APPLYING BUILDING WORDS METHOD TO IMPROVE STUDENTS' VOCABULARY MASTERY AT X GRADE OF MADRASAH ALIYAH AMALIYAH GUPPI

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Abstract— This research is quantitative in nature which has three implementations namely pretest, treatment, and posttest. Pretest to know the beginning knowledge of students and posttest to know the results of students after treatment. The purpose of this study was to determine the increase in students' English vocabulary by using the Building Words method. The population of this study were 21 at grade X students of Madrasah Aliyah Amaliyah Guppi and the samples were grade X students of MA. Amaliyah Guppi Information collected in the form of pretest and post test results. The results showed that students' vocabulary skills using the building words method improved. Based on the data, in the pre-test students got a low Mean score of 51.29 because they did not know much vocabulary and English word classes. But the teacher did the treatment which consisted of five meetings. The teacher explained about English vocabulary and word classes while applying the Building Words method and the results in the post test increased with a Mean score of 81.86%. and the calculated T-test Value is greater than the T-table value, namely 5.267> 2.093. So, it can be concluded that the Alternative Hypothesis (H1) is accepted, and the Null Hypothesis (HO) is rejected, Thus, it can be concluded that the application of the Building Words method for English vocabulary and word classes has improved.

Keywords . *Building words, method, students, Vocabulary*

I. INTRODUCTION

Learning English is very important because it is not just a foreign language, but an international language that can be used anywhere and anytime around the world. In education, the ability to speak English is the most important asset. Not only in education, but also in work and business, English can help you advance your career and expand your network. In addition, good fluency.

In English is also one of the main requirements for applicants. There are four aspects to her English skills: listening, speaking, reading and writing. Additionally, there are key elements that support these aspects: vocabulary and grammar. Mastering this is very important when learning English by Syafawani (2023).

There exist multiple definitions of vocabulary, based on the judgments of specialists. Vocabulary, according to Alifia (2022) is a list of words with definitions grouped alphabetically. sorted alphabetically and provided with a definition. Vocabulary the understanding of words and their definitions. understanding of terms and their definitions. Vocabulary is defined as the understanding of words and their meanings. and what they signify.

In the early stages of language learning is learn vocabulary. The main reason for learning vocabulary is that there are no specific rules or formulas like learning grammar. When listening to an English conversation or song, researcher can easily identify what we are listening to by using the vocabulary we already know. you also need a

wide range of vocabulary to choose from when speaking, expressing, and communicating.

Also, when reading, if you have the vocabulary you know, you will be able to understand all the words used in reading, which will make the reading process more enjoyable. Also, when writing, you can use a set of vocabulary to form sentences as you write.

II. LITERATURE REVIEW

A. Vocabulary

Vocabulary is beginning to make it easier for us to understand for apply English in the world of education and communication. Another impact is that children can master skills or various English language skills and their supporting components. According to Hartatiningsih (2022) in his research says that Vocabulary is an important aspect of language, because it is present in every language ability which includes listening, speaking, reading, and writing. One of the indicators such as mastery of English is Vocabulary as stated by Sulistiana et al, (2019) that vocabulary is important to use a second language. Vocabulary helps in learning the use of language structures and functions in communication.

B. Building words.

According to Hafsari (2019). Building words is the process of forming words, usually one letter at a time. Word building is a strategy for teaching students to decode, not encode. In practical terms, this means that we must ensure that we do not tell students a word and ask them how to spell the word as this would be asking them to encode the word. Instead, we always give the spelling of the word and then ask them to decode it, to tell you what word the letters make when arranged in a certain order. According to Hafsari (2019). states that a core aspect of word construction is an instructional activity called progressive minimal contrast, which may be unique among decoding programs, and is potentially important contribution to the methods available for teaching decoding. This activity provides a chain of different words that differ by one grapheme. A child forms words in a lesson with letter cards by stepping through a series of written transformations that turn one word into the next by changing one grapheme at the beginning, middle, or end of the word.

III. METHODOLOGY

The research used in this study is experimental design. Experimental design is the approach for conducting quantitative research by Apriandari (2019) According to Salim and Haidir (2019) Experimental research can be defined as a descriptive method to build causal phenomena. Experimental research is the core research of a research model that use quantitative approach. In the experimental research method, this research must use three requirements, namely control activities, manipulation activities and observation.

This research used one type of pre-experimental teaching design, namely one-group pre-test and post-test design which describes a project in which data is collected from a treatment group by conducting a pre-test and post-test. Then, the study compared the score before treatment with the score after treatment by Apriandari (2019)

The pre-test was given before the treatment (01) and the post- test was given after the treatment (02). The treatment was conducted between the pre-test and post-test to determine the development of the participants after being given the treatment. In this study, the test was only given to the treatment group without a control group. The effectiveness of the treatment was determined after comparing the results of the pre-test and post-test.

IV. RESULT

The Frequency and Percentage of Pre-Test

No	Classification	Score	Pre-test	
			Frequency	Percentage
1.	Excellent	90-100	-	-
2.	Very good	80-90	-	-
3.	Good	70-80	-	-
4.	Fairly good	60-70	5	23,8%
5.	Fair	50-60	3	14,3%

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6.	Poor	40-50	7	33,3%
7.	Very poor	0-40	6	25,2%
Total score			21	100%

From the table above we can see that only 5 students scored 'fairly good' (23,8%), 3 students 'fair' (14,3%), 7 students 'poor' (33.3%), and 6 students 'very poor' (25,2%). The average Scored obtained by students during the pre-test was 51,29%. The scores obtained by students during the pre-test, the results were that there were still students who were classified as poor and very poor, this indicated that students' vocabulary mastery was still low.

The Mean Score and Standard Deviation of Pre-Test.

Mean score	Standard Deviation
51,29%	6,57%

Then the table above shows the students average score during the pre-test, namely, 51,29% with a standard deviation of 6,57%. Next, we look at the percentage of students scores after getting treatment in the following.

In the post-test after student received treatment, from 21 students, there was 7 students who scored 'excellent' (33,3%), 7 students 'very good' (33,3%), 4 students 'good' (19,0%), and 3 students 'fairly good' (14,3%). From the result of the post-test, we can see a comparison of the scores obtained by students during the pre-test. The results of the Post-Test scores showed that there were no students who scored in the 'poor' and 'very poor' categories. This means that after students are given treatment using Building Words Method, students' vocabulary mastery increases.

Mean score	Standard Deviation
81,86%	10,19%

Then looking at the table above, the average student score after receiving treatment increased from 51,29% to 81,86% with a standard deviation of 6,57% to 10,19%.

Data from the Pre-Test and Post-Test are used to create paired simple T-TEST data. (Pratama, 2019). The IBM SPSS Statistics program version 22 was used to examine the value of the Pre-Test and Post-Test using the Paired Sample T- TEST. The measurement criterion states that Null Hypothesis (HO) was accepted, and Alternative Hypothesis (H1) is rejected if the T-test is low (<) than the T-table. Otherwise, if T-test is higher (>) than T-table, it means Null Hypothesis (HO) is rejected and Alternative Hypothesis (H1) is accepted. In addition, it can also be proven by looking at the significance value (Sig.) 0.05. If 0.05 is greater (>) than the degrees of freedom (df), it means Alternative Hypothesis (H1) is accepted and Null Hypothesis (HO) is rejected, otherwise if 0.05 is smaller (<) than the degrees of freedom (df) then Alternative Hypothesis (H1) is rejected and Null Hypothesis (HO) is accepted. The following results of the analysis in this study can be seen in the following table.

Variable	T-Test Value	T-Table Value	Sig. (2-tailed)
X1-X2	5, 267	2,093	.000

Based on the results of the T-Test in the table above it is known that sig. (2-tailed) .000 is smaller than 0.05 (.000<0.05), meaning that the Null Hypothesis (HO) is rejected, and the Alternative Hypothesis (H1) is accepted. In addition to comparing the significance value (Sig.) of the probability of 0.05, we can also see a comparison between T-test and T- table for hypothesis testing. If the result of T- test is greater than T-table then the difference is significant (Suharsaputra, 2014). Based on the results of the T-test table, it is known that the T-test is 5,267 and the T-table is 2.093 Thus, the calculated T-value is 5,267 > 2.093.

Then Null Hypothesis (HO) is rejected, and Alternative Hypothesis (H1) is accepted, so it can

No	Classification	Score	Post-test	
			Frequency	Percentage
1.	Excellent	90-100	7	33,3%
2.	Very good	80-90	7	33,3%
3.	Good	70-80	4	19,0%
4.	Fairly good	60-70	3	14,3%
5.	Fair	50-60	-	-
6.	Poor	40-50	-	-
7.	Very poor	0-40	-	-
Total score			21	100%

be concluded that increasing vocabulary mastery by using Building words is effective for using.

This research was conducted to improve students' vocabulary mastery with the learning process using Building Word Method. This research was conducted for MA. Amaliyah Guppi Mamuju at class X. The aim of this research was to find out whether students' vocabulary mastery increased by using Building Word or not.
Referring to the comparison between the Pre-Test and Post- Test, there was an increase in student scores during the post-Test. It can be concluded that student scores after being given treatment are different from student scores before being given treatment using Building Word Method. These results were obtained after conducting research for two months with five meetings, the first meeting was Pre-Test, Treatment was three times and the last was giving post-test.
Based on the analysis of the findings that have been carried out by the researcher, it shows that there are significant differences in the students' vocabulary in the Pre-Test and Post-Test. So, it can be concluded that Building Word Method is effectively used to improve the vocabulary mastery of class X students of MA. Amaliyah Guppi. Related to several previous studies, namely research conducted by Hafsari (2019), found that using word building media can improve students' vocabulary. The result of this research is that the use of the Building Word method increases students' vocabulary which is applied to the learning. Furthermore, research conducted by Setiani (2021). found that applying the building words method can improve student vocabulary. The result of this research is to find out if the application of the Building Words method can improve students' vocabulary mastery. It can be concluded that applicants of Building Words is very helpful for improving students' vocabulary mastery because with Building Word Method students can see and make many new vocabularies so that student's vocabulary mastery can increase.

V. CONCLUSION

The use of Building Words media is effective for increasing students' vocabulary. This has been proven by the average value resulting from the Pre-Test and Post-test. The average score before being given treatment was 51.29 while the average value after being given treatment was 81.86. From the results of the T-Test it is known that sig. (2-tailed) .000 is smaller than 0.05 (.000<0.05), meaning that the Hypothesis (HO) is rejected, and the Hypothesis (H1) is accepted. In addition to comparing the significance value (Sig.) of the probability of 0,05. We can also see a comparison between T count and T table. It is known that T count is 5.267 and T table is 2.093 Thus, the calculated T value is 5.267> 2.093. This finding, Building Words is a good medium to use in learning vocabulary. So, it can be concluded that improving vocabulary mastery by using Building Word at the Grade X students of MA. Amaliyah Guppi can improve.

- EXPRESSION OF GRATITUDE

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