CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is a set of familiar words and phrases usually alphabetically arranged which have definition and meaning. However, knowing the definition of the words will not as simple as merely being be able to recognize and use them. Vocabulary as one of important components in learning English can not be ignored. Without vocabulary the students can not master English well, because vocabulary is used by the students in learning English: listening, speaking, reading and writing.

Then, vocabulary mastery is a key for the students to understand what they heard, read and write, and to communicate successfully with other people.The students can not understand what they heard and read without understanding the meaning of the word. Besides, the students need vocabulary for communication well. Therefore, the students must be active to learn the new words by understanding them to improve their ability in using vocabulary.

Furtheremore, a more general way to help the students develop their vocabulary is by fostering word consciousness, an awareness of and interest in words. According to Graves, if the teachers can get students interested in playing with words and language, then they are at least halfway to the goal of creating the sort of word-conscious students who

will make words a lifetime interest.[1] It means that developing students' interest in and awareness of words and how the words can be used will help the students to improve their vocabulary mastery.

Based on these descriptions, the teacher may needs a new strategy in teaching English especially in vocabulary mastery; a strategy that can makes the students easily remember and broaden new vocabularies through a strategy which provides a fun way of recognising characteristics of words.This strategy encourages creative thinking and reasoning from the students. Then, the students can explain and give their reason of spesific vocabulary to see how much they can understand that vocabulary.

Because of that needs, there is a need to implement a suitable strategy in order to enhance students' vocabulary mastery. One of strategy is odd one out usually named "odd word out", "knockout". Here, the researcher believes that the use of odd one out strategy will give a great help to the students in learning vocabulary.

Odd one out is a strategy that involves students being presented with a number of key words from which they have to identify and then explain which they believe is the odd one out. According to Keeley Page, odd one out provides an opportunity for students to access scientific knowledge to analyze relationships between words in group.[2] It means

[1] Graves, *Reading for Meaning: Fostering Comprehension in the Middle of Grades,* (Netwark, DE: International Reading Association), p. 116

[2] Keeley Page,*Science Formative Assessment: 75 Practical Strategies for Linking Instruction, Assessment, and Learning,* (Thausand Oaks, CA. Corwin Press in conjuction with NSTA press: 2008), p. 143

that the students are encouraged to use their reasoning skills in a challenging and engaging way by thinking about the similaties or differencies of the words. It creates a lively classroom atmosphere because all the students must give their reason to complete their tasks.The researcher believes that odd one out strategy will help the students in learning activity and remind new vocabulary that they learn.

The researcher chose odd one out strategy because there were several purposes that were; encourage the students to think creatively and to come up with the variaty of reason. The students can reveal gaps in the knowledge that has been taught then able to use it and try new solution to create an effective way to learning vocabulary. Thus, it will make the students more creative and interest in learning vocabulary.

Based on the researcher's pre- interview and pre-observation with the English teacher and some students at second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo, the researcher found some problems that were related to the students' vocabulary mastery. First, the students' vocabulary were lacking. It was proved by the interview with the teacher. The teacher said that among 27 students in the class, there were about 17 of them that got low mark in vocabulary test.[3] It means that about *63 %* of them had difficulties in learning vocabulary.

[3] Reni Veriyanti, S.Pd, *Interview,* English Teacher Pondok Pesantren Ashhabul Yamin Lasi Tuo, 2017.

The second problem was some students didn't pay attention in learning process. The researcher observed the activity of teaching learning vocabulary process. The researcher found that some students didn't pay attention when the teacher explained the material in the front of the class, most of the students were passive in the classroom; it could be seen in their vocabulary learning. They tend to be sleepy when they listen to the teacher's explanation. As a result, only some of the students got involved in the classroom activity.

The third problem was related to the teacher's strategy. Based on the pre-observation at the second grade class, the researcher found that the teacher still used the conventional strategy in teaching vocabulary. The teacher dominated in teaching learning process. The teacher used textbook in the classroom, and the teacher explained the material in front of the class, then the teacher gave the students worksheet and asked the students to understand and practice the vocabulary. At the end of the class the teacher asked the students to practice the vocabulary with their friends, but this way was not interesting for the students. It made the students bored, because this strategy was monotonous and the students were not active in learning vocabulary. Moreover, the main task of teacher is making the students active.

Based on the explanation above, the researcher want to apply odd one out strategy in order to improve students' vocabulary mastery. Finally, the researcher interested in conducting a research under the title

"The Effect of Using Odd One Out Strategy toward Students' Vocabulary Mastery at Second Grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo Academic Year 2016/2017".

B. Identification of the Problems

Based on the background above, the researcher identified several problems which found in the class:

A. Students' vocabulary were lacking, the problem was proved by the students' mark. Most of the students got low mark in vocabulary test.

B. The researcher found that some students didn't pay attention when the teacher explained the material in the front of the class. Most of the students tend to be sleepy.

C. Teacher still used conventional strategy in teaching vocabulary which made the students bored, because this strategy was monotonous and the students were not active in learning vocabulary.

C. Limitation of The Problem

Based on the identification of the problems above, the researcher limit the problem on the teacher's strategy which the teacher still used the conventional strategy in teaching vocabulary. Then, this research focus on the effect of using odd one out strategy toward students'vocabulary mastery at second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo Academic Year 20016/2017.

D. Formulation of The Problem

In this research, the researcher saw the problem based on the limitation of the problem above, the problem of the study were formulated into the following questions:

1. Is there significant effect of using odd one out strategy toward students' vocabulary mastery?
2. Is there significant difference between odd one out strategy and conventional strategy toward students' vocabulary mastery?
3. Is odd one out strategy better than conventional strategy toward students' vocabulary mastery?

E. Purpose of the Research

The purposes of the research were:

a) To identify whether there is significant effect of using odd one out strategy toward students' vocabulary mastery.
b) To identify whether there is significant differences between odd one out strategy with conventional strategy toward students' vocabulary mastery.
c) To identify whether students' vocabulary by using odd one out strategy is better than conventional strategy.

F. Significance of TheResearch

The result of this research hopefully gave contribution to as follow:

1. For teacher

   The result of study can give information to the English teacher about their students' vocabulary mastery by using odd one out strategy.

2. For students

   To make students easy in learning vocabulary and help the students to improve their vocabulary mastery.

3. For researcher

   This study is expected to be a reference for the researcher in improving English teaching strategy in the future, particularly teaching vocabulary through odd one out strategy.

G. Definition of The Key Terms

To avoid misunderstanding in this research, the key terms were defined as follows:

1. Odd one out strategy is strategy that involves students being presented with a number of key words from which they have to identify and then explain which they believe is the odd one out.
2. Vocabulary is a set of familiar words and phrases usually alphabetically arranged which have definition and meaning
3. Vocabulary mastery is the ability of the students to acquire many words and their meanings.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Vocabulary

a. Definition of Vocabulary

Vocabulary is an important part of language based on developing the four language skills. The students should acquire an adequate number of words and should know how to use vocabulary correctly in a foreign language. To get successfull in learning English, the students should know the vocabulary because vocabulary is one of language components. Vocabulary as the main key of a language is the most important thing in language learning, especially in learning foreign language. Nunan purposes that in the early stage of learning and using a second or foreign language, one is better served by vocabulary than grammar. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[4] It means that vocabulary is very important in learning English.

Meanwhile, Richards and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.[5] In addition,

[4] David Nunan, *The Learner Centered Curriculum*, (Cambridge: Cambridge University Press, 1987),p.117

[5] Jack C Richards – Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (USA: Cambridge University Press 2002),p. 225

Caroline L. Linse also states that vocabulary is the collection of words that an individual knows.[6] It means that without extensive vocabulary and strategies for acquiring new vocabulary, the students often achieve less than their ability and may be discouraged from making use of language learning. The students can not use their opportunities around them such as listening to the radio, listening to native speaker, or watching television. These can help them in exposure technique to learn English as foreign language.

Vocabulary is important in understanding what is being read. A reader should know what word in a sentence means. When we talk about vocabulary, it means that we are talking about word. Hornby states that vocabulary is total number of words which establishes a language.[7] Vocabulary affects not only reading skill but also speaking, listening, and writing. In speaking, the words that students choose can give the effect how well they understand, how well the impression they make and how people respond to them. In listening, vocabulary influences how much the students understand in class lectures, speeches, and class discussion. In writing, vocabulary determines how accurately the students can express their idea to other.

From the description above, it can be said that vocabulary is the basic component in learning foreign language especially English which

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[6] Caroline T. Linse, *Practical English Language Teaching to Young Learners*, (New York: McGraw Hill Companies, inc: 2005),p.121

[7] AS Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (Oxford: Oxford University Press, 1974), p.158

has to be known by the learners. Beside, vocabulary is total number of words which establish a language including listening, speaking, reading and witing. So, the students can improve their ability in English through mastering in vocabulary.

b. The Importance of Vocabulary

Vocabulary is important to help students in learning English. The students who have enough vocabulary just find a little obstacle in communication than the students who have less vocabulary. In contrast, the students who have limited vocabulary will find a lot of problems. Related to this, Richards and Renandya said, "vocabulary is a core component of language proficiency and provides much of the basis for how well learner speak, listen, read and write".[8] Then, Harmer said, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh".[9] It means that vocabulary is one of important aspects in language learning because without vocabulary the students will face any obstacles in speaking, reading, writing and listening.

To show how important vocabulary is, Bromley states that vocabulary holds some important roles in teaching learning process. They are as follows:[10]

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[8] Jack C Richards – Willy A . Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (USA: Cambridge University Press 2002) p. 225

[9] Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Ashford colour Press Ltd, 2007), p. 153

[10] Bromley, K. *Rethinking vocabulary instruction*. The Learning and Literacy (Spectrum,Vol 14 Spring. 2004) p.3-4

1) Promoting fluency

   Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

   Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

   A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those with small vocabularies.

4) Enhancing thinking and communication

   Words are tools fo analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, peruasive and interesting.

The students can not reject the fact that vocabulary is a key to master English well. They will get difficulty in learning without mastering vocabulary. Scott Thornbury said "without grammar very little can be conveyed, but, without vocabulary nothing can be conveyed".[11] It means vocabulary plays as the key role in mastering language. On the other hand, students can not use their environment if

[11] Scott Thornbury. *How to Teach Vocabulary* (Longman, 2002), p.13

their vocabulary is lacking. For instance, students can not practice their language to foreigners. Students have to know that their vocabulary will be improved by practicing it in daily convertation. But the problem is how to practice it if students still limited vocabulary.

Furtheremore, vocabulary is important as an emphasize in speaking skill. If students want to speak with their friend by using other language, firstly they should master language especially in vocabulary. The students should know the target language in order to understand the content of the language. It is common if the students break the structure of language in communication. But, other people will not understand if the students break the vocabulary. For this reason, vocabulary is the basic component of language which supports them in communication. Hence, mastering vocabulary will be useful for them in communication.

In addition, students have to make their communication more effective by mastering vocabulary, without having extensive vocabulary, the students can not communicate fluently or they can not express their ideas. It is also a barrier for them if they just have a little vocabulary. Therefore students must study hard to improve their vocabulary.

From explanation above, it can be concluded that vocabulary is the primary step in language learning and second language acquisition.

Vocabulary also plays an important role in English Skills (listening, reading, speaking, and writing) and content (grammar).

c. Vocabulary Mastery

There are some definitions of mastery. Ellis et al. states that mastery is comprehensive knowledge or use of a subject or instrument.[12] This idea is sopported by Homby who defines the word 'mastery' as a complete knowledge or complete skill.[13] It comes to the conclusion that the mastery means the competency to understand the whole knowledge.

Thus, vocabulary mastery can be defined as a number of vocabulary in a language which contains information about its meaning, form and usage in context of communication.[14] It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

In addition, vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when the students are still an infant. Basically, the students first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which

[12] Ellis et al. *The Routledge Handbook of Second Language Acquisition*, (1998) p. 502

[13] Homby. *Advance Learner's Dictionary*. (New York: Oxford University Press, 1995),p721

[14] Imas Febriyansyah, *Improving Students' Vocabulary Mastery through Bingo Game For Grade X of SMAN 4 Purworejo In The Academic Year Of 2014/2015,* (Pepustakaan UNY: Unpublished Thesis, 2015), p.13

are uttered by someone else. It is known that English vocabulary learning can not run successfully without English skills because both of them are very important in teaching English and learning process.

Furtheremore, according to Harmer,there are some aspects that have to be discussed in vocabulary mastery, namely: word meaning (synonym, antonym, connotation and denotation), extending word use and spelling:[15]

1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntatic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

[15] Harmer, J. *The Practice of English Language Teaching.* (New York: Longman. 2001). P16

2) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean ‘same and name’. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

3) Antonym

Antonym is the opposite of meaning. It derives from Greek, ‘ant- and nymy’, the two parts mean ‘opposite + name’. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

4) Denotation

Denotative meaning is called as some terms such as denotative meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotative, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or know.

5) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

6) Use

There are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), and giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

7) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately.

Having mastered a large number of words, they will be able to express their ideas in the language approximately.

d. The Types of Vocabulary

Based on the people capability in implementing the vocabulary, Paul Nation mentions two types of vocabulary. They are receptive and productive vocabulary.[16]

1) Receptive vocabulary, knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does it look like) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from word with a similar form and being able to judge if the word sounds right or looks right.
2) Productive vocabulary, knowing a word involves being able to pronounce the word, to write and to spell it, to use it in grammatical pattern along with the word in usually collocates with it. It also involves not using the word too often if it is typically a low frequency word and using it in the suitable situation, using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any.

In addition, Harmer gives another term for types of vocabulary, namely active and passive vocabulary.[17]

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[16] I. S. P. Nation, *Teaching and Learning Language*, (New York: New Burry House, 1990), p. 29

[17] Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Ashford colour Press Ltd, 2007), p. 159

1) *Active vocabulary* refers to items the learners can use appropriately in speaking or writing and it is also called as productive vocabulary although, in fact, it is more difficult to put into practice. It means that to use productive vocabulary, the students are supposed to know how to pronounce it well. They must know and be able to use grammar of the language target. They are also hoped to be familiar with collection and understand the connotation meaning of the words. This type is often used in speaking and writing skills.
2) *Passive vocabulary* refers to a language items that can be recognized and understood in the context of reading or listening and also called receptive.

Furtheremore, as described by Diana Bonet, there are three types of vocabulary, they are:[18]

1) Reading and listening.

   The students' reading and listening vocabulary is all the words he or she can recognize when reading and listening. This is the largest type of vocabulary simply because it includes the other two. When reading and listening, the students remind words which they may not used by themselves, but they recognize them by their context. When the students hear or read new words often and find them useful, the students usually adopt them.

[18] Diana Bonet, *Vocabulary Improvement*: *Words Made Easy 1st Edition*, (Crisp Learning: 1992), p.7

2) Writing.

The students' writing vocabulary is all the words he or she can employ in writing. Compared to the previous two vocabulary types, the writing is stimulated by its user.

3) Speaking.

The students' speaking vocabulary is all the words he or she can use in speech. Students usually use word in spontaneous. It makes the words are often misused. This misused can be compensated by facial expressions, tone of voice, or hand gestures.

These statements prove that vocabulary plays an important role in everyday communication. Students can express their thoughts and emotions with words.

e. Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. Before teaching the students, the teacher should consider how to present vocabulary in class, it is necessary in making lesson plan. Before presenting vocabulary, the teacher should consider the factors as the foundation in presenting vocabulary.

Moreover, Teaching vocabulary is important to help learners to develop their vocabulary mastery. Linse states that the teaching

vocabulary is the main aspect of language development.[19] In other words, teaching vocabulary helps learners to understand a language. Learners should study about vocabulary first to be successful in developing their English skills.

According to Scott Thornburry, the teacher should know how much vocabulary to be learnt. The following factors are:[20]

1) The level of the learners

   The teacher should know the level of her/his students whether beginner, intermediate or advanced.

2) The learner's likely familiarity with the words.

   The learner may have known the words before even though the words not part of their active vocabulary.

3) The difficulty of items.

   The teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

4) The teacher's teaching ability.

   The teacher should know whether easy to demonstrate or explain the words.

5) Items are being learned for production or for recognition only.

   The teacher should know whether the words for speaking and writing or listening and reading only.

[19] Caroline T. Linse, *Practical English Language Teaching to Young Learners*, (New York: McGraw Hill Companies, inc,2005),p.122

[20] Scott Thornburry, *How to Teach Vocabulary* (Longman, 2002), p. 75-76

Actually, the success in learning vocabulary not only depends on students' ability, but also depends on the teaching of vocabulary itself. According to Nunan, there are four parts in teaching vocabulary.[21]

1) Teaching from meaning (focused learning)

   In this part, the vocabulary is taught through listening and reading.

2) Deliberate language (focused input)

   In this part, teaching vocabulary is focused to learn sounds, vocabulary, grammar, and discourse have being taught.

3) Teaching from meaning (focused output)

   In this part, the vocabulary is taught in learning by having to produce language in speaking and writing.

4) Developing fluency

   In this part, the developing of teaching vocabulary to become quick and confident is by practicing in listening, speaking, reading and writing.

Based on the descriptions above, the teacher should know some types of vocabulaly teaching that should be conducted. The teacher should consider that vocabulary item should be learned in context. The teacher may use other different sources if it is necessary.

[21] David Nunan, *Practical English Language Teaching*,(Singapore: McGraw Hill,2003),p.133

f. Principle for teaching Vocabulary

The teachers should use some principles to teach vocabulary. Nunan states that there are four principles for teaching vocabulary:[22]

1) Focus on the most useful vocabulary first

   It is better for teacher to teach vocabulary to focus on the most useful vocabulary first. Because, by teaching useful vocabulary, it will give learners the best return for their learning effort. They will understand the vocabulary easily and fast, because the useful vocabulary is more familiar for them.

2) Focus on the vocabulary in the most appropriate way.

   Teacher teaches vocabulary by appropriate way for students. Teacher chooses the way that can make students more interested to learn and easy to understand vocabulary which is being taught.

3) Give attention to the high frequency words across the four strands of a source.

   High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and learning process and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

4) Encourage learners to reflect on and take responsibility for learning.

[22] David Nunan, *Practical English Language Teaching*,(Singapore: McGraw Hill,2003),p.135

The teacher should consider about what vocabulary to teach and the condition needed by the students for learning vocabulary. The learners need to realize that they must be responsible for their own learning.

In addition, Cameron writes down the general principles that must be used by the teacher in teaching vocabulary:[23]

1) Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
2) Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
3) Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
4) Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
5) Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a

[23] L. Cameron, *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press. 2001), P.93

lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

From the explanation above, it is concluded that in teaching vocabulary at the classroom the teacher can not use simple way but should use the interesting and appropriate strategy. So, the teacher will get students interesting in teaching English.

g. Techniques of Teaching Vocabulary

According to Irma, technique is implementation that which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective.[24] Technique close related to the strategy to do something. Related to teaching vocabulary, an English teacher should find the appropriate strategies to teach vocabulary for young learners rather than viewing vocabulary items as a long and boring list of words to be defined and memorized.

Vocabulary items are seen in their central role in contextualized, meaningful language. The students are guided in spesific ways to internalize these important components in language. Thus, in teaching vocabulary a teacher should consider some techniques as follows: [25]

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[24] Irma Suryani, *A Study on The Techniques of Teaching English Vocabulary to Children at Elementary School Al – Munawarah Plus Pamekasan,* (Perpustakaan UMM: Unpublished Thesis,
2008), p.10

[25] Fachrurrazy, *Teaching English language Skill and Component*, (Malang: IKIP Malang,1993), p.20

B. Selection of the words should be based on usefulness of the students

C. If there is no special purpose, introduce variety of areas, types and styles

D. The new words should be introduced in contexts

E. The teaching vocabulary can be integrated to the teaching of reading

Furthermore, Brown proposes some guidelines for the communicative treatment of vocabulary instruction in the classroom "Allocate spesific class to vocabulary learning ".[26] It means that in the interactive classrooms, sometimes the teachers get caught up in lively group work and meaningfull communication that they don't pause to devote some attention to words. After all, words are basic building block of language. So, if the teachers are interested in being communicative, words are among the first priorities.

According to Harmer there are three techniques about teaching vocabulary, they are:[27]

1) Vocabulary network

It is generally accepted that vocabulary is best learned and taught in group of related words. Such groups are sometimes referred to as 'lexical sets' or 'word families. Vocabulary networks

[26] H. D. Brown, *Principle of Language Learning and Teaching: Third Edition*, (New York:
Longman, 1999), p.377

[27] Scott Thornbury, *How To Teach Vocabulary 2*, (London: Longman,2002), p.80

is also named word map. This technique is used to make the learners trying to remember some of the many words they know. The procedures and the activities are as follows:

a) Give out copies of the following diagram. If you do not have access to a photocopies, draw it on the board and get each child to copy it onto paper.
b) Write the topic in the middle circle in English, and then ask each child to put a word in their own language (related to the topic) on the bottom line of each ofthe outer circles.
c) Then, either in groups, or letting the children ask freely around the class, get them to try and fill in the English translations on the top lines of the outercircles. As they run out of ideas let them turn to dictionaries, and if all else fails allow them to ask you.
d) Finally, ask them to draw a picture of the word in each circle.

Further, Nation named vocabulary networks as a semantic mapping.

Here, the teacher encourages the students to produce vocabulary that can be put into the map and encourages repetition to help them establish vocabulary. It also helps them to explore the meaning of the relevant vocabulary.[28]

[28] I.S.P. Nation, *Learning Vocabulary In Another Language.* Fourth printing, (Victoria University of Wellington: Cambridge University Press, 2003), p.129

2) Guess the words

This activity only introduces the some new words. The children should begiven a chance to use them in context. For example they read a text that is mostlyin their first language but share some English words mixed into it. They use the context to guess the meaning of the English words. For example:

a) Write the title of the text on the board and get the children to look at thepicture. Ask them what they think the text is about and to suggest somewords, both in English and their first language, that they think will be in thetext.

b) Tell them the text is in their own language but that you have hidden someEnglish words in it. Give out the copies and ask them if they can tell you theEnglish words.

c) They read the text again, and in pairs try and work out what the English wordsmean. You can make this easier by giving them all the translations in a boxand asking them to pick out the most suitable one.

3) Guessing picture

Pictures are clearly in dispensable for the language teacher since they can be used in so many ways. The pictures here mean blackboard drawings, wall pictures and cards, flashcards and any other non technical visual representation. Pictures can be used to

explain the meaning of vocabulary items; the teacher might draw pens,rulers and balls on the blackboard. Or have magazine pictures of cars, bicycles, andtrains struck onto cardboard. The teacher might bring in a wall picture showing three people a room which could be used for introducing the meaning of the sentence. A picture can also be used to create a situation or context.

Based on previous explanation, there are many techniques can be used in teaching vocabulary. That techniques used by the English teacher to find the appropriate strategies to teach vocabulary. It is expected to be able to achieve the aims of teaching vocabulary.

h. Vocabulary testing

According to Huges, there are some types of vocabulary test,[29] they are:

1) Synonym

Synonym is the same meaning of word. In line on Marguerite Hartil, synonym is a wordthat share the same meaning or nearly same meaning as other words. For example: same means similiar.

2) Antonym

Antonym is opposite meaning of word. For example: hot is opposite meaning with cold.

3) Definition

[29]Arthur Hughest. *Testing for Language Teacher*. (Cambridge: Cambridge University Press, 1989) P. 148-149

Definition is the meaning of word based on context and category. definition can use the function, explanation, and description of the word. For example: rose is the beautiful flower. Cycle is transportation fool which has two wheels.

4) Gap filling

The context can be given in one sentence only, but the teacher can give several sentences in which the word appear.12 In this test, teacher make sentences and put gap in the part of sentences, then the learners fill the suit word which has contextual meaning based on the sentence in the gap part.

1. The Nature of Odd one out

a. The definition of odd one out

Odd one out is a strategy that involves the students being presented with a number of key words from which they have to identify and then explain which they believe is the odd one out. According to Robert fisher, odd one out is a good strategy for developing reasoning, critical and creative thinking skill.[30] It means that odd one out can help students to explore further their own understanding by giving their reason about the words. The proccess of reasoning and justification is the point of this strategy. The students have to create their own reason independently.

[30] Robert Fisher, *Creative Dialogue Talk for Thinking in the Classroom*, (New York: Madison Avenue, 2009) p.116

Furtheremore, according to David Cookson, odd one out strategy is essentially a variation of classification exercises. This strategy provides a fun way of recognising characteristics and seeing similarities, differences and relationships between set of words.[31] It means that odd one out is a strategy which can help students to improve their vocabulary mastery because they have to be creative to classificate the words. It is important to justification of why one particular word or phrase is odd one out, so discussion between students is vital in this strategy.

In addition, according to Dilwyn Hunt, odd one out usually involves pupils working in pairs, or in groups of three or four, to consider three objects, places or people and decide which of the three is the odd one out.[32] It means that odd one out as a strategy involves making it clear that students have to classificy the word and the students should be more active to give their participate to support their answer with the reasons in team work. In pairs, the students must to discuss and answer the question: 'Why is this the odd one out?' they must give reasons to justify their choices. They also be open-minded to other possibilities. Ask the students which word does not belong to the others. Challage the students to argue why this word is the odd one out and encourage students to argue that another word is odd one out. Hence, the situation of the class is more active and condusive.

[31] David Cookson. *Wider World Second Edition Thinking Skills,* (United Kingdom : Delta Place, 2004), p. 64

[32] Dilwyn Hunt. *Religious Education,* (Abingdon : Milton Park, 2007), p. 70

In conclusion, odd one out is an excellent strategy that makes students think and work out together. It also improves their verbal skills, as they are working collaboratively which each other and learning a new vocabulary together.

b. The purpose of odd one out

There are some purposes of odd one out. First, to identify students' understanding of key concepts in vocabulary.[33] It means that the teacher who used this strategy can be acquainted with students understanding in learning vocabulary. Alternatively, students can brainstorm the spesific vocabulary to see how much they understand the words.

Second, encourage the learners to think creatively and to come up with variety of reasons.[34] It means that the students must create their reasons about the answer independently. So, the students have responsibilities with their answer. Third, to develop reasoning, critical and creative thinking skills.[35] It means that there are no right or wrong answers, but a number of possibilities to think about and analyse.

Furthemore, James Nottingham say that odd one out provide a quick and ready stimulus to engage students and encourage them to short characteristics, give reasons and develop the language of

[33] Robert Fisher *Creative Dialogue Talk for Thinking in the Classroom* (New York: Madison Avenue: 2009),P.116

[34] Liz Dale and Rosie Tanner, *CLIL Activities a resource for subject and language teachers* (New York : Cambridge University Press, 2012),p. 155

[35] Robert Fisher *Creative Dialogue Talk for Thinking in the Classroom* (New York: Madison Avenue),P.116

comparison and distinction.[36] Its clear that by engaging students in comparing and contrasting, the odd one out strategy builds the language of classifying, identity and reason.

Thus, odd one out strategy is to provide opportunities for students to use ideas and concepts appropriate in vocabulary. It helps students to use and clarify key ideas of word and to use their reasoning skills in a challenging and engaging way by linking about similaties or differences of the words.

c. The benefits of odd one out

The odd one out strategy is inclusive because it allows students to engage at the range of levels from the obvious answers to the more obscure similarities and differences. There are many benefits of using odd one out:[37]

First, in particular, it demonstrates the inclusive nature of the task when every idea gets equal billing. Second, the shared vocabulary will also give the students ownership of the task, and in give a sense of engagement and motivation. Third, odd one out also give the students the opportunity to exercise their skills of sorting and classifying. These are fundamental thinking skills that all human beings use to help make sense of the world we live in. How is 'this' the same as, or different to,

[36] James Nottingham, *Challenging Learning Through Dialogue* (International Edition), P.106

[37] James Nottingham, *Challenging Learning Through Dialogue* (International Edition), P.108

'that'? This key question underpins the way we understand the words and puts language at the heart of expressing that understanding.

The last one, odd one out strategy will encourage the students to go beyond their first idea and to keep exploring further possibilities, often trying to find a more detailed or more obscure reason than their friends. Its mean that the students will more creative and make sure they have a reason for their choice.

It clarifies that odd one out strategy is inclusive because you can accept any of the three options as the correct answer as long as students can justify their choice with a valid reason. This strategy also allows the students to engage at the range of levels from the obvious answers to the more obscure similarities and differences

d. The procedure of odd one out

There are some steps of odd one out, they are :[38]

1) Write four words on the board. Discuss with the class which word could be the odd one out and why. Encourage the students to think creatively and to come up with a variety of reason. These might be to do with meaning, colour, number of letters pronunciation, etc.
2) Divide the class into groups of three. Give each group a copy of the table you prepared.

[38] Liz Dale and Rosie Tanner, *CLIL Activities a resource for subject and language teachers* (New York : Cambridge University Press, 2012),p. 155

3) Ask the learners to circle the word they feel is the ood one out and to write their reason in the final column.
4) Ask the groups in turn to explain some of their choices to a partner.

Table 2.1 Table of Odd One Out

				Reasons
Table	Chair	Bed	Sofa	
Red	Blue	Yellow	White	
Scissors	Knife	Saw	Scalpel	
Tape meassure	Ruler	Calliper	Compass	
Oils	Watercolours	Crayons	Charcoal	

In addition, Penny Ur and Andrew Wright state that the procedure of odd one out, they are:[39]

First, write six words on the board from one board lexical set. For example:

Chair Table Window Cupboard Desk Shelf

Second, ask the students which word does not 'belong' to the others. Third, callenge the students to argue why this word is the 'odd one out'. For example, a window is outside and inside a building and the other

[39] Penny Ur and Andrew Wright, *Five-Minute Activities A Resource Book of Short Activities* (New York: Cambridge1992), p. 58

objects are all inside. Encourage students to argue that another word is odd one out. One might say that chair is the odd one out because it is the only one that you normally sit on. Fourth, each time you and the students agree that a word is the 'odd one out', erase it from the board until you are left with two words. Finally, ask the students to suggest ten ways in which these two words are different.

Furtheremore, Gunter Gerngross, Herbert Puchta, and Megan Cherry add that the prosedures of odd one out can be seen as follows:[40]

a) Tell the children to look at list of words in their activity book.
b) Hold your book up so all the children can see it well and point to the first line of words. Say: "One is different. Which one?" Elicit ideas from the children about which word is different and encourage them to say why if they can.
c) Allow the children to work independently to decide the odd one out for the other lines in the exercise.
d) Check the children's work by asking: "Which one is different?" for each line and eliciting ideas from the children to explain why the object is odd one out.

In this researh, the researcher will use the procedures by Liz Dale and Rosie Tanner because that procedures are easy to apply and represensative all of the purposes of odd one out stategy. Then, that

[40] Gunter Gerngross, Herbert Puchta, and Megan Cherry, *Playway to English Second Edition* (New York, Melbourne), p. 141

prosedures just used five words which make it more efficient and also require the students to work in group. Meanwhile, Penny Ur and Andrew Wright procedures put many words in list that can make the students take a much time to finish the task. In Gunter Gerngross, Herbert Puchta, and Megan Cherry explanation, the students work independently.

Finally, to sum up that the emphasis of this stategy is to require the students to do the work. Furtheremore, they have to work in group to pool analyse what information they have or can gain about the choises available and then analyse that information looking for similarities and differences.

B. Review of Related Study

In this research, the writer takes three previous researches. The first study had been done by Dedi Setiyadi entitled "The Effectiveness of The Odd One Out Game to Teach Vocabulary". This reasearch was an experimental one which has been done at the fifth grade srudents of SDN Banjasari. He took two classes as the sample in this research. Having analyzed data, he was found there were positive effects of the odd one out game in teaching the students vocabulary. It was proved by test computation. The value of the test was 2.228 it was higher than the value of the table at significant level 0,05 with df=62 is 1,669. It was also supported by the result.[41]

[41] Dedi Setiyadi, *The Effectiveness of The Odd One Out Game to Teach Vocabulary for the fifth grade students of SDN Banjarmasin in Academic Year 2010/2011*. (Purwokerto: Universitas Muhammadiyah Purwokerto)

The second study had been done by Sandra Schwab entitled "The Use of Odd-One-Out Task in the Perception of Lexical Stress in Spanish by German-speaking Listeners".In the present research she investigated the perception of Spanish stress in German-speaking listeners in comparison with native Spanish listeners. She used a cognitively demanding odd-one-out task and stimuli with variability in voice and/or in intonation. The main findings showed that the German-speaking listeners were able to perceive the Spanish lexical stress to a very high degree (76% of correct responses), but that their performance was lower than the Spanish listeners' performance (90%). The difference between German and Spanish speakers was mainly due to the German speakers' poorer detection of the *odd* in two spesific accentual contrasts. The implications on the *stressdeafines* hypothesis are discussed.[42]

The third study had been done by Fella Nurus Shofa entitled "Improving Students' Vocabulary Mastery through Crossword Puzzle". The objectives of the study are to know the influences of crossword puzzle to the improvement of students' vocabulary mastery, to know the process of teaching vocabulary through crossword puzzle and to know the teaching and learning situation when crossword puzzle is implemented in vocabulary instruction. She used collaborative classroom action research. To find out the improvement of students' vocabulary mastery she used test namely pre test and post test. She used two cycles that each cycle comprised two meetings. The result of her study shows that the using of crossword puzzle can improve

[42] Sandra Schwab, *The Use of Odd-One-Out Task in the Perception of Lexical Stress in Spanish by German-speaking Listeners* (Switzerland: Universitas Zurich)

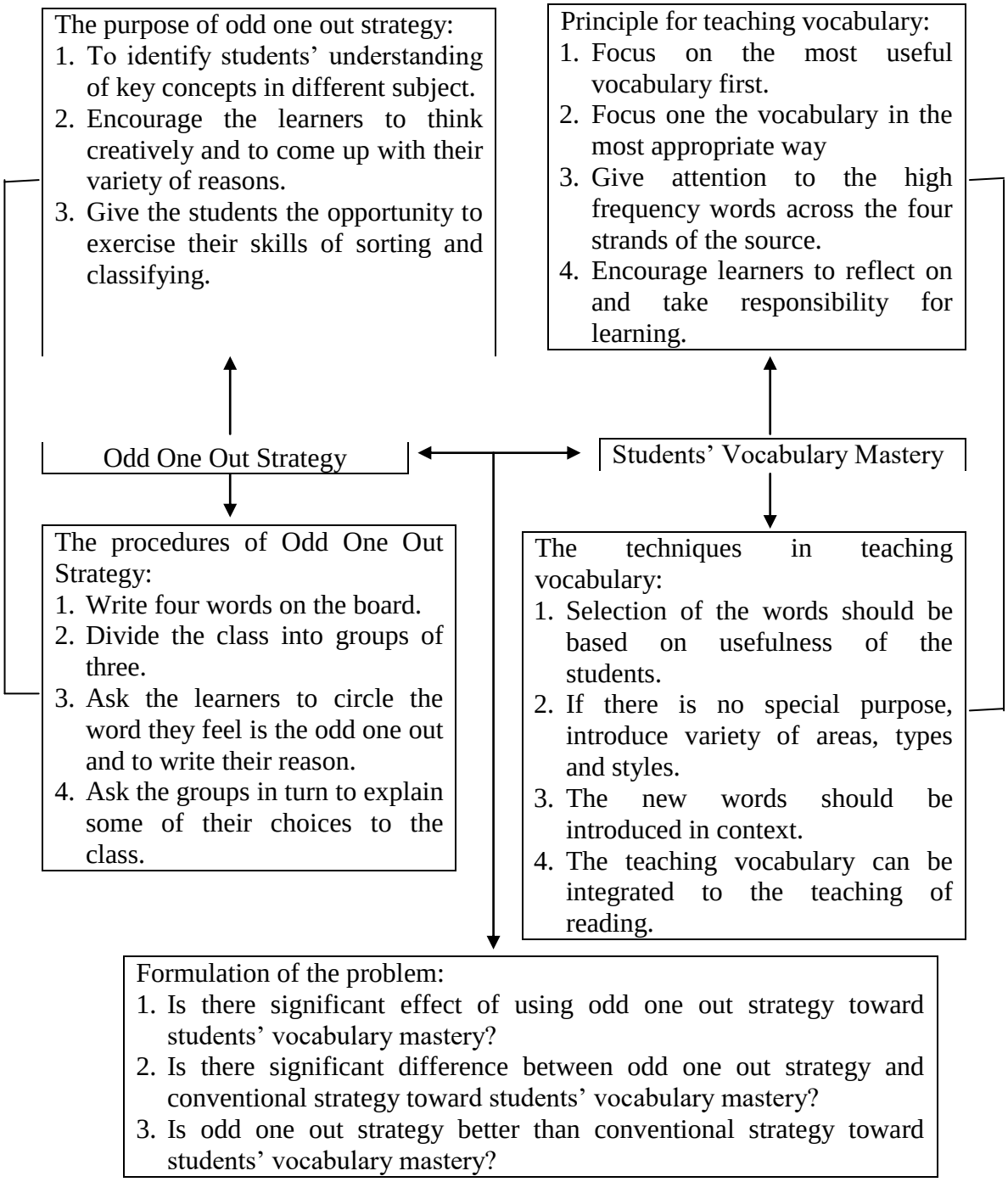
the motivation and interest especially students' vocabulary mastery. The result of the score of pre test in cycle 1 is 5,5, the mean score of pre test in cycle II is 6,2, the mean of pre test in cycle I is 6,15, in addition the mean of post test in cycle II is 7,5.[43]

Meanwhile, the researcher will conduct the research about using odd one out strategy in teaching vocabulary mastery, which aims to know whether the odd one out strategy has the effect toward students' vocabulary mastery in teaching process that will be conducted at Pondok Pesantren Ashhabul Yamin Lasi Tuo.

[43] Fella Nurus Shofa, *Improving Students' Vocabulary Mastery through Crossword Puzzle.* (IAIN Salatiga: 2011)

C. Conceptual Framework

Conceptual framework of this research can be presented as the figure follow:**Figure 1: Conceptual Framework**



Based on figure 1, it can be states that the researcher will teach the second grade students of Pondok Pesantren Ashhabul Yamin Lasi Tuo academic year 2016/2017. There are two classes will be used as the sample, they are experimental class and control class. Experimental class will be taught by using odd one out strategy and control class will be taught by using conventional strategy. The resarcher will give the pre-test before give a treatment. At the end of the meeting, the researcher will give post-test in vocabuary test. Then, the students' answer sheet will be analyzed by using t-test. Finally, the researcher will state the result.

D. Hypothesis

A hypothesis is a tentative explanation for certain behavior, phenomena, or events that have occurred or will be occur. A hypothesis states that the researcher's concerning the relationship between the variables in the research problem.[44] Therefore, the study proposed the null hypothesis (denoted by H_0), and alternative hypothesis (denoted H_a). The hypotheses of this research are:

1. Ha: there is significance effect of using odd one out strategy toward students'vocabulary mastery at the second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo.

   H_0: there is no significance effect of using odd one out strategy toward students'vocabulary mastery at the second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo.

[44] L. R. Gay, *Educational research* ,(Merrill: Macmillan Publishing, 1976).3td edition,p.53

2. Ha: there is difference between odd one out strategy and conventional strategy towards students' vocabulary mastery at the second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo.

   Ho: There is no difference using odd one out strategy and conventional strategy toward students' vocabulary mastery at the second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo.

3. Ha: using odd one out strategy is better than conventional strategy in vocabulary mastery at the second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo.

   Ho: using odd one out strategy is not better than conventional strategy in vocabulary mastery at the second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This research belongs to an experimental research. According to Gay, et.al experimental research is the only type of research that can test hypotheses to establish cause-effect prelations. In experimental research, the researcher manipulates at least one independent variable, controls other relevant variables, observes and effect on one or more dependent variables. In an experiment, the group that receives that new treatment is called the experimental group, and the group that receives a different treatment or is treated as usual is called the Control group.[45]

In this research, the researcher used quasi experimental research because the class can not be randomed by the researcher. Creswell states that quasi experiments include assigment, but not random assignment of participants to groups. This is because the experimenter can not artificially create group for the experiment.[46]

The researcher used Pretest-Posttest Control Group Design in this research. According to Gay, et.al Pretest-Posttest Control Group requires at least two groups, each of which is formed by random assigment. Both groups are administered a pretest, each group receives a different treatment, and both groups are posttest at the end of the study. Posttest scores are compared to

[45] Gay, en.al, *Educational Reserach* (New Jersey: Pearson Eduction, Inc) , p250
[46] Creswell John W, *Educational Reserach* (Boston: Pearson Educatin, Inc) , p309

determine the effectiveness of the treatment.[47]The design of the research can be ilustrated below:

Table 3.2 Group Pre-test-Post-test Design

Classes	Pre-test	Treatment	Post-test
Experimental Class	T1E	X	T2E
Control Class	T1C	-	T2C

Where:

T1E = The pre-test for the experimental class

T2E = The post-test for the experimental class

X = The treatment

T1C = The pre-test for the control class

T2C = The post-test for the control class

Based on the table 3.2, special treatment was only given to the experimental class. The post-test was conducted after giving the treatment to the experimental class and it was given in order to observe students'vocabulary mastery.

B. Population and Sample

1. Population

According to Creswell population is a group of individuals who have the same characteristic.[48] The population of this research was the

[47] Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. *Educational Research : Competencies for Analysis and Applications*. (New Jersey: Pearson Education, Inc),p267

second grade students at Pondok Pesantren Ashhabul Yamin Lasi Tuo academic year 2016/2017. The distribution of the second grade students can be seen from the table below:

Table 3.3 The Mean Score of Vocabulary Test in Semester I

No	Classes	Total Students	Mean Score
1	III A	27	60,18
2	III B	27	56,85
Jumlah		54	117,03

(Source: students English examination of semester 1 from second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo)

2. Sample

According Creswell a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[49] The researcher used two classes as the sample, experimental and control class. Experimental class was taught by using odd one out strategy and control class was taught by using conventional strategy.

The researcher used total sampling in choosing the sample. Based on Arikunto, the researcher used total sampling if the amount of population less than hundred, so it is better to take all of the population as the sample of the research in order to make accurate generalization. [50] Based on the total sampling, the researcher chose the sample from all of

[48] Creswell, *Educational Reserach* (New Jersey: Pearson Eduction, Inc),p142
[49] Creswell, *Educational Research* (New Jersey: Pearson Eduction, Inc), p142
[50] Suharsimi arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 107

the students at second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo.

The researcher did normality and homogeneity test to the population. The steps to take the sample were:

a) Collect the score of the students' vocabulary mastery of semester 1 test from second grade students of Pondok Pesantren Ashhabul Yamin Lasi Tuo.

b) Test the normality of the data.

The purpose of testing the normality of the data was to know whether the data spreads out normal or not. The normality test of the data was conducted by using Liliefors test. It can be done in these steps below:[51]

1) Arrange the data from the lower to the higher

2) Find the mean score ($\bar{x}$), the standard deviation (SD) and the variant (X)= $\frac{\sum x}{\mathrm{N}}$

$$\mathrm{SD}=\frac{\sqrt{\sum (\mathrm{fx})^2}}{\mathrm{n}-1}$$

$$S^2 = \frac{\sum(fx)}{n-1}$$

3) Find the score of Zi by using this formula : $Z_i = \frac{X_i - \bar{x}}{s}$

4) Find the score of F(Zi) by consult the score of Zi with Z_{table}

5) Find S (Zi)

6) Find the absolute score of F (Zi) – S (Zi)

[51] Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. *Educational Research : Competencies for Analysis and Applications*. (New Jersey: Pearson Education, Inc), p102

7) Determine the higher score of absolute mark F (Zi) – S (Zi). It is named with Lo (Lilliefors)
8) Test the Lo score with Lilliefors table with the certain degree of freedom (α) : 0,05
9) Take the conclusion, if Lo < L_{tab} or if L_{tab} > Lo it can be conclude that the data is distributed normally with the degree of freedom in (α) 5%.

c) Test The Homogeneity of The Data

The purpose of homogeneity test is to know whether the population has the homogeneous or not. F test is use to test the homogeneity of the data. F test is doing by follow the steps below:[52]

1) Find the mean score ($\bar{x}$)

$$\bar{x} = \frac{\Sigma x}{n}$$

2) Find the Standars Deviation (SD)

$$SD = \frac{\sqrt{\sum (fx)^2}}{n-1}$$

3) Find the Variant (S^2) = $S^2 = \frac{\sum(fx)}{n-1}$

4) Find the F-obtained $= \frac{thehighervariant}{thelowervariant}$

5) Find the score of F-table with the certain of level significant (α) 0,05

[52] Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. *Educational Research : Competencies for Analysis and Applications.* (New Jersey: Pearson Education, Inc), p102

6) Take the conclusion, if the F-obtained < F-table, the data is homogeny.

C. Instrumentation

The instrumentation of this research was vocabulary test. The researcher gave the test in form of multiple choice test. The options of multiple choice test type was based on the following considerations: [53]

1) Multiple choice test type is economical in term of the number of items.
2) Multiple choice provides many specific skill and learning to measure.
3) Be answered rapidly and include a number of different task.
4) Since the correct answers were limited in number objectives test.
5) Not make examiners have different interpretation of the students' test paper and the scoring can be done quickly.

There were 45 items which prepared for try out and only 30 items were used as the pretest and post test. A good instrumentation should be valid and reliable.

1. Validity

Validity in testing is to discover whether a test measures accurately what is intended to measure or it measures what it is purposed to measure. According to Lodico, et.al validity, focuses on ensuring that what the instrument " claims " to measure is truly what it is measuring. In other

[53] David P Harris. *Testing English as a Second Language*. (Mc Grow-hill Book Company. USA: 1969), p. 12

words, validity indicates the instrument ' s accuracy.[54] In this research, the validity used the content validity and items validity. The researcher did validity of instrumentation to the experts were the lecturer of English Department in IAIN Bukittinggi and English teacher in Pondok Pesantren Ashhabul Yamin Lasi Tuo. In other word, the test was valid if it measures accurately what is intended to be measured. To analyzing the test valid or not, the researcher used product moment formula: [55]

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X^2)\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

In which:

r_{xy} = Correlation index

N = The sum of tester

ΣXY = The sum item score and total score

ΣX = The sum of item score

ΣY = The sum of total score

2. Reliability

According to Creswell, reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different

[54] Lodico, et.al, *Education Research* (San Fransisco: John Wiley & Sons, Inc, 2011), p93
[55]SuharsimiArikunto, *ProsedurPenelitian,* (Jakarta : RinekaCipta, 2000), p. 162

times.[56] If the test give the current result as the same as the previous test that had been conducted, it means that the test is a high reliability. Reliability is concerned with the test which consistently measures whenever it used. The researcher used the formula as follow:[57]

$$r^{11} = \left[\frac{n}{(n-1)}\right] \left[\frac{vt\Sigma pq}{vt}\right]$$

In which:

r^{11}= reliability coefficient

P= the proportion of students who give the right answer.

Q= the proportion of students who give the wrong answer.

V_t= Total variant

N= the sum of item in the text

If: $0,8 < r_{11} \leq 1,00$: very higher

$0,6 < r_{11} \leq 0,8$: higher

$0,4 < r_{11} \leq 0,6$: average

$0,2 < r_{11} \leq 0,4$: low

$0,0 < r_{11} \leq 0,2$: very low[58]

[56] Creswell, et.al, *Education Research* (Boston: Pearson education, Inc, 2005), p159

[57] SuharsimiArikunto, *ProsedurPenelitian*..... p. 193

[58] SuharsimiArikunto, *Dasar – dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1999), p.109

The researcher compared between the *r* score table and *r* total score. The result was $r_{table} > r_{total\ score,}$ it means the score was reliable.

3. Items difficulty

Items difficulty was used to get the criteria of test. It was calculated by the formula suggest by Sudijono as follow:

$$(P)\ I.\ Difficulty = \frac{Np}{N}$$

Np = Number of the student right answer.

N = Number of the students who analyze difficulty.

To see the result of analysis difficult, the researcher used the category the suggested by Sudijono[59].

Table 3.4 Classification of Item Difficulties

No	Criteria	Category
1	<0.30	Difficult
2	0.30 – 0.70	Moderate
3	>0.70	Easy

If the level each item is <0.30 it means that items are difficult. If the level of item is 0.30 to 0.70, it means that item is fair and if the level of item is >70 it means that item is very easy.

D. The Procedure of Experimental Research

In this research, the researcher followed some procedures in order to make the research run smoothly:

1. Pre-test in experimental class and control class

[59] Sudijono, Anas. Pengantar Evaluasi Pendidikan. Jakarta: PT. Raja Grafindo Persada, 2009), p372

The researcher gave the pre-test to the sample class before teaching that consist of 30 items. This pre-test was given for the students at second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo. The researcher did the following steps:

a. Accumulating the items and the answer sheet to the students
b. Limiting the time while the students answer the item
c. Collecting the answer sheet after doing the items
d. Analyzing the students' answer sheet and giving scores.

2. Treatment in Experimental and Control Class

a. Experimental Class

The researcher used odd one out strategy as a treatment in students' vocabulary mastery through their lesson material in syllabus and lesson plan in the learning process. In this activity, the researcher applied odd one out strategy to the students.

b. Control Class

The researcher used conventional strategy in students' vocabulary mastery through their lesson material in syllabus and lesson plan in the learning process.

3. Post-Test in Experimental and Control Class

After teaching, the researcher gave 30 items for the students in 60 minutes as the evaluation of students' vocabulary mastery after treatment was done. The researcher followed instructions:

a. Arranging the students' sheet and giving the items and the answer sheet to the students
b. Asking the students to answer the items in 60 minutes
c. Monitoring the students' activity
d. Collecting the students' answer sheet
e. Giving the score

E. Technique of the Data Collection

After teaching for three meetings, the researcher gave post test to both classes. The students were given vocabulary test in multiple choice test form in 30 items. The researcher entered the classroom and gave the test and distribute the students' answer sheet. Before the students doing the test, the researcher gave instruction about the test. After that, the students did their test and the researcher controled the activity. After the students finish their test, the researcher collected their answer sheet. Then, the researcher scored the students' answer sheet and finally stating the result.

F. Technique of Data Analysis

The data analysis was aimed to test the hypothesis of the research. The researcher used t-test to analyze the data. It can be defined as the process of analyzing data required from the result of the research. To scoring the students' test, the researcher gave one point for the right

answer and zero point for the wrong answer. The score of the students' achievement was calculated by using this following formula: [60]

$$\text{Score} = \frac{\text{the number of right answer}}{\text{the number of question}} \text{ x } 100$$

After getting the mean score of pre- test and post test the researcher used the t-test in analyzing the data. The researcher used the t- test as suggested by Gay, the following formula are used to analyze the data in this research.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

t = The value of t- calculated

X_1 = Mean score of the experiment group

X_2 = Mean score of the control group

SS_1 = Sum of Square of the experiment group

SS_2 = Sum of Square of the control group

n_1 = Sample side of the experiment group

n_2 = Sample side of the control group[61]

Finally, after calculating the data by using t-test formula, the result was compared with t-table with level of significance 0.05 (where there were two hypotheses in this research) and the degree of freedom (df)= N-2, N= Total

[60] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*,(Jakarta:Bumi Aksara, 2007), p. 235

[61] Gay, et.al. Educational Research : Competencies for Analysis and Applications. New Jersey: Pearson Education, Inc, 2011),p351

number of population of experiment and control class. If t-calculated was higher than t-table, it means that teaching vocabulary by using odd one out strategy was effective, so H1 was accepted. If t-calculated was lower than t-table, it means teaching vocabulary by using odd one out strategy was not effective, it can be said H0 was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter consists of findings and discussion. The findings were encompassing the data analysis, and hypothesis testing. Data description was aimed to describe the students' pre-test and post-test result which had been gotten since the research was started. Then, data analysis was focused on the identification of normality and homogeneity the students' pre-test and post-test result. Next, hypothesis testing was aimed to answer the research question. In addition, discussion was focused on the result of the research whether the hypothesis was accepted or not.

1. Description of the Data

The data of this research was gotten based on the research that had been done by the researcher at the second grade in Pondok Pesantren Ashhabul Yamin Lasi Tuo. The scores of the students' vocabulary mastery were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

There were 54 students who were involved in the pre-test post test; 27 students in the experimental class and 27 students in the control class.

The description of the data in both of the experimental class and control class were explained below:

a. Data from Pre-Test of Experimental and Control Class

The pre-test was the data analysis that had been given by the researcher at the first meeting before conducting the treatment. The pre-test was carried out to identify students' ability in vocabulary mastery before they got the treatment. The analysis pre-test scores attained by the experimental class was as follows :

Table 4.1

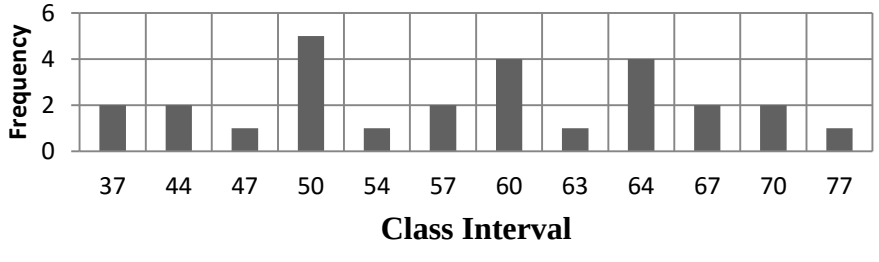
Pre Test Score of the Experiment Class II A

No	Code of Students	Xi	Xi^2
1	S.1	70	4900
2	S.2	44	1936
3	S.3	54	2916
4	S.4	64	4096
5	S.5	57	3249
6	S.6	50	2500
7	S.7	67	4489
8	S.8	47	2209
9	S.9	77	5929
10	S.10	50	2500
11	S.11	37	1369
12	S.12	50	2500
13	S.13	50	2500
14	S.14	60	3600
15	S.15	64	4096
16	S.16	60	3600
17	S.17	70	4900
18	S.18	64	4096
19	S.19	37	1369

20	S.20	60	3600
21	S.21	63	3969
22	S.22	50	2500
23	S.23	60	3600
24	S.24	64	4096
25	S.25	57	3249
26	S.26	67	4489
27	S.27	44	1936
	SUM	1537	90193
	MEAN	56,93	
	STANDAR DEVIASI	10,18	
	VARIANT	103,76	

The table 4.1 showed that the lowest score of pre-test gained by the experimental group was 37 and the highest score is 77. It is found that there were two students got 37, two students got 44, one student got 47, five students got 50, one student got 54, two students got 57, four students got 60, one student got 63, four students got 64, two students got 67, two students got 70, and one student got 77. The overall score of experimental class was ($\sum$Xi = 1537) and double overall score was ($\sum Xi^2$ = 90193) with the mean score was ($\bar{x} =$ 56,93), the standard deviation (s = 10,19) and the variant (s^2 = 103,76). The information of table 4.1 can be simplified in graphic below:

Figure 2.
The Graphic of the Students'
Pre-test in the Experimental Class



From the table 4.1 and figure 2, it was found that 17 students got score less than 60 and 10 students got score more than 60. Consequently, it indicated that most students still had less vocabulary mastery.

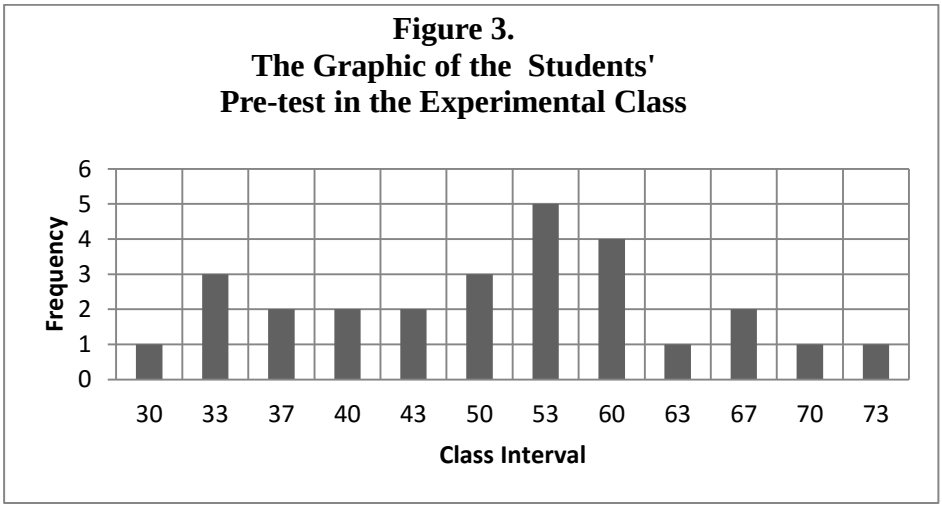
Table 4.2 Pre Test Score of the Control Class II B

No	Code of Students	Xi	Xi^2
1	S.1	43	1849
2	S.2	37	1369
3	S.3	70	4900
4	S.4	53	2809
5	S.5	73	5329
6	S.6	37	1369
7	S.7	60	3600
8	S.8	30	900
9	S.9	33	1089
10	S.10	60	3600
11	S.11	40	1600
12	S.12	40	1600
13	S.13	53	2809
14	S.14	33	1089
15	S.15	43	1849
16	S.16	60	3600
17	S.17	60	3600
18	S.18	67	4489
19	S.19	53	2809
20	S.20	67	4489
21	S.21	50	2500
22	S.22	53	2809
23	S.23	53	2809
24	S.24	50	2500
25	S.25	63	3969
26	S.26	33	1089
27	S.27	50	2500
	SUM	1364	72924
	MEAN	50,52	
	STANDAR DEVIASI	12,43	
	VARIANT	154,49	

The table 4.2 showed that the lowest score of pre-test gained by the control class is 30 and the highest score is 73. It was shown that there one student got 30, three students got 33, two students got 37, two students got 40, two students got 43, three students got 50, five students got 53, four students get 60, one student got 63, two students got 67, one student got 70, and one student got 73. The overall score of control class was ($\sum$Xi = 1364) and double overall was ($\sum Xi^2 = 72924$) with the mean score was ($\bar{x} = 50{,}52$), the standard deviation (s = 12,43) and variant (s^2= 154,49).

The information of table 4.2 can be simplified in graphic below:

Figure 3.
The Graphic of the Students'
Pre-test in the Experimental Class



From the table 4.2 and figure 3, it was found that 22 students got score less than 60 and 5 students got score more than 60. Consequently, it indicated that most students still had less vocabulary mastery.

Table 4.3

The Result of the Calculation of Scores Gained from the Pre-Test

Statistic	Experimental Class	Control Class
N	27	27
Mean	59,93	50,52
Standard deviation	10,19	12,43
Variant	103,76	154,49
Minimum	37	30
Maximum	77	73

The table 4.3 showed that the mean of the experimental group pre-test score was 59,93 while the mean of the control group pre-test was 50,52 with a slight difference of these class's score. In order to know whether the mean difference of both class was statically significant at the level of significant 5% (0,05), the degree of freedom ($n_1 + n_2 - 2$) = 52 (1,674).

b. Data From the Posttest of the Experimental and Control Class

Based on chapter three, the post test was conducted at the end of the treatment in order to find out the effect of using odd one out strategy toward students' vocabulary mastery. The posttest was given to the experiment class after treated and control without teatment. Both groups were given the same test material and time allocation.

The data gained from the posttest score of the experimental class were as follows:

Table 4.4

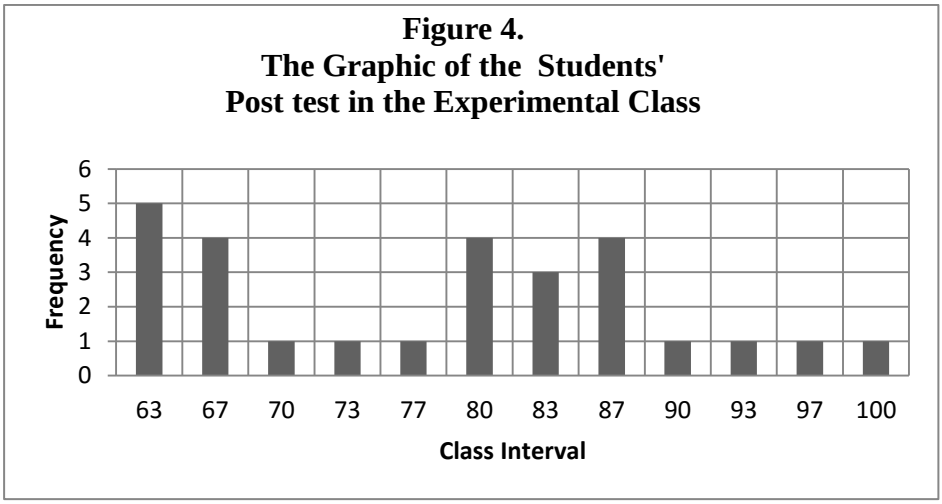
Posttest Score of the Experimental Class II A

No	Code of Students	Xi	Xi^2
1	S.1	90	8100
2	S.2	67	4489
3	S.3	63	3969
4	S.4	80	6400
5	S.5	63	3969
6	S.6	73	5329
7	S.7	80	6400
8	S.8	67	4489
9	S.9	93	8649
10	S.10	63	3969
11	S.11	67	4489
12	S.12	70	4900
13	S.13	63	3969
14	S.14	80	6400
15	S.15	87	7569
16	S.16	77	5929
17	S.17	100	10000
18	S.18	83	6889
19	S.19	67	4489
20	S.20	83	6889
21	S.21	80	6400
22	S.22	63	3969
23	S.23	97	9409
24	S.24	87	7569
25	S.25	87	7569
26	S.26	83	6889
27	S.27	87	7569
	SUM	2100	166660
	MEAN	77.78	
	STANDAR DEVIASI	11.32	
	VARIANT	127.95	

The table 4.4 showed that the lowest score of the posttest gained in experiment class was 63 and the highest score is 100. It means that there was significant progress on students' posttest score compared to the pre-test. The significant progress on experimental class achievement occurs after getting the treatment.

The information of table 4.4 can be simplified in graphic below:

Figure 4.
The Graphic of the Students'
Post test in the Experimental Class



From the table 4.4 and figure 4, it was found that 5 students got score less than 65 and 22 students got score more than 65. Consequently, it indicated that most students still had less vocabulary mastery.

The result of the students' score from the post-test scores of the control class was shown as follow:

Table 4.5 Post-test Score of the Control Class II B

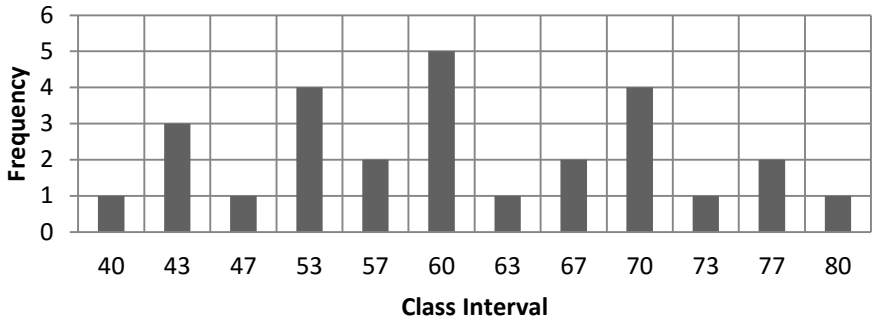
No	Code of Students	Xi	Xi^2
1	S.1	53	2809
2	S.2	57	3249
3	S.3	80	6400
4	S.4	67	4489

5	S.5	77	5929
6	S.6	43	1849
7	S.7	63	3969
8	S.8	40	1600
9	S.9	43	1849
10	S.10	70	4900
11	F S.11	43	1849
12	S.12	53	2809
13	S.13	60	3600
14	S.14	47	2209
15	S.15	53	2809
16	S.16	73	5329
17	S.17	70	4900
18	S.18	77	5929
19	S.19	57	3249
20	S.20	70	4900
21	S.21	53	2809
22	S.22	60	3600
23	S.23	67	4489
24	S.24	60	3600
25	S.25	70	4900
26	S.26	60	3600
27	S.27	60	3600
	SUM	1626	101224
	MEAN	60,22	
	STANDAR DEVIASI	11,27	
	VARIANT	127,03	

From table 4.5, the lowest score of post-test obtained by the control class was 40 and the highest score is 80. After classified, it can be seen that the mean was 60, standard deviation 11,27 and variant 127,03

The information of table 4.5 can be simplified in graphic below:

Figure 5.
The Graphic of the Students'
Post test in the Experimental Class



From the table 4.5 and figure 5, it was found that 16 students got score less than 60 and 11 students got score more than 65. Consequently, it indicated that most students still had less vocabulary mastery.

Based on the calculation of the scores gained in the post-test of vocabulary test of both class, it can be summarized as follows:

Table 4.6 The Result of the Calculation of the Score Gained From Post-Test

Statistic	Experimental class	Control class
N	27	27
Mean	77,78	60,22
Standard deviation	11,32	11,27
Variant	127,95	127,03
Minimum	63	40
Maximum	100	80

The table 4.6 showed that the mean of the experimental group post-test score was 77,78 while the mean of the control group pre-test was 60,22 with a slight difference of these class's score. In order to know whether the mean difference of both class was statically significant at the level of significant 5% (0,05), the degree of freedom ($n_1 + n_2 - 2$) 52.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test form the experimental and the control class. The comparison test result of pre-test and post-test from the experimental and the control class showed in the following table:

Table 4.7 The Comparison of Pre-Test and Post-Test of the Experimental and the Control Class

Test / Result / The class	Pre-test	Post-test
Experimental class	$\bar{x}$ = 59,92 S = 10,18 S^2 = 103,76	$\bar{x}$ = 77.78 S = 11.32 S^2 = 127.95
Control class	$\bar{x}$ = 50,52 S = 12,43 S^2 = 154,49	$\bar{x}$ = 60,22 S = 11,27 S^2 = 127,03

Based on the table 4.7, the post-test result of the experimental class was 77,78 higher than the pre-test 59,92. It means that the treatment that had been used by the researcher can help the students in improving the students' vocabulary mastery. The comparison of the post-test result between experimental and control class showed that the control class test result was lower than experimental class. It was indicated by the mean score of the post-test result of control class 60,22 was lower the experimental post-test result 77,78 . It means that the students who were treated by odd one out strategy give better result than the students who were taught by using conventional strategy.

2. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes showed that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogenous. The researcher used the Liliefors test to find out whether the data was distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pretest Score of Experiment Class II A

Table 4.8

Normality Test of Pretest Score of Experiment Class II A

The Calculation of Mean Score, Standard Deviation, and Variant

Pre-test score in Experiment Class

Xi	F	Fxi	fk(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
37	2	74	2	0.074	-1.96	0.025	0.04907	0.04907
44	2	88	4	0.148	-1.27	0.10204	0.04611	0.04611
47	1	47	5	0.185	-0.97	0.16602	0.01917	0.01917
50	5	250	10	0.37	-0.68	0.24825	0.12212	0.12212
54	1	54	11	0.407	-0.29	0.38521	0.0222	0.0222
57	2	114	13	0.481	0.007	0.50399	-0.0225	0.02251
60	4	240	17	0.63	0.302	0.61791	0.01172	0.01172
63	1	63	18	0.667	0.596	0.72575	-0.0591	0.05908
64	4	256	22	0.815	0.694	0.7549	0.05991	0.05992
67	2	134	24	0.889	0.989	0.83891	0.04998	0.04998
70	2	140	26	0.963	1.283	0.89973	0.06323	0.06323
77	1	77	27	1	1.971	0.97558	0.02442	0.02442
	N=	**∑fXi=**						

	27	**1537**						

$$\bar{X} = \frac{\sum fxi}{n}$$

$$= \frac{1537}{27}$$

$$= 56{,}93$$

$$S = \frac{(n\sum xi^2)-(\sum fxi)^2}{n(n-1)}$$

$$= \frac{(27.\ 90193)-(1537)^2}{27(27-1)}$$

$$= \frac{(2435211)-2362369}{27(27-1)}$$

$$= 103{,}76$$

$S = \sqrt{103{,}76} = 10{,}19$

$S^2 = (10{,}19)^2 = 103{,}76$

From the column of F(Zi)- S(Zi), the score of Lo = 0,12212 L table for n = 27 with the level of significance 0,05 = 0,173. So, Lo <Ltab , 0,12212 < 0,173. It can be conclude that the samples were distributed **normally.**

b. Normality Test of Pre-test Score of Control Class II B

Table 4.9

Normality Test of Pretest Score of Control Class II B

The Calculation of Mean Score, Standard Deviation, and Variant

Pre-test score in Control Class

Xi	F	fXi	fk(a)	Sn(Xi)	Z	p(zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
30	1	30	1	0.04	-1.65	0.0495	-0.0124	0.0124
33	3	99	4	0.15	-1.41	0.0793	0.0689	0.06888
37	2	74	6	0.22	-1.09	0.1379	0.0844	0.08436
40	2	80	8	0.3	-0.85	0.1977	0.0986	0.09864
43	2	86	10	0.37	-0.6	0.2743	0.0961	0.09612
50	3	150	13	0.48	-0.04	0.4841	-0.0026	0.0026
53	5	265	18	0.67	0.2	0.5793	0.0874	0.08741
60	4	240	22	0.81	0.763	0.7764	0.0384	0.03844

63	1	63	23	0.85	1.004	0.8413	0.0105	0.01051
67	2	134	25	0.93	1.326	0.9082	0.0177	0.01769
70	1	70	26	0.96	1.567	0.9418	0.0212	0.02117
73	1	73	27	1	1.809	0.9649	0.0352	0.03515
	∑= 27	**∑fXi= 1364**						

$$\bar{X} = \frac{\sum fxi}{n}$$

$$= \frac{1364}{27}$$

$$= 50{,}62$$

$$S = \frac{(n\sum xi^2)-(\sum fxi)^2}{n(n-1)}$$

$$= \frac{(27.\ 72924)-(1364)^2}{27(27-1)}$$

$$= \frac{(1968948)-(1860496)}{702}$$

$$= \frac{108452}{870}$$

$$= 154{,}49$$

$$S = \sqrt{154{,}49} = 12{,}43$$

$$S^2 = (\ 12{,}43\ )^2 = 154{,}49$$

From the column of F(Zi)- S(Zi), the score of Lo = 0.09864. L table for n = 27 with the level of significance 0,05 = 0,173. So, Lo <Ltab 0,09864 < 0,161. It can be conclude that the samples were distributed **normally.**

c. Normality Test of Post Test Score of Experimental Clas

Table 4.10

Normality Test of Post Test Score of Experimental Class II A

The Calculation of Mean Score, Standard Deviation, and Variant of Post-Test Score in Experimental Class

Xi	F	fXi	fk(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
63	5	315	5	0.18519	-1.31	0.0853	0.09989	0.09989

67	4	268	9	0.33333	-0.95	0.1711	0.16223	0.16223
70	1	70	10	0.37037	-0.69	0.2451	0.12527	0.12527
73	1	73	11	0.40741	-0.42	0.3372	0.07021	0.07021
77	1	77	12	0.44444	-0.07	0.4721	-0.0277	0.0277
80	4	320	16	0.59259	0.196	0.5793	0.01329	0.01329
83	3	249	19	0.7037	0.462	0.6628	0.0409	0.0409
87	4	348	23	0.85185	0.815	0.7939	0.05795	0.05795
90	1	90	24	0.88889	1.081	0.8599	0.02899	0.02899
93	1	93	25	0.92593	1.346	0.9115	0.01443	0.01443
97	1	97	26	0.96296	1.699	0.9554	0.00756	0.00756
100	1	100	27	1	1.965	0.975	0.025	0.025
		∑fXi= 2100						

$$\bar{X} = \frac{\sum fxi}{n}$$

$$= \frac{2100}{27}$$

$$= 77{,}78$$

$$S = \frac{(n\sum xi^2)-(\sum fxi)^2}{n(n-1)}$$

$$= \frac{(27.\ 166660)-(2100)^2}{27(27-1)}$$

$$= \frac{(4499820)-(4410000)}{702}$$

$$= \frac{89820}{702}$$

$$= 127{,}95$$

$$S = \sqrt{127{,}95} = 11{,}32$$

$$S^2 = (11{,}32)^2 = 127{,}95$$

From the column of F(Zi)- S(Zi), the score of Lo = 0,16223. L table for n = 27 with the level of significance 0,05 = 0,173. So, Lo < Ltab 0,16223 < 0,173. It can be concluded that the samples were distributed **normally**.

d. Normality Test of Post Test Score of Control Class

Table 4.11

Normality Test of Post Test Score of Control Class II A

The Calculation of Mean Score, Standard Deviation, and Variant of Post-Test Score in Control Class

Xi	F	FXi	fk(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
40	1	40	1	0.03704	-1.79	0.0367	0.00034	0.00034
43	3	129	4	0.14815	-1.53	0.0582	0.08995	0.08995
47	1	47	5	0.18519	-1.17	0.121	0.06419	0.06419
53	4	212	9	0.33333	-0.64	0.2611	0.07223	0.07223
57	2	114	11	0.40741	-0.29	0.3859	0.02151	0.02151
60	5	300	16	0.59259	-0.02	0.492	0.10059	0.10059
63	1	63	17	0.62963	0.246	0.5987	0.03093	0.03093
67	2	134	19	0.7037	0.601	0.7257	-0.022	0.022
70	4	280	23	0.85185	0.868	0.8078	0.04405	0.04405
73	1	73	24	0.88889	1.134	0.8708	0.01809	0.01809
77	2	154	26	0.96296	1.489	0.9319	0.03106	0.03106
80	1	80	27	1	1.755	0.9599	0.0401	0.0401
		∑fXi= 1626						

$$\bar{X} = \frac{\sum fxi}{n}$$

$$= \frac{1626}{27}$$

$$= 60{,}22$$

$$S = \frac{(n\sum xi^2)-(\sum fxi)^2}{n(n-1)}$$

$$= \frac{(27.\ 101224)-(1626)^2}{27(27-1)}$$

$$= \frac{(2733048)-(2643876)}{702}$$

$$= \frac{89172}{702} = 127{,}03$$

$$S = \sqrt{127{,}03} \quad = 11{,}27$$

$$S^2 = (\ 11{,}27\ )^2 \quad = 127{,}03$$

From the column of F(Zi)- S(Zi), the score of Lo =0,10059. L table for n = 27 with the level of significance 0,05 = 0,173. So, Lo <Ltab 0,10059< 0,173. It can be concluded that the samples were distributed **normally**.

e. Homogeneity Test of the Pre-Test Score From the Control and the Experimental Class

Table 4.12

Homogeneity Test of the Pre Test Score from the Control and Experiment Class

The Mean Score, Standard Deviation, and Variant

The class	Mean score ($\bar{x}$)	Totally of sample (n)	Standard deviation (s)	Variant (s^2)
Experiment	56,93	27	10,19	103,76
Control	50,52	27	12,43	154,49

$$Fhit = \frac{The\ Higher\ variant}{The\ Lower\ Variant}$$

$$F = \frac{154,49}{103,76}$$

= 1,49

Ftab = V_1 = jumlah data pertama – 1

= 27 -1

= 26

V2 = jumlah data kedua – 1

= 27 – 1

= 26

For F table 26 with level of significance 0,05 = I,95. So, Fhit < Ftab = 1,49 < 1,95. It can be conclude that the data were **homogenous.**

f. Homogeneity Test of the Post-Test Score From the Control and the Experimental Class

Table 4.13

Homogeneity Test of the Post-Test Score from the Control and Them Experimental Class

The Mean Score, Standard Deviation, and Variant

The Class	Mean Score $\bar{x}$	Totally of Sample (n)	Standard Deviation (S)	Variant (s^2)
Experimental class	77,77	27	11,31	127,95
Control class	60,22	27	11,27	127,03

$$\text{Fhit} = \frac{the\ hight\ variant}{the\ law\ variant}$$

$$\text{Fhit} = \frac{127{,}95}{127{,}03}$$

Fhit = 1.007

Ftab = V_1 = Jumlah data pertama kurang satu (V_1-1)

=27-1

=26

V_2 = Jumlah data kedua krang satu (V_2-1)

= 27-1

= 26

For F-table with level of significant 0,05 = 1,95. So, F-hit <Ftab 1,007 < 1,95. It can be concluded that the data were **homogenous**.

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the t_{obtain} by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The First Hypothesis

The first hypothesis in this research, there is significant effect of odd one out strategy towards students' vocabulary mastery. To measure whether the research was accepted or was rejected the hypothesis, the researcher used the formula t-test to find whether H_0 were accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the $t_{table.}$ If the value of the t_{obtain} was the same or less than the value of the t_{table} or $t_{obtained}$ located between $-t_{table}$ and + t_{table} the null hypothesis ($H_{0)}$ was accepted.

Analysis of pre-test and post-test scores of experiment by using t-test formula:

$$\bar{X} = \frac{\sum xi}{n1}$$

$$= \frac{2100}{27}$$

$$= 77{,}78$$

$$Ss_1 = \sum x_1{}^2 - \frac{(\sum x1)^2}{n1}$$

$$= 166660 - \frac{(2100)^2}{27}$$

$$= 166660 - \frac{4410000}{27}$$

$$= 166660 - 163333{,}33$$

$$= 3326{,}67$$

$$\bar{X}2 = \frac{\sum xi}{n1}$$

$$= \frac{1537}{27}$$

$$= 56{,}93$$

$$Ss_2 = \sum x_1^2 - \frac{(\sum x2)^2}{n1}$$

$$= 90193 - \frac{(1537)^2}{27}$$

$$= 90193 - \frac{2362369}{27}$$

$$= 90193 - 87495{,}148$$

$$= 2697{,}85$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(ss1 + ss2)}{n1 + n2 - 2}\frac{1}{n1} + \frac{1}{n2}}}$$

$$= \frac{77{,}78 - 56{,}93}{\sqrt{\frac{(3326{,}67 + 2697{,}85)}{27 + 27 - 2}\frac{1}{27} + \frac{1}{27}}}$$

$$= \frac{20{,}85}{\sqrt{\left(\frac{6024{,}52}{54-2}\right)(0{,}037 + 0{,}037)}}$$

$$= \frac{20{,}85}{\sqrt{(115{,}856)(0{,}074)}}$$

$$= \frac{20{,}85}{\sqrt{8{,}573}}$$

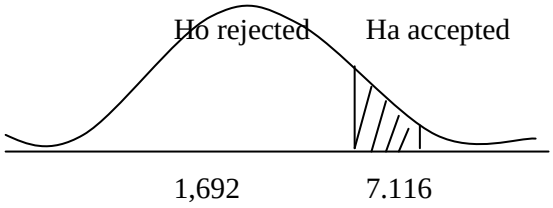
$$= \frac{20{,}85}{2{,}93}$$

$$= 7{,}116$$

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{x}2$) is 77,78 greater than the mean score of the pre-test ($\bar{x}1$), 56,93.

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$ by using the t-formula. It was found that $t_{obtained}$ was 7,116 and the t_{table} for degrees of freedom (df) = (na + nb -2) = (27 + 27 – 2) = 52 with level of significance α 0,05 = was 1,692 through comparing the $t_{obtained}$ (7,116) and t_{table} (1,674) .

Figure 6: The curve of the t-test result in the pretest and the post-test of experimental class



From the data, it means that the descriptive hypothesis (Ha) was accepted or the null hypothesis (Ho) is rejected because the $t_{obtained}$ was higher than the t table. So, it can be concluded that there was a significant effect of odd one out strategy toward students' vocabulary mastery.

a. The Second Hypothesis

The second hypothesis, there is significant difference of the students' vocabulary mastery between the students who were taught by using odd one out strategy and the students who were not using odd one out strategy or there is no significant difference of the students' vocabulary mastery between the students who were taught by using odd one out strategy and the students who were not using odd one out strategy. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula t-test to find whether Ho was accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the $t_{table.}$ If the

value of the $t_{obtained}$ was the same or less than the value of the t_{table} the null hypothesis (Ho) was accepted.

Analysis of post-test scores of experiment and control class by using t-test formula :

$$\bar{X}1 = \frac{\sum xi}{n1}$$

$$= \frac{2100}{27}$$

$$= 77{,}78$$

$$Ss_1 = \sum x_1^{\,2} - \frac{(\sum x1)^2}{n1}$$

$$= 166660 - \frac{(2100)^2}{27}$$

$$= 166660 - \frac{4410000}{27}$$

$$= 166660 - 163333{,}33$$

$$= 3326{,}67$$

$$\bar{X}2_2 = \frac{\sum x2}{n2}$$

$$= \frac{1626}{27}$$

$$= 60{,}22$$

$$Ss_2 = \sum x_2^{\,2} - \frac{(\sum x2)^2}{n2}$$

$$= 101224 - \frac{(1626)^2}{27}$$

$$= 101224 - \frac{2643876}{27}$$

$$= 101224 - 97921{,}33$$

$$= 3302{,}67$$

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(ss1+ss2)\,1}{n1+n2-2\,n1} + \frac{1}{n2}}}$$

$$= \frac{77{,}78 - 60{,}22}{\sqrt{\frac{(3326{,}67+3302{,}67)\,1}{27+27-2}\,\frac{1}{27} + \frac{1}{27}}}$$

$$= \frac{17{,}56}{\sqrt{\left(\frac{6629{,}37}{54-2}\right)(0.037+0.037)}}$$

$$= \frac{17{,}56}{\sqrt{(127{,}487)(0{,}074)}}$$

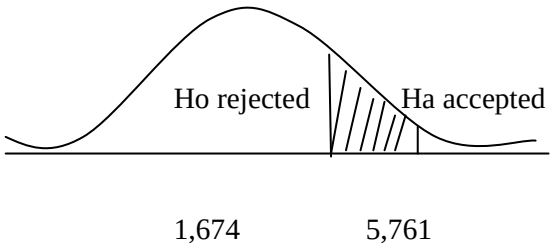
$$= \frac{17{,}56}{\sqrt{9{,}434}}$$

$$= \frac{17{,}56}{3{,}072}$$

$$= 5{,}716$$

From the calculation of post-test scores of the both classes, the mean score of the ($\bar{X}2$)of the experimental class was 77,87 higher than the mean score of post-test of the control ($\bar{X}1$), 60,22.

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained.}$ It was found that $t_{obtained}$ was 5,716 and the t_{table} for degress of freedom (df) = 27 + 27 – 2) = 52 with a 0,05 = 1.674 through comparing the $t_{obtained}$ (5,716) and t_{table} (1,674), it was found that the $t_{obtained}$ was greater than the $t_{table.}$ It was shown in the figure below : **Figure 7: the curve of the t-test result in the post-test of the experiment and the control class**



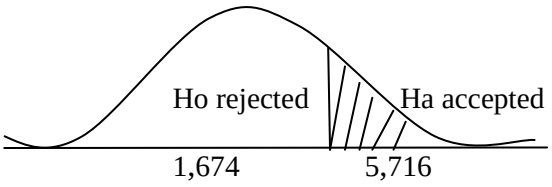
From the data above, it shown that the descriptive hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected because the $t_{obtained}$ was greater than the $t_{table.}$ So, it can be said that there was any significant difference of the students' vocabulary mastery between the students who were taught by odd one out strategy and the students who were not taught by odd one out strategy.

b. The Third Hypothesis

The third hypothesis is the vocabulary mastery of the students who are taught by odd one out strategy is better than the vocabulary mastery of the students who are not taught by odd one out strategy. To measure whether the researcher accepted or rejected the hypothesis, the researcher used the t-formula.

The data were gotten to prove the hypothesis above was the same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests and the third hypothesis was in the form of one-tailed test. From the second hypothesis above, it was found that $t_{obtained}$ was 5,716 and the t_{table} for degress of freedom (df) = (27+27-1) = 53 with α 0,05 trough comparing the $t_{obtained}$ (5,716) and t_{table} (1,674), it was found that the $t_{obtained}$ was greater then the $t_{table.}$ The result of the t-test was shown in the following figure :

Figure 8: The curve of the t-test result of the third hypothesis



The figure 8 showed that the $t_{obtained}$ was greater than the + t_{table} 5,716 >1,674. It means that the alternative hypothesis (Ha) was accepted and it can be concluded that the vocabulary mastery

of the students who were taught by odd one out strategy was better than the vocabulary mastery of the students who were not taught by odd one out strategy.

B. Discussion

This section was intended to discuss the result of the research findings based on the related theory. All data collected from the research instrument provided information of the research findings. The result of the students' score was calculated by using t-test.

The researcher conducted the research in five meeting for each group. In the first meeting, pre-test was administered in both of the experiment and control class. The second meeting until the fourth meeting, the researcher gave treatment. The treatment was teaching using odd one out strategy at the experimental class. In contrary, the control class was taught by using conventional strategy. The treatment was given in three meeting for each group. In last meeting, the students were given post-test after they got the treatment.

According to James Nottingham, odd one out strategy will encourage the students to go beyond their first idea and to keep exploring further possibilities, often trying to find a more detailed or more obscure reason than their friends. Its mean that the students will more creative and make sure they have a reason for their choice. Based on the result, the researcher found that using odd one out strategy towards students' vocabulary gave significant effect on students' vocabulary mastery. It can

be shown from the mean of pre-test and post-test in experimental class. The mean of pre-test of experimental class was 56,93 and the mean of post-test was 77,78. It means that the mean of post-test of experimental class was higher than the mean of pre-test of experimental class because the hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected and fact showed that the odd one out strategy had significant effect in increasing the students' vocabulary mastery. So, the theory of James Nottingham was in line with the result of the research.

From the data analysis above, it had also proven that the using odd one out strategy towards students' vocabulary gave significant difference on students' vocabulary mastery. It can be shown from the mean of post-test in experimental class and control class. The mean of post-test of experimental class was 77,78 and control class was 60,22. It means that the mean of post-test of experimental class was higher than the mean of post-test of control class. The t-test result was shown that the $t_{obtained}$ was higher than the t_{table} 5,761 >1,692. The difference of both classes was caused by the treatment given. The fact showed that the odd one out strategy had significant difference of students' vocabulary mastery between the students who were taught by using odd one out strategy and the students who were not taught by using odd one out strategys. The findings result was in line with the theory based on David Cookson 'odd one out strategy provides a fun way of recognizing and relationships between set of word'.

Furthermore, the data of the experiment class and control class were also obtained to indicate the students who were taught by using odd one out strategy is better than the students who were not taught by odd one out strategy from the data that were obtained. It was found that the mean score of post-test of the experimental class was higher than the mean scored of post-test control class 77,78 > 60,22 . It can be concluded that odd one out strategy was better than conventional strategy in increasing students' vocabulary mastery. It was in line with the Robert Fisher's theory that odd one out was a good strategy for developing reasoning, critical and creative thinking skill.

In conclusion, used the odd one out strategy was an excellent strategy that made the students think and work out together. It also improved their vocabulary mastery because they have to be creative in giving the reason of their answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and the discussion in the previous chapters the researcher concluded this research that focus on students' vocabulary mastery through odd one out strategy:

1. The students' vocabulary mastery post-test scores in the experimental class were higher than the sudents' vocabulary mastery pre-test scores. It means that there was a significant effect of odd one out strategy toward students' vocabulary mastery.
2. There was a significant difference between the students who were taught by odd one out strategy and conventional strategy. It was found that the value of t-test 5,671 was greater than the value of t-table 1,672. Moreover the mean score of post-test of experimental group was greater than the mean score of post-test of control group.
3. The use odd one out strategy in teaching vocabulary was better than conventional strategy. It was proved by the data of the post-test of both groups where the mean score of experimental group was 77,78 and the mean score of control group was only 60,22. Meanwhile both group have the same level of ability in the pre-test. So, by using odd one out strategy in teaching vocabulary was better than conventional strategy.

B. Suggestion

Based on the finding of the research, the researcher would like to purpose some suggestions as follows:

1. Based on the result of the research, the English teachers are recommended to use odd one out strategy as an alternative teaching strategy especially in teaching vocabulary. The teachers are hoped to facilitate the students on practicing the strategy or provide students with varying material to be learned.
2. The teachers are hoped to guide the students in using odd one out strategy to help students in vocabulary mastery.
3. The students also need to improve their vocabulary mastery by using odd one out in order to improve their knowledge.
4. Since this research is only a beginning research, further this research is expected to be conculded to see other issues on teaching vocabulary that had not been covered by this research.

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