USING BUZZWORD TECHNIQUE IN THE TEACHING OF VOCABULARY TO THE SEVENTH GRADE STUDENTS' OF SMPN 1 TURATEA JENEPONTO REGENCY

Anita Puspita Sari Iskandar
Sitti Nurpahmi
English Education Department of UIN Alauddin Makassar
Anitaiskandar31@gmail.com
Sitti.nurpahmi@uin-alauddin.ac.id

ABSTRACT: The objectives of this research were to find out the effectiveness of using Buzzword Technique in the Teaching of Vocabulary to the Seventh Grade Students' of SMPN 1 Turatea Jeneponto Regency and to know the students' interest in using Buzzword. This research employed quasi-experimental design with two group pre-test and post-test design. There were two variables in this research; they were independent variable (Using Buzzword Technique) and dependent variable (Teaching Students' Vocabulary). The population of this research was the seventh grade students of SMPN 1 Tutarea Jeneponto Regency academic year 2015/2016 which consisted of 103 students. The sample of the research consisted of 40 students which were taken by using Purposive Sampling, 20 students from VII.5 as the experimental class and 20 students from VII.1 as the control class. There were two kinds of instruments in this research, they were test and questionnaire. Test was used in pre-test and post-test, and questionnaire was used to know the interest of the students after conducted the post test. The data indicated that there was a significant difference between the students' post-test in experimental class and that in control class. The mean score of post-test (80.6) in experimental class was greater than the mean score of post-test (69.2) in control class. The standard deviation of post-test (7.92) in experimental class and the standard deviation of post-test in control class (13,04). From t-test, the researcher found that the value of t-test (3.34) was greater than t-table (2.086) at the level of significance 0.05 with degree of freedom (df) = 38. Based on the finding and discussion of the research, the researcher suggested that Buzzword Technique could be used in teaching students' vocabulary. So the researcher concluded that using Buzzword Technique was effective and interesting in teaching Vocabulary.

Keywords: Buzzword techniques, teaching vocabulary

A. INTRUDUCTION

Vocabulary is essential in learning language. It is one of the most important factors that we need in learning English, with vocabulary one can produce utterances to communicate and convey messages, ideas, emotion and desires. To be successfull in learning English one requires knowledge of vocabulary. The students' achievement in word recognition plays an important role to the students' progress. Having sufficient vocabulary will be very helpful to the students' ability in English communication. Teaching vocabulary is complicated process that needs continuing growth of technique and pronunciations. Badianto (2003: 1) said that vocabulary is very important that grammar in

the communication. It is Logical enough than without grammar very little could be conveyed, but without vocabulary impossible could be conveyed. The students could not convey their ideas in written forms and oral or other skill like reading, speaking, and listening and they could not catch someone's ideas with limited vocabulary.

Due to the difficulties that students in the seventh grade of SMPN 1 Turatea Jeneponto Regency face namely the students were difficult distinguish the meaning of vocabulary, the students were lack of vocabularies, the students were lack of enthusiasm, with the main factors causing the lack of the students' vocabulary ability were teaching method and teaching material which were provided by teacher. One of the ways to teach student vocabulary is picture. Students who study visually always using picture in studying. They can be easy to understand the lesson with picture, so that is why picture become one of media that using in learning teaching. Besides that, students will give full attention with the lesson. Through picture, the student will be familiar on the object. Pictures can be used to explain meaning of vocabulary items.

Hill in Joklova (2009) said that pictures are one of valuable aids and stimuli to improve students' vocabulary mastery. Teacher brings images of reality into the unnatural world of the language classroom. Furthermore, he said that pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere.

One of technique that used picture in presenting material is Buzzword technique. It is one the technique that used to solve the problem above. Buzzword Technique always used in advertising, but for this case, the researcher try to apply Buzzword as a technique in the teaching of vocabulary to the seventh grade students' of SMPN 1 Turatea Jeneponto Regency. In teaching students vocabulary, the researcher used picture as a media in presenting the material of vocabulary, through pictures will be more familiar on the object. The students will be easy and interested to study through picture.

B. LITERATURE REVIEW

There was study had been conducting relating with Buzzword technique: Hallgren and Weiss (1946) as coming from business students studying at Harvard University as a way to help them gain better results from their studies. Such language terms were collated and then became what we know today as "buzzwords". During the early years of buzzwords, buzzwords were used by students as a means to enable them to quickly recall items of importance. As an example, "If his analysis does not highlight the most important problems he has 'poor focus', and if he fails to emphasize important recommendations he will be accused of 'tinkering'. If the sequence for the 'implementation' of the recommendations is not good it is a matter of 'poor timing'. To succeed, the student must 'get on top of the

problem'. He must 'hit the problem' and not 'shadow box'. If he cannot do these things he might just as well 'turn in his suit'". In this one quote alone we can see how the student has used many different buzzwords to describe the situation that they are in, and how this might affect a moment in their everyday life.

In teaching English Vocabulary the researcher tries to apply Buzzword as a technique to teach the students in mastery Vocabulary. This was for the first time Buzzword technique was used for research especially for English Vocabulary.

There are differences between the research above and this research. Those are about the treatment, material, place and subject of the research. The researcher give treatment in experimental class using Buzzword technique. The media was used in class activities were pictures and big letters as the Buzzword. The materials were used noun, verb and adjective vocabulary, which were fruit, animal, house, and school. Buzzword technique in this case was applied on the seventh grade students of SMPN 1 Turatea Jeneponto Regency in teaching students' vocabulary.

Steps in Conducting Buzzword Technique in Teaching Vocabulary

The treatment was conduct six times. It was spent for two hours or according to English subject schedule in the school. While giving the treatment, the researcher used Buzzword Technique in Teaching Vocabulary.

The procedure of using Buzzword Technique described as follow:

1. Divided the students in four groups.
2. Showed picture and vocabulary in the middle of picture as a Buzzword.
3. Commanded to each group to develop the vocabulary.
4. The groups randomly to performance in front of the class.
5. Gave game to the students related with the vocabulary.
6. After the game gave explanation and order the students one by one to mention the vocabulary that they had found.
7. Gave task to the students to write down the vocabulary 15 words as evaluation.

C. RESEARCH METHOD

The research design applied in this research was Quasi-experimental which applied the Nonequivalent Control Group Design with Pre-test and Post-test. Sugiyono (2014) stated that in this design, there were two groups which were not chosen randomly. Two groups was given pre-test to find out whether or not there was the different between the experimental group and control group in the initial condition, then in the experimental group was given a treatment and the last both of group was given post-test. The design as follows:

Experimental Class	0_1	X	0_2
Control Class	0_3		0_4

Where:

X = treatment

$0_1, 0_3$ = pre-test

$0_2, 0_4$ = post-test

(Sugiono, 2014: 116)

In this research, there are two variables consist of independent variable and dependent variable. According to the title of this research namely "Using Buzzword Technique in the Teaching of Vocabulary to the Seventh Grade Students' of SMPN 1 Turatea Jeneponto Regency" the independent variable was Buzzword Technique and dependent variable was Teaching Students' Vocabulary.

The population of this research was all the students in the seventh grade of SMPN 1 Turatea Jeneponto Regency in the academic year 2015/2016. The total number of population is 103 students and divided into five classes, those are: VII.1, VII.2, VII.3, VII.4, and VII.5.

Sample was the representative of the population. Sugiyono (2014) stated that sample was the part of the number and characteristic that was possessed by the population.

The method used by researcher in taking sample in this research was purposive sampling technique. It was the way to determine sample by certain judgment (Sugiyono, 2014: 124).

For this research the headmaster of SMPN 1 Turatea Jeneponto Regency gave the researcher two classes and every class had 20 students. So, the totals numbers of population were 40 students. Which were VII.1 as Experimental Class and VII.5 as Control Class.

There were two kinds of instruments in this research, they were test and questionnaire. Test was used in pre-test and post-test, and questionnaire was used to know the interest of the students after conducted the post test. To collect the data the instrument that was used was a test vocabulary, namely pre test and post test. The test was used to find out the students' ability before and after gave the treatment. Type of test used in this research only multiple choices. The tests consisted of 25 questions.

D. FINDING AND DISCUSSION

1. The Classification of Students' Pre-test Scores in Experimental and Control Class

The following table shows the distribution of frequency and percentage of final score of students' vocabulary to the seventh grade at SMPN 1 Turatea Jeneponto Regency in pre test in experimental class and control class.

Table 1
The distribution of frequency and percentage score of
experimental class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	4	20%
3	Fair	61 – 75	6	30%
4.	Poor	51 – 60	5	25%
5.	Very Poor	Less than 50	5	25%
Total			20	100 %

Table 1 above shows the rate percentage of score of experimental class in pre test from 20 students, none of the student obtained very good score. There were 4 (20%) students obtained good score, 6 (30%) students obtained fair score, 5 (25%) students obtained poor score, and 5 (25%) students obtained very poor score.

Table 2
The distribution of frequency and percentage of
control class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	2	10%
3	Fair	61 – 75	2	10%
4.	Poor	51 – 60	3	15%
5.	Very Poor	Less than 50	13	65%
Total			20	100 %

Table 2 shows the rate percentage of score of control class in pre test from 20 students, none of the student obtained very good score. There were 2 students (10%) obtained good score, 2 students (10%) obtained fair score, 3 students (20%) obtained poor score, and 13 students (65%) obtained very poor score.

Based on the table 1 and 2, it can be concluded that the rate percentage in pre test for experimental class was higher than the rate percentage for control class.

2. **The Classification of Students' Post-test Scores in Experimental and Control Class.**

The following table shows the distribution of frequency and percentage of final score of teaching vocabulary at the seventh grade of SMP Negeri 1 Turatea Jeneponto Regency in post test for experimental and control class.

Table 3
The distribution of frequency and percentage of
experimental class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	2	10%
2.	Good	76 – 90	14	70%
3	Fair	61 – 75	4	20%
4.	Poor	51 – 60	0	0%
5.	Very Poor	Less than 50	0	0%
Total			20	100%

The rate percentage of score of experimental class in post test from 20 students as table 2 above shows that there were 2 (10%) students obtained very good score, 14 (70%) students obtained good score, 4 (20%) students obtained fair score, none of students obtained poor and very poor score.

Table 4
The distribution of frequency percentage of
control class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	8	40%
3	Fair	61 – 75	6	30%
4.	Poor	51 – 60	4	20%
5.	Very Poor	Less than 50	2	10%
Total			20	100%

While, the rate percentage of score of control class in post test from 20 students as table 4 above shows, none of the students obtained very good score. There were 8 students (40%) obtained good score, 6 students (30%) obtained fair score, 4 students (20%) obtained poor score, and 2 student (10%) obtained very poor score.

Based on the result above, it can be concluded that the rate percentage in post test for experimental class was greater than rate percentage in control class. Although for both of the class improved. But it can be seen in the table 3 and 4. In experimental class none of students obtained poor and very poor score. While in control class there were 4 (20%) students obtained very poor and 2 (10%) students obtained poor score.

3. **The Mean Score and Standard Deviation of Experimental Class and Control Class in Pre-test and Post-test**

After calculating the result of the students score, the mean score and standard deviation of both classes can be presented in the following table.

Table 5
The mean score and standard deviation of experimental class
and control class in post-test

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	45.6	8.64	80.6	7.92
Controll	47.4	16,17	69.2	13.04

The table above shows that, the mean score of experimental class in pre-test was (45,6) and the standard deviation of experimental class was (8,64), and the mean score of control class in pre-test was (51,9) and its standard deviation was (16,17). While the mean score of experimental class in post-test was (80,6) and the standard deviation of experimental class was (7,92), and the mean score of control class in post-test was (69,2) and its standard deviation was (13,04). It can be concluded from both of the tests; the experimental class obtained the greater mean score in the post test than the control class.

The significant score between experimental and control class can be known by using t-test. The result of t-test can be seen in table 6 as following table:

Table 6
Distribution the value of t-test and t-table

Variable	t-test value	t-table value
Posttest	3.34	2.086

The table above shows that t-test value was greater than t-table. The result of the test shows there was significant difference between t-table and t-test (3,34 > 2,086), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis shows that there was significant difference between the experimental class who obtained treatment by using Buzzword Technique in Teaching Vocabulary with control class who obtained treatment by conventional method, eventhough different both of them was not high enough. The statement was proved by the t-test value (3.34) which higher than t-table value (2.086), at the lavel of significance 0.05 and the degree of freedom $(N_1 + N_2)-2 = (20 + 20) - 2 = 38$.

4. **The Classification of Students' Questionnaire Scores in Experimental**

The following table shows the the classification of students' questionnaire scores in experimental in the seventh grade of SMPN 1 Turatea Jeneponto Regency.

Table 7
The Percentage of Questionnaires in Experimental Class

NO	Score	Frekuensi (*F*)	Percentage
1	84 – 100	14	70%
2	68 – 83	6	30%
3	52 – 67	-	-
4	36 – 51	-	-
5	20 – 35	-	-
Total		20	100%

The table above shows that the rate percentages of questionnaires the students' in experimental class from 20 students, 16 student (70%) in the first line (84-100). There were 6 students (70%) in the second line (68-83), none of students in the third line, in the fourth and fifth line.

Based on the table 7, it can be concluded that the rate percentage questionnaire for experimental class shows that the students has interest by Using Buzzword Technique in learning Vocabulary.

Discussion

Buzzword is a suitable technique applied in the classroom in teaching vocabulary. This strategy helps the learners to learn new word. Students write much vocabulary that related with the theme. They worked together with their friends in group that can make them enjoy the learning process.

In this study, several things have been inferred logically. First, for both classes, they were inclined to have similar problems, they had lack of vocabulary. For example, when they were conducting a pre test, most of them could not answer or did not answer the test. Second, subjects in Experimental class showed their big desire in learning process. For instance, they were enthusiastic in learning process; they built their creativity to write much vocabulary that related with the theme. Third, before applying Buzzword in Experimental class, the students' competence was very difference. Most of the students were in the lowest level; fair, poor, and very poor, the least of them were in Good and Very Good. Fourth, after applying Buzzword, students in Experimental class showed their improvement. Most of them are in Very Good, Good, and fair. On the other hand, none of them was in the very poor.

Analysis of the mean score gap in the post-test between the Experimental and controlled ensures if the technique used was effective. The mean score of the Experimental class was 80.6 and 69.2 for Controlled class. It means the gap of the students' score of the Experimental and Controlled class is 11.4. The explanation of the gap between the two classes indicated that the Experimental class showed high increasing than the Control class while the Control class scores were decreased.

To sum up, based on the result of this study, which shows the students' scores were much higher after the treatment in Experimental class using Buzzword, the use of Buzzword is surely beneficial to increase students' vocabulary mastery.

Some definitions from experts that can support this thesis, they were first, According to Merriam Webster Buzzword is a word or phrase that becomes very popular for a period of time. Buzzwords often originate in jargon, acronyms, or neologisms. Second, According to Khelan Kirwan business speech is particularly vulnerable to buzzwords. Examples of overworked business buzzwords include *synergy, vertical, dynamic, cyber* and *strategy*; a common buzzword phrase is *"think outside the box"*. The third, According to management professor Robert Kreitner in Barbara Ettorre, "Buzzwords are the literary equivalent of Gresham's Law. They will drive out good ideas." Buzzwords can also be seen in business as a way to make people feel like they are all on the same plane. As most workplaces use a specialized jargon, which could be argued is another form of Buzzwords, it allows quicker communication. Indeed, many new hires feel more like "part of the team" the quicker they learn the buzzwords of their new workplace. Buzzwords permeate so much in our working lives that many of us don't even realize that we are using them. And the last, According to Hallgren & Weiss (1946 pg 263) as coming from business students studying at Harvard University as a way to help them gain better results from their studies. Such language terms were collated and then became what we know today as "Buzzwords". During the early years of buzzwords, buzzwords were used by students as a means to enable them to quickly recall items of importance. As an example, "If his analysis does not highlight the most important problems he has 'poor focus', and if he fails to emphasize important recommendations he will be accused of 'tinkering'. If the sequence for the 'implementation' of the recommendations is not good it is a matter of 'poor timing'. To succeed, the student must 'get on top of the problem'. He must 'hit the problem' and not 'shadow box'. If he cannot do these things he might just as well 'turn in his suit'". In this one quote alone we can see how the student has used many different Buzzwords to describe the situation that they are in, and how this might affect a moment in their everyday life.

In summary, the researcher asserted that Buzzword technique is one of various techniques that can be used in teaching students vocabulary. Although buzzword was used for the first time in the research especially in teaching vocabulary but the result was significant. It can be seen from result in experimental class was better than control class, and also the interesting students' by using Buzzword was higher than control class by using conventional method. There were some points that make Buzzword Technique in teaching vocabulary was effective. They were: the student was able to express her/his mind to other student widely due to their worked in group. It could increase students' confidence by giving them opportunity to demonstrate their mind in front of the class. It could help the students to understand learning material while playing a game. The students were easy to overcome

their problems in learning because they were able to share and look for solutions in their group. The students were not only enjoying the procedure but also they gave full attention due to they worked in a group.

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