

**THE EFFECTIVENESS OF LEARNING VOCABULARY IN SUBTITLE FABLE
STORY USING PROBLEM BASED LEARNING METHOD IN THE SECOND GRADE
STUDENT OF SMP N 2 GAMPING IN ACADEMIC YEAR 2016/2017**

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ABSTRACT**

Astuti, Dewi Ayu Kusuma. 2017. The Effectiveness Of Learning Vocabulary In Subtitle Fable Story Using *Problem Based Learning Method*. Yogyakarta: English Language Education Study Program of Teacher Training and Education Faculty. University of PGRI Yogyakarta.

The purpose of this study is to describe a condition that is the effectiveness using *Problem Based Learning method* in teaching vocabulary in second grade students SMP N 2 GAMPING, as well as, differences in vocabulary mastery of students taught by using *Problem Based Learning method*, and student vocabulary mastery achievement taught using the *Problem Based Learning method*. In addition, the purpose of this study is to obtain information about the effectiveness using *Problem Based Learning method* in teaching vocabulary, it is done to get to the effectiveness of techniques in teaching vocabulary in second grade of SMP N 2 GAMPING. Students included in this study amounted to 64 people. This research includes experimental research in the form of quantitative by collecting data from observation and test.

The data collected in this study was analyzed using T-test. In *posttest* experimental group get higher value from control group, based on statistical result, have got value (T_o) that is equal to 4,098 and value from (T_t) 2,000 from df 62 at 5% significant level that is equal to 0.000. Comparison with values at such a significant level, the authors found $4,098 > 2,000$. Thus, it is clear that the value (T_t) is higher than (T_o).

Furthermore, it can be concluded that the null hypothesis (H_o), no significant influence from the use of Problem Based Learning method in teaching vocabulary rejected. While the alternative hypothesis (H_a), there is a significant influence from the use of methods of Problem Based Learning method in teaching vocabulary accepted.

Keywords: vocabulary, problem based learning method

ABSTRAK

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Tujuan dari penelitian ini adalah untuk mendeskripsikan suatu kondisi yaitu keefektifan menggunakan *Metode Problem Based Learning* dalam pengajaran kosakata pada siswa kelas 8 SMP N 2 GAMPING, serta perbedaan penguasaan kosakata siswa yang diajar dengan menggunakan *Metode Problem Based Learning*, dan Prestasi penguasaan kosakata siswa diajarkan dengan menggunakan metode *Problem Based Learning*. Selain itu, tujuan dari penelitian ini adalah untuk mendapatkan informasi tentang keefektifan menggunakan *Metode Problem Based Learning* dalam pengajaran kosa kata, hal ini dilakukan untuk mengetahui efektifitas teknik dalam pengajaran kosakata pada kelas 8 SMP N 2 GAMPING. Siswa yang mengikuti penelitian ini berjumlah 64 orang. Penelitian ini meliputi penelitian eksperimental dalam bentuk kuantitatif dengan mengumpulkan data dari observasi dan test.

Data yang dikumpulkan dalam penelitian ini dianalisis dengan menggunakan uji-T. Pada kelompok eksperimen posttest berdasarkan hasil statistik mendapat nilai lebih tinggi dari kelompok kontrol, dan mendapatkan nilai (To) sebesar 4,098 dan nilai dari (Tt) 2.000 dari df 62 pada tingkat signifikan 5% yaitu sebesar 0,000. Perbandingan nilai pada nilai yang begitu signifikan, penulis memperoleh hasil $4.098 > 2.000$. Jadi, jelas bahwa nilai (Tt) lebih tinggi dari (To).

Selanjutnya dapat disimpulkan bahwa hipotesis nol (Ho), tidak ada pengaruh yang signifikan dari penggunaan *Metode Problem Based Learning* dalam pengajaran kosakata yang ditolak. sedangkan hipotesis alternatif (Ha) ada pengaruh yang signifikan dari penggunaan metode pembelajaran berdasarkan penggunaan dalam pengajaran kosakata yang diterima.

Kata kunci: kosakata, metode pembelajaran berbasis masalah

I. Introduction

Background of the Research

Learning vocabulary is foundation for students to learn words in English. Vocabulary received by students in learning will facilitate the process of learning English. Students also become accustomed to using words in English and use them with easy.

Based on the curriculum KTSP 2016 in Junior High School, the standard in writing skills should be able to choose the vocabulary of writing accurately. Using appropriate verbs is acceptable. In addition, students will also use English vocabulary very well and correctly in accordance with what they have learned.

According to my observations and in the opinion of an English teacher who teaches at SMP N 2 GAMPING, students have a little English vocabulary that can hamper learning English in the classroom. In addition, teachers only teach without using the method in learning, it causes students to feel bored in the learning process. Teachers also rarely use instructional media to assist in Learning English.

By using *Problem Based Learning Method* in learning English will greatly help to facilitate the teacher in teaching and learning process. *Problem Based Learning* will make it easier for students to improve their vocabulary. This method applies a small group discussion system to solve a problem. In this case, the students will become accustomed to critical thinking and then they will expression their opinions widely and openly. The *Problem Based Learning Method* will also help the students to improve their vocabulary as they discuss.

The influence of the interest students learning English can be overcome with creativity that teachers give in learning process. From several alternatives, researchers tried using videos that will students attract in learning English. As well as so inhibiting this learning that they have little vocabulary and it makes students do not trust theirself to speak English. Researchers used *Problem Based Learning (PBL) Method* to students in order to create a conducive classroom. Ertner, Lehman, Park, Cramer, & Grove said that “*What makes problem-based learning unique is its core focus on learning through solving real, open-ended problems to which there are no fixed solutions*” (In jurnal of *Julie Mathew:1:2007*). This method is considered will help teachers provide learning students in the classroom.

II. Theoretical Framework

A. Definition of Vcabulary

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the ESL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.

B. Definition of Media

Media is an object that can be enabled or can be operated. The media can be used as tools in learning. Media are often used by teachers to facilitate teachers in delivering a material. In addition, the use of media aims to facilitate students so that they are more interested and more enjoy the learning process.

Arsyad (in Sumanto, 2012) identifies the benefits of media, namely (1) clarify the presentation of messages and information; (2) improving and directing the attention of children, causing learning motivation and interaction directly; (3) to

overcome the limitations of the senses, space, and time; (4) provides a common experience of learning instudents.

C. Problem Based Learning Method

Problem Based Learning (PBL) is learning that offer a variety of problematic situations that are authentic and meaningful to learners that they investigate. Problem-based learning using real-world problem (contextual) so that learners learn about how critical thinking skills, solve problems, and gain knowledge as well as the essential concepts of the subject matter. Problem-based learning was developed to simulate learners higher-order thinking and how they learn.

Problem based learning also commonly called problem-based learning method. According to Arends (in book *Mendesain model pembelajaran inovatif, Progressif, dan Kontekstual page: 62*) "it is strange that we expect students to learn yet seldom teach about solving problems yet seldom teach, then about problem solving." From the statement of Arend can be concluded that the teacher only gives lessons but does not give way how to solve them. It will create problems for students' progress in capturing lessons. Basically the initial problem that exists in students, when they find it difficult to understand this English learning. Therefore as a teacher should not only provide learning alone, but also given understanding in learning until students understand and do not feel difficulty in learning English.

III. Research Methodology

A. Research Design

This type of research using quantitative research. Quantitative methods called traditional methods, because this method is long enough to use so it's been a tradition, as a method for research. Tihis method called quantitative research in the form of figures and using statistical analysis.

As has been stated that it is basically the study was conducted with the aim to get the data, among others, can be used to solve the problem, for it any research to be conducted must always set out from the problem. According to Tuckman (32: 1998), any research to be conducted must always set out from the problem, although it was admitted that choosing research problem is often the most difficult thing in the research process.

In this research, researchers divide the two classes in the study. The first class is the control class and the second is the experimental class. The control class is a comparison for the experimental class where the experimental class uses the Problem Based Learning method and the control class without using the meteor. Researchers try to divide into 2 groups so that later this research will facilitate the researchers to see the comparison of the results of his research.

B. Definition of Variable

This Research variable using Problem Based Learning method as a tool to assist researcher in doing investigation to student. Problem Based Learning method is expected to help students to improve their vocabullary. This method is also expected to facilitate the teachers in this vocabulary learning.

C. Research Setting

The research was conducted at SMP N 2 GAMPING in class VIII D and VIII E. The research will be conducted in January 2016. This study will be done gradually, by doing two meetings. First by using *Problem Based Learning method* and the second without *Problem Based Learning method*.

D. Research Population and Saample

From the population, we just take two classes to be used as a research sample, that is class VIII D and VIII E. Sample is part of the number and characteristics possessed by this population (Sugiyono, 2013: 81). In this study, researchers used a simple random sampling which is conducted at random retrieval. From the existing population, the researcher took two classes as the experimental group and the control group. After the sampling selection, VIII D was selected as the experimental group and VIII E as the control group.

E. Research Instrument

According to Sugiyono (2013: 222) in quantitative research, the quality of the research instrument with regard to validity and reliability of the instrument and the quality of data collection in respect of the accuracy of methods used to collect data. The instrument used in this study are: (1) validity of instrument, (2) reliability of instrument, (3) observation, (4) test (pre-test and post-test).

F. Technique Data Collection

Data taken from the pre-test and post-test of the control and experimental groups. This test is carried out and completed within 30 minutes with the type of fill the blank. Pre-test was performed to measure student understanding in understanding the questions given researchers using the method. After the pre-test was performed followed by a post-test in order to compare the results of the previous test, especially in the mastery of vocabulary students. This training will be held in two sessions.

G. Technique Data Analysis

1. Qualitative Data

Qualitative data take to get the data taken from the non-test. The results of this data can measure how much students have skill in mastering the vocabulary. In addition, the observations made will measure how successful *Problem Based Learning Method* used to students. active students in receiving the teaching given by the teacher will be seen and will be a data that will be used as the research results. The results of the analysis of this data will know how to *Problem Based Learning Method* interest the students.

2. Quantitative Data

Data retrieval technique used to obtain quantitative data obtained from tests conducted at the experimental group and the control group in class VIII D and VIII E.

The results of each group will be compared. These results will provide an overview and make it easier for researchers to get results from these studies. The results will also show the *Problem Based Learning method* can assist in teaching and learning, especially learning the vocabulary.

3. Pre-Analysis Testing

Pre-analysis testing is a test performed before the hypothesis test. Pre-test is intended to compare data obtained normally or not through existing samples.

a. Test of Normality

The distribution normality test serves to assess the normal or not distribution of research data that we examine. If the result of χ^2 is below the limit of rejection of the results of the hypothesis, then it can be said the null

hypothesis (H_0) is accepted. With a significance level of 5% with degrees of freedom (df) = - total number of fh.

b. Test of Homogeneity

Homogeneity test of this variant serves to determine whether or not uniform variance of samples from the same population. If the value $F_o < F$ in the table then it can be stated that both groups the sample variant was not significantly different or homogeneous, while a significant level is set at 5% with degrees of freedom (df) = $(n1-1)$. The whole calculation process is complete using a *SPSS for Windows 13.00*.

c. Test of Hypothesis

The statistical hypothesis is often called the null hypothesis (H_0). This hypothesis has a basic form or has a statement that states no relationship between variables X and Y variables to be studied, or variables independent (X) does not affect the dependent variable (Y). Theoretically, it is said to be significant if the result is more than 0.05.

IV. Data Analysis

A. Research Result

This research will produce 2 research data in the data of initial research and final research data. Data from *pre-test* research will be obtained from the pre-test score, and data from the final study will also be obtained from the *post-test* score.

B. Description of Research Data

Description of data is done to see the effectiveness of problem based learning method for learning vocabulary by using video media. This description is done to see how far the students can develop the vocabulary of students in SMP N 2 GAMPING. From the data obtained using *SPSS for Windows 13.00* can be seen that the average of the entire data 12.1563, with standard deviation (SD) of 2.08078.

1. Result of Data Retrieval on Pretest Control and Experiment

From the data obtained using *SPSS for Windows 13.00* the table below shows the results of the test on the pretest control of a total of 32 students, the highest score of 12.5%, and the lowest value of 21.0%, and the rest of the data is a moderate value of the average student is 65.6%.

From the data obtained using *SPSS for Windows 13.00* the table below shows the results of the test on the pretest control of a total of 32 students, the highest score of 21.9%, and the lowest score of 15.6%, and the rest of the data is a moderate value of the average student is 62.5%.

2. Result of Data Retrieval on Posttest Control and Experiment

From the data obtained using *SPSS for Windows 13.00* the table below shows the results of the test on the pretest control of a total of 32 students, the highest score of 12.5%, and the lowest value of 21.9%, and the rest of the data is a moderate value of the average student is 65.6%.

After the control class performs the research, then the experimental class will perform the *post-test*. From the data obtained using *SPSS for Windows 13.00* the table below shows the results of the test on the pretest control of a total of 32 students, the highest score of 21.9%, and the lowest value of 25.0%, and the rest of the data is a moderate value of the average student is 53.1%.

C. Test requirements Data analysis

1. Normality Test

Normality test is done with the help of computer program *SPSS For Windows 13.00* with formula *One-Sample Kolmogorov-Smirnov Test*. The data is said to be normally distributed when the significance value is greater than 0.05 ($p > 0.05$). Here are the results of normality test data pretest and posttest results in this study.

Class	Group	P(Sig.)	Note
Class Eksperiment	<i>Pretest</i> Eksperiment	0,254	Normal
	<i>Posttest</i> Eksperiment	0,091	Normal
Class Control	<i>Pretest</i> Control	0,373	Normal
	<i>Posttest</i> Cntrol	0,913	Normal

Based on the above data it can be seen that the results of normality test in the experimental class pretest and control class has a significance value greater than 0.05 or ($p > 0.05$); so it can be concluded that the research data on the experimental class or control class is normal distributed. Complete calculation can be seen in the attachment test of normality test.

2. Homogeneity Test

The homogeneity test of variance is intended to find out whether the samples taken from the population come from the same variance and do not show significant differences with each other. In this study, the statistical tests used are Test F. Test F is a test performed by comparing the largest variant and the smallest variant. The requirement for variance to be homogeneous if the value of F_o is smaller than the F_t value at a significance greater than 0.05. The result of homogeneity test data is done with the help of *SPSS program for windows 13.0* shows that $F_o < F_t$ and significance value greater than 0,05; means the data of both groups are homogeneous. Here is the result of homogeneity test of variance of pretest and posttest data.

CLASS	GROUP	Db	F_h	F_t	P(Sig)	Note
Eksperiment Class	<i>Pretest</i> Eksperiment	1: 62	0,083	4,085	0,774	Homogen
	<i>Posttest</i> Eksperiment					
Control Class	<i>Pretest</i> Eksperiment	1:62	0,453	4,085	0,499	Homogen
	<i>Posttest</i> Eksperiment					

From the above data shows that for the pre-test and post-test data the value of T_t is smaller than T_{table} (T_t) and the significance value is greater than 0.05 ($p > 0.05$), meaning that the data in the experimental class and the control class is homogeneous, so it qualifies for the T-Test.

3. Hypothesis Testing

a. Null Hypothesis (H_0)

Group	Mean	T_o	T_t	Sig.	Statement
Pretest Eksperiment	12,1563	0,061	2,000	0,952	$T_{hitung} > T_{tabel}$ (signifikan)
Pretest Control	12,1875				

From the table above, the results of the data analysis is known that the value of t count equal to the significance value of 0.952. then tcount value compared with ttable value at 5% significance level so that obtained ttable bigger than significance 0,05 ($0,061 < 2,000$), then H_0 in this research stated rejected. that is, the use of problem based learning method is not effectively used in the mastery of English class VIII students' vocabulary in SMP N 2 GAMPING academic year 2016/2017.

b. Alternative Hypothesis Testing (H_a)

kelompok	Mean	T_{count}	t_{tabel}	Sig.	Ket.
Posttest Eksperiment	17,6250	4,098	2,000	0,000	$T_{hitung} > T_{tabel}$ (signifikan)
Posttest Control	15,3750				

From the table above, the results of data analysis known that the value of t count equal to the significance value of. then the value of tcount compared with the value of ttable 2,000 at the level of significance of 5% so obtained ttable of 2,000. This indicates that the tcount is greater than the ttable ($4.098 > 2,000$). When compared with the significance value of less than the significance of 0.05 ($0.000 < 0.05$), then H_a in this study is declared acceptable. Artiya, the use of video in vocabulary learning is more effective in improving the mastery of English vocabulary of eleven students in SMP N 2 GAMPING academic year 2016/2017 than using *Problem Based Learning*.

D. Research Result Discussion

This learning uses *Problem Based Learning* method to improve students' vocabulary. Learning problem here is not just describe the problems that exist in English learning, but also makes this method helps in improving the learning of English students especialy in vocabulary. First the students are given a problem that they will be formed small groups to solve the problem. Students will be given a video fable and they will work on the problem by looking at the video. But there is special treatment, this *Problem Based Learning* method is only used in the experiment class only, not with the control class, so that researchers can later compare the results of the study.

Research using *Problem Based Learning* method is very helpful for students in problems solving that they consider foreigners before. *Problem Based Learning* in addition can also help to students thinking among their groups, where they will solve the problem simultaneously.

V. Conclusion and Suggestions

A. Conclusion

Based on research conducted by researchers at SMP N 2 GAMPING, researchers can conclude that *Problem Based Learning Method* for learning English is very helpful to improve students' vocabulary. When the researcher conducted pre-test in the control class and experimental class showed significant difference from the two classes, the data from the control class was higher than the experimental class, but in the post-test after given the *Problem Based Learning Method* this data from the experimental class result Higher than the control class. In addition, this method is very effectively used to improve student cohesiveness through discussion. Students will be used to solve their problems and difficulties in learning English especially on vocabulary. It is evident that the vocabulary of students increases significantly after this method is applied.

The use of suitable media also greatly helps researchers in collecting valid data. Researchers use videos about fable that make students feel enthusiastic and interested in following the lesson. Proven, they are very happy and very concerned about learning well and make the class very effective. It is very helpful for researchers when doing research in SMP N 2 GAMPING this.

B. Suggestions

Based on the conclusions described above, there are some suggestions given by the researchers for teachers as follows:

1. English teacher must provide variation in teaching by using *problem based learning method*.
2. The use of problem based learning method will help teachers in teaching English especially in vocabulary.
3. Teachers should also often use the *problem based learning method* to make it easier for teachers in learning English.
4. The use of media such as fable video will make students interested in what the teacher explains.
5. Fable video with accompany in subtitle also very help teacher to improve students vocabulary.
6. For further research, researchers should also use *problem based learning methods* on writing, reading, speaking, and listening

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