing four main skills in English competence namely listening, speaking, reading, and vocabulary. To master such language skills, students should master language elements first, namely vocabulary, grammar, and pronunciation because they were in the early stage. It means that vocabulary mastery was an important factor in all language teaching as stated by Allen and Vallete (1983) that vocabulary was an important factor in all language and students must continually be learning words as they learn structures and as they practice the sound system (3).

In learning activity, the English teacher usually uses game technique, practices speaking by using dialogue and reading by using short story. From the researcher observations, sometimes the teacher spoke too fast and made students confused. Beside that the teacher less attention students ability in English language, until students experience difficulty in studying.

Thus problems above then influenced students' vocabulary at VIII class of SMPN 2 Kambowa. The researcher specifying some problems which were crucial to be solves in order to improve their vocabulary. They were as follows; (1) Students have poor vocabulary, (2) Students never review the new vocabularies, (3)

Students found difficulties to determine the word class of vocabularies, (4) Students do mispronunciation of the new vocabularies, and (5) Students were rarely to apply new vocabularies that they got into productive skill namely vocabulary.

Teaching vocabulary for active here mean how the students could apply their vocabularies into four main skills in English. The results obtained in experimental teaching showed good potential. The use of the high frequency task technique made it possible to actively involved students into the process of teaching and learning vocabulary. Therefore, it improved students' basic skills in using vocabulary in listening, speaking, reading and vocabulary.

Based on those issues and consideration above, there should be new technique in teaching vocabulary at SMPN 2 Kambowa, which was more interesting and challenging to facilitate the students in improving their vocabulary. Based on the researcher experiences and observation at this school, students who always active and have positive attitude in teaching and learning process have more vocabulary amount than the passive one. The phenomenon above attracting the researcher to conduct a study under the title "The effect of high frequency task on students' vocabulary at the second year of SMPN 2 Kambowa".

PROBLEM STATEMENT

Based on the background above, the researcher formulates the following research questions:

Was there any significant differences on students' vocabulary achievement

between students who were taught by using high frequency task technique and the students who were taught by using non-high frequency task technique?

METHOD OF THE RESEARCH

A research method applied in this research was quasi-experimental design, the non equivalent control group design (Gay 2006). The researcher used two groups experimental group received treatment by using high frequency task technique and control group used conventional technique. The design formulated as follows (4).

EG	O1	X1	O2
CG	O1	X2	O2

Where:

- EG = Experimental group
- CG = Control group
- O1 = Pretest
- O2 = Posttest
- X1 = Treatment using high frequency task technique
- X2 = Treatment with conventional technique

Figure: 3.1. Research Design (Gay 2006)

The population in this research was all of the VIII grade students of SMP Negeri 2 Kambowa in academic year 2016/2017. There were five classes and there were 30 students for each class. So, the number of population was 150 students. This research

applied *cluster random sampling*. The number of sample was 60 students since two of five classes were taken randomly for experimental and control groups. The researcher used test as the instruments of this research. The test consists of pretest and posttest. The pretest was administered to find out the prior knowledge of students' achievement in vocabulary and it was given before doing the treatment. The posttest was administered after doing treatment in teaching vocabulary. The test used in the pre-test was objective test. The researcher conducted the treatment in 6 meetings and each meeting run within 90 minutes. The treatment was given to experimental group to know the students' achievement in vocabulary. Meanwhile in control group got conventional technique. The researcher conducted a post-test to the students of both experimental and control groups. The researcher used the same of the test as to the pre-test was objective test to find out the students' vocabulary development. The data on the students' vocabulary then analyzed by using descriptive and inferential statistic analysis that is a t-test at the level of significant: 0.05.

FINDINGS AND DISCUSSION

A. Findings

1. Scoring Classification of the Students' Pretest on Experimental and Control Group

Table 1. The Rate Percentage and Frequency of Students' Scores of Pretest in Experimental and Control Group

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very good	86-100	0	0	0	0
Good	71-85	0	0	0	0
Average	56-70	16	53	18	60
Poor	41-55	13	43	12	40
Very poor	0-40	1	4	0	0
Total		30	100	30	100

Based on the data shown in table 1 above, the result of pretest of both groups is none or 0% of students got "very good" and "good" score, there were 16 or 53% of students in experimental group and 18 or 60 % of students got "average", 13 or 43 % of students in experimental group and 12 or 40% of students in control group got "poor", and 1 or 4% of them were categorized as "very poor" in

experimental group, while in control group none or 0% of them were categorized as "very poor".

The comparison between pretest and posttest result showed that there was no any significant different on students' vocabulary ability of both groups. It was proved by the result of pretest in both groups which showed that most of students were categorized as "average" and "poor" category.

2. Scoring Classification of the Students' Posttest in Experimental and Control Group

Table 2. The Rate Percentage and Frequency of Students' Scores of Posttest in Experimental and Control Group

Classification	Score	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
Very good	86-100	3	10	0	0
Good	71-85	14	47	5	17
Average	56-70	11	36	16	53
Poor	41-55	2	7	9	30
Very poor	0-40	0	0	0	0
Total		30	100	30	100

Based on the data shown in table 2, the result of posttest of experimental group is none or 0% students got "very poor", 2 or 7% students got "poor" score, 11 or 36% students got "average" score, 14 or 47% students got "good" score, and 3 or 10% students got "very good" score.

In line with the posttest percentage and frequency in experimental group, the result of posttest in control group shown in table 4.2 above, none or 0% students also got "very poor", 9 or 30% students got "poor" score, 16 or 53% students got "average" score, 5 or 17% students got "good" score, and none or 0% of them got "very good" score.

The comparison of posttest score in experimental and control group shows that there was a significant difference in posttest result of both groups. It was proved by the result of posttest in both groups in which most of students in experimental group were categorized as "good" category and some of them were in "very good" category. While in control group, most of students were categorized as "average" category and none of them was categorized as "very good" even some of them were still categorized as "poor". It meant that there was a significant differences on the students' test result in posttest of both groups.

3. The Comparison between Students' Scores of Pretest and Posttest in Experimental and Control Group

Table 3. The Mean Score and Standard Deviation of the Students' Pretest Score

Group	Sample	Mean Score	Standard Deviation
Experimental	30	56.27	6.554
Control	30	57.83	5.509

Based on table 3 above, the mean score of pretest in control group was 57.83 and in experimental group were 56.27. It can be concluded that the mean score of experimental group was the same as the control group because both groups was in the same category.

Furthermore, the researcher presents the differences of the students' vocabulary ability after giving treatment to both experimental and control group. The experimental group was taught by using high frequency task technique while the control group was not. Further explanation for students' achievement on posttest score after the treatment was done in order to find the significant differences, the researcher applied t-test formula to analyze whether or not it is significant. In this case, the posttest score was analyzed at the significant level 0.05 or α equals to 0.05 by using inferential statistic through SPSS program 17.0 version. The result of posttest as follows.

Table 4. The Mean Score and Standard Deviation of the Students' Posttest Score

Group	Sample	Mean Score	Standard Deviation
Experimental	30	71.56	9.99
Control	30	61.43	8.76

Table 4 shows that the mean scores of both experimental and control group were different after treatments. The mean score of experimental group was 71.56 ($56.23 < 71.56$) whereas the control group was 61.43 ($55.50 < 61.43$). The mean score of posttest for experimental group is higher than control group ($71.56 > 61.43$) and the standard deviation for experimental group was 9.99 and control group was 8.76. The mean score of post test in both groups also shows that both groups were in different category.

4. Test of Significance (T-test)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that is, a test to know the significant difference between the result of students' scores in pretest and posttest in control group and experimental group. The level of significance (0.05) with degrees of freedom ($df = n_1 + n_2 - 2$, where n = number of subject (30). The following table shows the result of the calculation.

Table 5. The Probability Value of T-test of Pretest in Experimental and Control Group

Variable	Probability Value	(α)
Pretest of control and experimental group	0.314	0.05

Based on the result of data analysis as summarized in table 5 above on pretest of control and experimental group, the researcher found that the Probability Value is higher than alpha (α) ($0.314 > 0.05$) which means that there is no significant difference in pretest of both groups, while the P-value of posttest can be seen in table 6.

Table 6. The Probability Value of T-test of Posttest in Experimental and Control Group

Variable	Probability Value	(α)
Posttest of control and experimental group	0.000	0.05

Based on the result of data analysis as summarized on table 6, the researcher found that the Probability Value is lower than alpha (α) ($0.000 < 0.05$) and the degree of freedom 58 which means that there is significant difference on posttest. It indicated that the null hypothesis (H_1) was accepted and, of course, the alternative hypothesis (H_0) was rejected. It showed that the use of high frequency task technique significantly improve the students' vocabulary ability. Then, it is concluded that the use of high frequency task technique is able to give significantly greater contribution to the students' vocabulary ability.

B. Discussion

The Students' Vocabulary Achievement

Based on the data above, it showed that the vocabulary ability of second year of SMP Negeri 2 Kambowa improved especially for experimental group. It was also supported by the students' frequency and rate percentage of the students' pretest and posttest result. Students' score for experimental group by using high frequency task in teaching vocabulary was better than in control group.

Based on the students' work in the pretest of both experimental and control group, the researcher analyzed that on vocabulary, most students had low ability to express their idea on vocabulary. Most of them had difficulty in pre-vocabulary stage and this should be an important aspect to be

considered as Wilkins 1992 stated that on vocabulary stage can be the most important thing if the students can gather their information and begin to learn English (5).

While most of the students had difficulty to start the vocabulary task and some of them were also confused on how to write the vocabulary. After classifying the rate percentage and frequency of students' score in pretest of experimental and control group, the researcher found that most of the students' pretest was classified into 'average' category and some of them were in "poor" category while in experimental group there was 1 student in "very poor" category. It can be concluded that the students' vocabulary ability before treatment in experimental and control group was almost the same.

On the contrary in pretest, based on the description of the data collected through test showed that the students' ability to write vocabulary on posttest of experimental and control group was different significantly. It was proved by the mean score rate of the students' post-test result of experimental and control group. In experimental group, most of students were classified into "good" category while in control group, most of the students were still classified into "average" category.

The mean score of posttest in experimental group was 71.56 and classified into "good" category while the posttest of control group was 61.43 and classified into "average" category. It means the students' vocabulary ability by using high frequency task was different significantly with the students' vocabulary ability by using conventional way in control group. It was also supported by the mean score of the students' posttest in all of vocabulary test in experimental group was better than the students' posttest on control group. Overall, in analyzing the students' achievement on both groups of mean score, the researcher

found that students' mean score of experimental group in pretest was 56.27 and in control group was 57.83 within the same category while on posttest of experimental group was 71.56 as "good" category and the control group 61.43 was still as "average" category. It means that the ability of the students both groups were different after giving treatments in which the students' ability of the experimental group was greater than the students' ability of the control group.

Based on the students' result obtained and stated in findings above, the researcher used t-test inferential statistic through SPSS version 17.0 program to test

the hypothesis. On statistics test result on table 4.6, it showed that the Probability Value is lower than alpha (α) ($0.000 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It was concluded that there was a significant difference before treatment in pretest and after treatment in posttest. In other words, there was a development on the students' vocabulary ability between posttest in both experimental and control group after the treatment. Finally, the researcher states that using high frequency task was better in increasing the students' vocabulary ability than the conventional one.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, the researcher formulates the conclusion as in the following:

There were any significant differences on students' vocabulary achievement between students who were taught by using high frequency task technique and the students who were taught by using non-high frequency task technique in learning vocabulary.

B. Suggestion

Considering the conclusion above, the researcher gives some suggestions as follows:

1. It is strongly suggested that teaching vocabulary by using high frequency task should be continuously implemented at SMP Negeri 2 Kambowa.
2. It is strongly suggested to the English teachers of SMP Negeri 2 Kambowa to use high frequency task in other components and skills in teaching the language.

REFERENCES

- a. Fauziati. 2008. *The Effect of Index Card Technique on the Students' Vocabulary Achievement at the Second Grade of SMAN 3 Kendari*. Thesis. Unhalu: Unpublished.
- b. Miswan. (2016). *The Correlation between Vocabulary Mastery and Listening Achievement at The Seventh Grade of SMPN 4 Wangi-Wangi Academic Year 2014/2015*. Unpublished Thesis. Baubau: Dayanu Ikhsanuddin University.
- c. Allen, Virginia. 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University Press.
- d. Gay, L. R, et al. 2006. *Educational Research*. London: Longman
- e. Wilkins. 1992. *Vocabulary Teaching: A practical Guide to Vocabulary Learning*. New York: Newbury House Publisher.