**THE USE OF PREDICTION GUIDE METHOD TO IMPROVE STUDENTS’ ACHIEVEMENT IN MASTERING VOCABULARY**

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**ABSTRACT**

This research aimed to implement Prediction Guide Method to Improve students’ achievement in mastering vocabulary. The subject of this research was the IX grade students of SMP Swasta Dr. Cipto Mangun Kusumo Perdagangan of 2015/2016 Academic Year. It consisted of one class with 32 students as the subject. The objectives was discover the improvement of the students’ achievement in mastering vocabulary by using Prediction Guide Method. This research was conducted by using class room action research. The technique analyzing the data was by qualitative and quantitative. The qualitative data were taken from diary note. The quantitative data were taken from the test which were carried out in two cycles and those two cycles were conducted in six meetings. the test were given to the students in the form of pre-test, post test I in the first cycle, and post test II in the second cycle. The result of data analysis showed that there wan an improvement on the students’ achievement inmastering vocabulary from each cycle. It was showed from the mean of pre-test which was 50,31. after Prediction Guide Method was applied in the first cycle, there was a improvement of the result of the students’ mean which was 64,68, and for the second cycle after reflection on the first cycle, there was an improvement of the students’mean which was 90,00. In other words, the students’achievement inmastering vocabulary was improved and based on dairy note, it showed that the motivation and excitement of the students when studying were also improved.

Keywords: *Prediction Guide Method, Students’achievement, vocabulary, cycle.*

1. **INTRODUCTION**
	1. **The Background of the Problem**

English as an international language is used in countries troughout the world, including Indonesia. Since a few years, English has been taugh at elementary school. It has been accepted in Indonesia in line eith the government’s plan on the nine-year compulsory study. Based on 1994 curriculum, English at elementary school level is taugh as local content to serve the need of the local community. At this level, students learn English for the first time, so they just learn the simple English pattern including vocabulary, grammar, etc. The program egins from the IV grade till the VI grade. The aims is to equip the students with the ability to listen, speak, read and write simple materials in English by emphasizing on the communicative skill in a number of topics which are relevant to the need of local community, such as industry, tourism, and arts (GBPP Mulok SD, 1995:2). One of the important elements to support this purpose is the mastery of vocabulary.

Vocabulary learning plays an important role in English language learners’ success because it is the element to support the four language skills. In other words, it is one element that links the four skills; speaking, listening, readin and writing all together. In other to communicate well, students should acquire an adequate number of words and should know how to use the accurately. The more words they have, the better they understand what they hear, read, comprehend and speak.

Based on researcher’s experience when monitoring the students’ doing the real teaching practice (PPL), student had low vocabulary mastery. It was proved by their achievement and their mark. They were also difficult to remember the words. So that they always had problem in learning English. Learning vocabulary seemed to be very difficult and borring to them. Actually, there were several factors why this condition happens. First, learning vocabulary was one side participation only: that was the teacher’s side. They just listened and followed their teacher’s orders without any active and direct participation from their side. Secondly, they did the same thing and procedure whenever they studied English, especially in studying vocabulary. The teacher never tried to create enjoyable and interesting atmosphere in the class, and one more thing was the teacher never used attractive method in teaching learning process. As the result the students failed to master vocabulary.

To solve the above problems the researcher try to help them by using Prediction Guide Method. With this method the students are expected to be involved in the lesson and continue to have concern when teacher deliver material by holding a competition among them with the title **“The Use of Prediction Guide Method to Improve Students’s Achievement in Mastering Vocabulary”.**

* 1. **The Formulation of the Problem**

Based on the background of the research above, the problems are formulated as the following:

1. Is ther any improvement on the students’ vocabulary mastery by using Prediction Guide Method?
2. What is the percentage of the students’ vocabulary mastery by using Prediction Guide Method?
	1. **Objectives of the Problem**

In accordance with the problems of the research, the objectives of this research are:

1. To find out the improvement of the students’ vocabulary mastery by using Prediction Guide Method.
2. To find out the percentage of the students’ vocabulary mastery by using Prediction Guide Method.
	1. **The Significances of the study**

Findings of the research are expected to contribute the theoritically and practically:

1. Faculty of Teacher Training and Education, to develop learning design.
2. The teachers, to provide vorious method in teaching vocabulary.
3. The students, to help them study vocabulary easier and fun.
4. **REVIEW OF LITERATURE**
	1. **Improvement**

According to Kants (2001 : 45) that the word “improvement” has there senses, namely :

1. The act improving something
2. A change for the better progress in development.
3. A condition superior to an earlier condition.

It means that improvement is an act to make a change for the better in a certain condition. In this research, the improvement is meant as a good result which the students ahcieved in studying vocabulary by using Prediction Guide Method.

* 1. **Achievement**

Achievement is a thing that somebody has done successful especially using their effort and skill. Based on Bloon Taxonomy, there are 3 aspects of learning achievement, namely: affective, cognitive and psychomotor that can be connected to the purpose of learning because the three aspects influence the students’ point of view toward the material taugh. Cognitive consist of knowledge, understanding, application, analysis, synthetic and evaluation. Affective is the changing of behavior that affects someone to do something and psychomotor is a skill to do something, ready to do it based on physic and emotion, self-control and become a habit. Therefore, it is conclude that the achievement should be a success in a reaching the goal.

* 1. **Vocabulary**

Vocabulary is the central of language and critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or expresshis ideas in both oral and written form. To support the speaker’s interaction incommunication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery. Based on Crawley and Merrit (2003: 33) “Vocabulary is a words whose meaning people know or do know, the number of meanings people know of particular word”. Vocabulary is the total numbers of words in language. A vocabulary is a set of words known to a person or other entity, or that are part of specific language. There are four different ways to think words such as:

1. Meaning

When meeting new word, the first thing to know is what it mean. For example, someone will find the word for a type of fish – saldom. Only one kind of fish is called saldom, so that is easy. If he does not know the meaning of the word, he cannot understand what people read and listen.

1. Pronounciation

When someone learns a new word, he has to make sure that he can say it. Make sure he knows which syllable is stressed. It is important when he speaks because the stress of the syllable can bring different meaning.

1. Collacation

Collacaation is the way words combine with other words. There are many particular words that have special combination in English. For example: Take medicine, do homework, different from, and disappointed in, etc. It is incorrect if someone says “ I have to eat medicine” because the collacation of medicine in English take.

1. Expression

Expressions are groups of two, three, four or more words which always go together. For example, if someone is in a shop and an assisten approaches him, he can say, “I’m just looking.” What do you do for a living?”

Learning vocabulary is a very important part of learning English. without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. Based on this statement It can be concluded that grammar and vocabulary are crucial in communication. The lack of vocabulary obviously generates bigger difficulties than grammar mastery.

* + 1. **The Kinds of Vocabulary**

Vocabulary can be divided into two types, active or productive vocabulary and passive or receptive in addition,vocabulary can be divided into two forms namely oral and print vocabulary

1. Active (productive) vocabulary

Active or productive vocabulary is language items which the learner can recall and use appropriately in speech and wrting. Gairns and Redman state that it is words that people use when they speak or write. Thus, it can be defined that active vocabulary is all the words someone understands, plus all the words that he can use him self.

 One's active vocabulary in English and Indonesia is probably much smaller than passive vocabulary. The more he works on learning a word the more likely it is that it will become part of his active vocabulary. This term is often called productive or expressive vocabulary.

1. Passive (receptive) vocabulary

Passive or receptive vocabulary means language items which can only be recognized and comprehended in the context of reading and listening material. It is words that people recognized when they hear or read them. It can be defined that it contains all the words that they understand when they read or listen, but which they do not use (or cannot remember) in their own writing and speaking. Most of receptive vocabulary can be gained only from experience and would not be greatly increased as a result of teaching

* + 1. **Method**

According to Harmer (2001: 78) method is the practical realisation of an approach. The originators of a method arrive at decisions about types of activities role of the teacher and learners, the kinds of material which will helpfull and some model of syllabus organisation. Method includes various procedure and techniques part of their standard fare. Method is the practical realization of an approach. It defines the types of activities, roles of teachers and learners, kinds of material which will be helpful, and some models of syllabus organization. Method includes various procedures and techniques as part of it

* + 1. **Prediction Guide**

Prediction guide is fascinating way to help students become acquainted with one another. A prediction strategy at its best is conceiving a prediction then subsequently reading the text to find out what happens. That also includes activating background knowledge, peeking or previewing and over viewing or summarizing. Though often seen as a single strategy, it is actually a multifaceted on going process. This is reflective of schema theory. The supposition of moving from what the reader already knows with what it is unticipated the student will learn from the text. It also is an interesting experiment in first impression.

1. **METHOD OF RESEARCH**
	1. **Research Design**

This research applied Classroom Action Research. It aimed to improve students' learning and outcomes of teaching learning process. The subject was the IX grade students of SMP Swasta Dr.Cipto Mangun Kusumo Perdagangan, of 2015/2016 Academic Year. In this reseach the problem of the subject was identified, something was done to resolve their problem then it was seen how successful their efforts, and if it was not satisfied the researcher would try back. Therefore, action research was needed to use cycle. Every cycle consisted of four steps, namely planning, action, observation and reflection, as shown below:

Planning I

Action 1

to be continued to the next cycle

Reflection II

Observe II

Cycle II

Cycle I

Planning II

Action II

Reflection I

Observe I

There were some steps in every cycle in Class Action Research in mastering vocabulary by using Prediction Guide Method as described below:

**Planning**

Planning means the reflection of the action which was done. It included plans in details about data that was collected by the researcher and the preparation about all facilities and requipment in teaching learning process, such as:

1. determining the researcher schedule,
2. analyzing the curriculum to find out the basic principle delivered to the students and applied in the application of Prediction Guide Method,
3. preparing Learning Action Plan of vocabulary by applying Prediction Guide Method,
4. planning the steps of learning vocabulary activities by using Prediction Guide Method,
5. making evaluation equipment,
6. preparing learning media,
7. preparing the instrument which was used in CAR cycle,

**Action**

 It means the activities that were done. It was the implementation of project of the research. Action was guided by planning, the sense that looked back to plan for its rationale. Action was designed by applying some cycles, and thus fluid and dynamic, requiring, instants decision about what is to be done and how the excercise of practical judgment.

**Observation**

 Observation is the research of action that was done. The lecturer of vocabulary acted as the observer I and the English teacher as the observer II who observed intensively all activities of vocabulary learning, attitude of the all actions and tasks given to them from the beginning till the end of the teaching learning process.

**Reflection**

It is the evaluation of action that was done. It recalls action as it has been recorded in observation. The purpose is to identify things which have not been done and still become the problems. The data of the research were:

1. the data of the observation in the learning process,
2. the result of the vocabulary test,
3. the data of the diary note,

The research instrument in this research included the observation instrument, the instrument of the vocabulary test result and the diary note.

* 1. **Technique of Analyzing the Data**

The data were quantitative data. The qualitative data were used to describe the situation during the teaching process and the quantitative data were used to analyzed the score of the students. The qualitative data were analyzed analyzed from the diary note to describe the improvement of students’ vocabulary mastery. The quantitative data were collected and analyzed by computing the score of vocabulary test.

To know the mean of the students’ score for each cycle, the researcher applied the following formula (Arikunto: 2010):

x = $\frac{ƩX}{N}$

Where: X : the mean of the students

 $ƩX$ : the total score

 N : the number of the students

 The criteria of able point

 N > 75 able

 N < 74

The category of Scoring

90% - 100% = Very Good

80% - 89% = Good

65% - 79% = Enough

55% - 64% = Less

0% - 54% = Bad

(Arikunto: 2010)

1. **DATA AND DATA ANALYSIS**
	1. **Data Collection**

The data of this research consisted of two kinds; qualitative and quantitative data. The qualitative data were obtained from diary note. The quantitative data were taken from the mean of students’ test in two cycle. Each cycle consisted of four steps of action research (planning, action, observation and reflection). The first cycle including post test II was conducted in three meanings.

1. **The Quantitative Data**

The quantitative data were taken from the score of multiple choice which was carried out in two cycles; pre test (in cycle I), post test I (in cycle I), post test II (in cycle II). The improvement of the students’ score in vocabulary by using Prediction Guide Method could be seen in the table below.

**Table I**

**The Students’ Score in the Three Vocabulary Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **The Students’ Score** | **Pre Test (Orientatation)** | **Post Test on cycle I** | **Post test on Cycle II** |
| **Total** | Ʃ x = 1610 | Ʃ x = 2070 | Ʃ x = 2880 |
| **Mean** | x̅ = 50,31 | x̅ = 64,68 | x̅ = 90,00 |

1. **Qualitative Data**

The qualitative data were taken from diary note. Diary note was taken as instrument of the data to analyze students’ activity, behaviour and expressing.

* 1. **Data Analysis**
1. **Quantitative Data**

The researcher gave tests at the end of each cycle. There was an improvement on the students’ achievement in mastering vocabulary from each cycle. It was showed from pre test until post test of cycle II. From post test I, the students’ total score was 1610 and the number of students who took the test was 32 students, so the students’ mean was;

Formula, x = $\frac{ƩX}{N}$ (Arikunto: 2010)

 X = $\frac{1610}{32}$ = 50,31

From the data analysis above, the students’ achievement in mastering vocabulary was low. The students’ mean was 50,31. There were 32 students getting the score under 75. It showed that the students’ achievement in mastering vocabulary was still low. So, Post test I continued in cycle I.

 From posst test I, students’ total score was 2070 and the number of students who took the test was 32 students, the students’ mean was obtained by using:

Formula, x = $\frac{ƩX}{N}$ (Arikunto: 2010)

 X = $\frac{2070}{32}$ = 64,68

 After calculating it was found that students’ achievement in mastering vocabulary was classified low in cycle I. The students’ mean was 64,68. From the score, there were 4 students getting over 75 and 28 students got under 75. It could be concluded that the students’ achievement in mastering vocabulary was still low. Post test cycle I was categorized failed. The result of the standard of minimum success criteria was >75. Therefore, the next action continued in cycle II. In cycle II after the use Prediction Guide Method, the students’ vocabulary mastery was improved. The standard of maximum criteria was achieved (90,00) and the students’ total score was 2880 divided the number of students who took the test (32 students), so the students’ mean was;

Formula, x = $\frac{ƩX}{N}$ (Arikunto: 2010)

 X = $\frac{2880}{32}$ = 90,00

Finally, it could be said that Prediction Guide Method could improve students’ achievement in mastering vocabulary, in which in pre test, from 32 students, no students who got score over 75 with total score only 1610 and mean score 50,31. In cycle I, only 4 students who got score over 75 with total score 2070 and mean score 64,68, but in cycle II all students got score over 75 with total score 2880 and mean score 90,00.

1. **Qualitative Data**

The qualitative data was taken from dary note. Diary note was used to see students’ attitude or activities during teaching learning process in the first cycle and second cycle.

1. **Diary Note**

The first cycle was conducted in three meeting. The first test was given the students without giving any method. From the first test, it was found that no students could get score 75 or above. They felt difficult to master vocabulary. Before the teaching learning process, the teacher explained the Prediction Guide Method and made a simple game for searching difficult words related to the material in order to avoid their mistake in interpreting.

The students were divided into groups based on the row of the class. There was class discussion inthis cycle. In this case, the researcher and the students worked together in predicting what the text was about, and what would happen next. The students were very enthusiastic in doing this activity. Even though there were some students who were not participated in this activity and were still shy to say the word.

In the next meeting, they could apply this method better because they already knew about the procedures Prediction Guide Method. The researcher and the students worked together. The purpose was to develop the students’ mastery about the procedure, so that when they worked in the next meeting they could do it well. The researcher only Guided them if they faced the problems in using this method.

Based on th previous reflection in the firs cycle, it was founded the second cycle had to be conducted. It was expected that the result of this cycle would be better than before. In second cycle, the students were divided into groups based on the row of the seat. Teacher asked the students’ opinion related to the text based on the row of seat. Every student in group was particiated in giving their prediction about the text. And after voicing their rediction the researcher gave applause to the students which made the classroom enjoyable.

1. **Findings**
2. There was an improvement on the students’ vocabulary taught by Prediction Guide Method. The mean of the students’ score for first vocabulary test as a pre test was 50,31, the second test as post test I was 64,68 and the last test as post test II was 90,00.
3. The qualitatve data by using documentation sheet indicated that the students showed their attitude, response and better motivation during teaching learning process. It mean that Prediction Guide Method as method significantly could improve the students’ achievement inmastering vocabulary.
4. **CONCLUSION AND SUGGESTIONS**
	1. **Conclusion**
5. After Prediction Guide Method was used, the mean of the students’ score in three test was: pre test 50,31, increasing to the mean of the score in post test 164,68, and it increased in post test II; 90,00. In pre test, all students failed the test. In post test 1,4 students (32 students) passed vocabulay test.
6. Based on the diary note, the use of Prediction Guide Method made the students motivated, enthusiastic, and enjoyable the vocabulary learning.
	1. **Suggestion**

In the relation to the conclussion, the suggestion are staged as follows;

1. It is hoped that Prediction Guide Method is used not only to study vocabulary but also to order subjects.
2. It is suggested to other researchers who use this method to follow up and develop it in order to create better teaching learning process.

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