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The Effect of The Berlitz Method Towards Students' Vocabulary Mastery at The Eighth Grade of Junior High School Berdikari Lebak Banten in Academic Year 2023/2024

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ABSTRACT

This research aims to determine the significant effect of Berlitz Method towards Students' Vocabulary Mastery at the eighth Grade of Junior High School Berdikari Cijaku Lebak Banten in academic year 2023/2024. This research used a quantitative approach and quasi-experimental design. This research used two classes, namely the control class and the experimental class. The sample collecting technique is cluster random sampling. The researcher used class VII A (20 students) as the experimental class and class VII B (20 students) as the control class. The experimental class was taught using the Berlitz Method, while the control group was taught using Talking sticks. In the data collection technique, the researcher gave a pre-test and post-test. In analyzing the data, the researcher used SPSS 25 statistical calculations and post-test results of control and experimental classes to analyze hypothesis testing. Researchers found two-sided significant results = $0.000 < \alpha 0.05$. Therefore, the researcher concluded that the use of the Berlitz method had a significant impact on student's vocabulary mastery at SMP Berdikari Cijaku Lebak-Banten.



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INTRODUCTION

Language is a very important communication, in the form of a sound symbol system that is produced from human speech. Humans get to know the language through social interaction in infancy, and children can speak fluently around three. Language use is deeply rooted in human culture. Therefore, apart from for communication, language also has many social and cultural functions, for example, to signify group identity, social stratification, and for social grooming and entertainment. Languages change and vary over time, and their evolutionary history can be constructed by comparing modern languages to determine why traits an ancestral language must

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have for the change to occur. A group of languages descended from a common ancestor is known as a language family. Humans as social beings also need means to interact with other humans in society.

As known, in the world of education, especially English language education, there are four skills that students must learn and master, these four skills are listening, speaking, reading, and writing. In addition, (Supina 2018: 129) suggests that language educators have long used the concept of the four basic language skills: listening, speaking, reading, and writing. These four language skills are sometimes referred to as macro skills. These four skills are not easy to master, but with these four skills, student understanding is closely related to vocabulary mastery abilities. Everything we say, everything we write, and everything we hear is a sentence made up of various words.

Vocabulary as a component can be a tool to improve all English skills. Without vocabulary, cannot improve your ability to communicate with foreign students, read English literature, or write English literature.

Based on the experience of the researcher at Junior High School Berdikari Cijaku Lebak-Banten, the researcher found several problems faced by students in eighth grade in learning vocabulary. The first problem was the lack of motivation of students in learning vocabulary, they thought that vocabulary was not an important lesson or trivial. The second problem was the lack of students' vocabulary. The third problem was students experienced difficulties in developing ideas. The next problem was students had difficulty determining ideas, felt confused, and had difficulty with what to write and objects that attracted students' attention. The final problem is students experience difficulty understanding when the teacher delivers the material.

Richards and Rennadya (in Selpiani, 2016) define vocabulary as the core component of language prophecy and provide a lot of bases for how well students speak, listen, read, and write. Sukma (in Selpiani, 2016) vocabulary is a stock of words used or known by a certain person or group of people whereas Alfrida (in Selpiani, 2016) suggests that vocabulary is the total number of words in the language, while Read (2016) shows that vocabulary is a list of words, sometimes phrases, usually arranged in alphabetical order and defined as a dictionary.

The Berlitz Method called the Direct Method was developed by Charles Berlitz. According to Mulyanto in Arif (2019:50), the direct method is a method that goal on the use of the target language (language learned) in language learning and is not allowed to use the mother tongue. Besides that, the direct method can be interpreted as a way of presenting learning material foreign language, namely the teacher directly applies the foreign language as a language introduction without using the mother tongue of the students. If there is a word that is not understood by students, the teacher can interpret it by using props, demonstrating, drawing, and others. In practice, this method has certain basics, including Learning in class fully uses English, the vocabulary taught is vocabulary that is often used in daily activities, communication skills are defined in the form of multilevel series, grammar learned by the inductive method, new lesson points are delivered orally, sensory words are taught with the simile method while the words abstract is taught by enclosing it in the mind, everything is taught by speaking and students understand what is heard, also more emphasizing correct speech and in accordance with grammar. These basics are the opinion of Shini in Rohman (2015: 155).

METHOD

In this research, the researcher used a quantitative approach. According to Gortzen (2017:12), "quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically".

In this study, the researcher used quantitative research method. Because this research processes a form of data and here it also uses design research, namely quasi-experiments. Because it aims to find out between the variables involving the control group and the experimental group. Therefore,

all experiments can be used for research that wants to investigate the relationship between variables and clarify the causes of the relationship.

Population According to Morrisan (2012:19) is a collection of populations from various subjects, variables, phenomena and also concepts. A researcher can conduct research on members of a population if students know the special characteristics of that population. In this research, the study population at Junior High School Berdikari in the 2023/2024 academic year. Which consists two classes with a total of 40 students. There are two classes; class VIII-A consists of 20 students and class VIII-B consist of 20 students.

In this research, researcher purposive sampling, namely selecting samples by taking subjects who were not based on their class. but taken with a specific purpose. The research took two classes that would be used as research samples, namely class 8A as the experimental class which totaled 20 using Berlitz Method, and class 8B as the control class which totaled 20 is using Talking Stick. The reason the researcher choses class 8A and class 8B that the problems to be studied that because vocabulary are lacking of understand of vocabulary when learning take place.

RESULT AND DISCUSSION

In this chapter the researcher wants to present the description of the data obtained, as the researcher explained in the previous chapter, the population in this study was class VIII students at Junior High School Berdikari, Cijaku Lebak-Banten, totaling 40 Students. Next, the researcher took the entire population as a sample. The sample is 20 students of class VIII A as the experimental class and 20 students of class VIII B as the control class. In this study, researcher conducted quantitative data analysis, the data was obtained by giving tests to the experimental class and control class. Tests are divided into two types, namely pre-test and post-test. The pre-test was given before treatment and the post-test was given after treatment. Students should fill in the multiple choice that prepared by the researcher. The researcher identified several results to determine the effect of the Berlitz Method that carried out when learning in class to students. The researcher obtained students' pre-test scores before being given treatment and students' post-test scores after being given treatment. The description of the data is as follows.

Table 1 The Data of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	20	40	70	55,95	8,494
Post-test Experiment	20	50	98	38,15	11,459
Pre-test Contol	20	40	79	55,80	12,759
Post-test Control	20	40	78	60,25	11,316

Based on the result of the descriptive statistical data above, from 20 students (N) in the pre-test experimental class, a minimum score of 40 was obtained, while the maximum score was 70, the average or mean of this score was 55,95 and the standard deviation was 8,494. For the experimental class pre-test, the minimum score is 50, while the maximum score is 98 so the post-test average or mean of this score is 63,45 and the standard deviation is 11,459. Meanwhile for the control class of students, (N) the pre-test score gets a minimum of 40, and the maximum value is 78, so the average or mean of this score is 55,80, and the standard deviation is 12,759 and for the post-test class the minimum score is 40 the maximum score 78, so the average or mean of this score is 60,25 and the standard deviation is 11,316. The following are the percentage of student scores on both pre-test and post-test of experimental and class control.

In this research, the researcher determines the pre-test and post-test scores for the experimental and control classes by using the SPSS 25 program. It is utilized to investigate the normality of the data that were examined to see whether both classes have a normal distribution. To analyze normality data the researcher used Kolmogorov-Smirnov with the level of significant 5% ($\alpha=0,05$). The researcher uses the following formula to analyze the normality of the data.

If Significant > 0,05 = data is normally distributed
 If Significant < 0,05= data is not normally distributed

The result of the test normality of the pre-test and post-test by using the computer-assisted program SPSS 25 version could be seen as follows.

Table 2 Test of Normality (SPSS)

Class	Kolmogorov-Smirnov ^a			Shapiro wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test experiment	,108	20	,200*	,968	20	,707
Post-test experiment	,168	20	140*	,866	20	010
Pre-test Control	,144	20	200*	,897	20	036
Post-test Control	,130	20	200*	,951	20	,377

Based on the data above, it can be seen the significance of the data experimental class and the control class used Kolmogorov-Smirnov the higher than 5% (>0,005), while for the pre-test experimental class is 019>0.05 and post-post-test is 0,200>0,05 while pre-test control class is 0.200 >0.05 and post-test is 0200. As a result, the scores of data in each class is normal distribution.

Homogeneity test is to investigate whether the data obtained from the pre-test and post-test experimental class and control class have the relative same variants or not, the researcher analyzes the data by used the SPSS 25 version. The criteria of homogeneous are as follows.

If Significant> 0,05 = data is homogenous
 If Significant <0.05 = data is not homogenous

The result of the test homogeneity of the pre-test and post-test of both the experimental class and control class by using the computer-assisted program SPSS 22 version can be seen as follows:

Table 3 Test homogeneity of pre-test Experimental Class and Control Class

Levene Statistic	Dfl	df2	Sig.
,018	1	38	,894

The data is homogeneous if the significance is higher than level significant 5% (>a=0.05). Based on the table above, the data of the pre-test for both the experimental class and the control class are homogeneous, because the score of significance is higher than level significance, and the score is 0.499>0,05. As a result, the pre-test of the experimental class and control class have identical variants.

In this case, the result of the paired sample T-test is needed to determine whether or not there is a significant effect of the hypothesis, and the statistical hypothesis are

Ha There is a significant effect of the Berlitz Method towards students' vocabulary mastery in the eighth grade of junior high school Berdikari Lebak-Banten Academic year 2023/2024.

Ho There is no significant effect of the Berlitz Method towards students' vocabulary mastery in the eighth grade of junior high school Berdikari Lebak-Banten Academic Year 2023/2024.

Accoring to santoso (in Raharjo, S.2021) the criteria of paired samples T-test is:

If significant (2-tailed) <0.05, it means Ho is rejected and Ha is accepted.
 If significance (2-tailed)> 0.05, it means Ho is accepted and Ha is rejected.

The following are the result of the paired sample T-test as follows:

Table 4 Paired Sample T-test

		Paired Differences					T	df	Sig(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment Post-Test Experiment	7,500	6,863	1,535	-10,712	-4,288	-4,887	19	,000
Pair 2	Pre-Test Control Post-Test Control	-4,450	13,539	3,027	-10,787	-1,807	-1,470	19	,158

Therefore, the results can be inferred that there is a difference in the average or mean of the pre-test results, which means that there is a significant effect of each media that is used in the both experimental class and control class. Meanwhile, based on the results of the mean obtained from the two different used by each class, a more significant difference in class using the Berlitz Method.

Based on the data results of the research. The Berlitz method has a significant impact on student's vocabulary mastery, that is the research question. The results show the great contribution of the Berlitz Method to the development of students' vocabulary. Based on calculations, students who were taught using the Berlitz method had better performance than students who were taught using the Talking Stick Some experts explain in Chapter II that vocabulary is a list of words that have meaning and is a component of language that is considered important for language skills. As a result, vocabulary can be defined as any word that has meaning.

According to Richards and Renandya (2002: 225), vocabulary is an important part of language proficiency and provides much of the basis for how effectively students speak, listen, read, and write. Vocabulary is a key skill that is related to other skills such as listening, reading, speaking, and writing; therefore, it is very important for students to master it before studying other components. In addition, there were 40 students between the two courses (VIII A and VIII B). Class VIII A and Class VIII B have 20 students, and all 20 students receive treatment. In the learning process, class VIII A was given the Berlitz method while the control class was given talking sticks The alternative hypothesis (Ha) "There is a significant effect of the Berlitz method on the vocabulary mastery of students in eighth grade at Junior High School Berdikari Cijaku Lebak-Banten," was formed based on the data collected.

Proven that the null hypothesis (Ho) "There is no substantial influence of the Berlitz method on the vocabulary of eighth-grade students at Junior High School Berdikari Cijaku Lebak Banten" was rejected. This shows that the use of the Berlitz Method to teach vocabulary has a great impact on students' vocabulary proficiency.

Additionally, both classes received pre-and post-tests. From testing with the t-test, it was found that the significance was 0.00 - 0.05. Ha accepted, and Ho reacted, showing that the Berlitz method had an impact on vocabulary acquisition.

According to previous researcher, the Berlitz method has a significant positive impact on vocabulary understanding, student learning, and even the age range of children or even teenagers. After all, the goal of this method is to entertain players of all ages while learning new terms. Improving your vocabulary seems to be an important component of language learning. If students' vocabulary does not increase, they will be forced to communicate their thoughts in English. This situation has no impact on anyone but the reader.

Related to the Berlitz method according to previous researchers, the Berlitz method can affect students' vocabulary development. It can be said that the use of the Berlitz method has a considerable influence on vocabulary mastery.

There are several differences and similarities between previous research and current research. In previous research conducted by Mirayana, research was conducted in class VIII of SMP Negeri 1 Bandar Lampung which showed that students faced challenges when acquiring English vocabulary. This suggests that their total memory capacity in this area is generally weak, whereas the current study used self- and other-recognition materials. Meanwhile, in this study, the researcher conducted research at Junior High School Berdiakri, Lebak-Banten, and focused on the three for people, animals, and places because it was in accordance with the middle school syllabus and was taught in the second semester of class VIII at Junior High School Berdikari Cijaku Lebak-Banten.

Difficulties during research, researcher have difficulty with resources, causing needs that researcher may really need not be met, when a researcher wants tools for ongoing learning needs, but the school has not been able to provide them, because of time constraints, sometimes researchers really want to quickly complete their tasks, but the school only provides limited time. only a few hours a day, Technical difficulties also make it very difficult for researcher to conduct research, because there are some students who don't bring cellphones to school, and that hinders learning progress because in English they often use the internet or Google Translate difficulties, or method selection, sometimes the method that researcher choose is very difficult for students to grasp, so students are confused because they are rarely given new methods, the next difficulty is that students are less enthusiastic or less enthusiastic when in class, in this case, the researcher becomes confused, the researcher must try as much as possible to lighten the atmosphere or raise the enthusiasm of students. The final difficulty is that researchers get the critical or final hour.

Convenience when conducting research, researchers are very grateful to the school, especially the principal and staff because they were very enthusiastic when conducting research. There are lots of directions from the school towards researcher, researcher not only gain experience but also knowledge.

CONCLUSION

Based on the test results, the mean pre-test score for the experimental class was 43,53, and the pre-test score for the control class was 38,15. on students' vocabulary abilities at Junior High School Berdikari Cijaku, Lebak, Banten. The experimental class obtained a post-test mean of 7,1, while the control class obtained a mean of 5,3, This shows that the experimental class had better vocabulary mastery compared to the control class. The researcher provided treatment in this class using the Berlitz Method in the experimental class and Talking Stick in the control class.

Use of the Berlitz Method in mastering vocabulary at Junior High School Berdikari, Cijaku, Lebak, Banten. It can be seen that the average mean of the experimental class obtained a higher mean than the control class. ($7,1 > 5,3$). The results of the researchers using the SPSS 25 t-test produced a significance level of 0.00 ± 0.05 , meaning that H_0 was rejected and H_a was accepted. This shows that the Berlitz method has an effect on students' vocabulary acquisition.

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