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THE USE OF WHAT COMES NEXT TECHNIQUE (WCNT) TO TEACH ACTION VERBS

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Abstract

The purpose of this research is to know whether What Comes Next technique affected significantly on learners' action verbs achievement and to know the effect size of the technique. The form of this research is pre-experimental study with one group pretest and posttest design. The population was all the eleventh grade learners of SMA Negeri 3 Pontianak. By using cluster random sampling technique, the sample was XI Science 6 class consisted of 33 learners. The data collection technique was measurement technique and the tool of data collection was a test consisted of 25 items in the form of multiple choice. The result of the T-test was 12.25. It was higher than t-critical score (12.25 > 2.03). This indicated that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted, meaning that What Comes Next Technique affect significantly in teaching vocabulary for the eleventh grade learners in SMA Negeri 3 Pontianak in the academic year of 2019/2020. The score of the effect size of the treatment was 2.08 and classed as "Strong" effect. As a result, it can be concluded that What Comes Next Technique give a strong effect in teaching vocabulary for the eleventh grade learners in SMA Negeri 3 Pontianak in the academic year of 2019/2020.

***Keywords**: What Comes Next Technique, Teaching Vocabulary, Action Verbs*

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INTRODUCTION

Every English learning activity in the class requires good vocabulary. For example, based on 2013 curriculum the learners have to express or give their opinions according to the context, order the procedure text into the correct order or respond agreement and disagreement arguments. In order to do those all activities, the learners at least have to know the vocabulary which is related to the activities.

The proper and suitable technique must be applied in teaching vocabulary. Teaching itself would be successful if the teacher can teach their learners well and the learners enjoy their learning process. With the good vocabulary, it would ease the learners in doing their activities. Therefore, it is a must for the learners to master the vocabulary. Since vocabulary is very important to be mastered, it is very bad for the learners if they do not enjoy their learning and fail to master the vocabulary. Thus, the teacher must carefully choose and apply the technique.

Referring to the researcher's observation when he was doing the teacher training practice, vocabulary became a problem because some of the learners nowadays lack of vocabulary. If this problem continues, then it would ruin the teaching-learning process in the class. The learners may not achieve the basic competence of the learning while they have a struggle in mastering vocabulary.

One of the ways to teach the vocabulary is through gestures. Gestures are movements of the face or body which provide the meaning. As a matter of fact, a study which was conducted by Meadow and Alibali (2012, p. 275) concluded that teaching vocabulary through gestures provides the learners to construct a language. It means that gestures are able to help the learners creating new vocabulary in their mind, which means that gesture is one of the teaching ways to improve learners' vocabulary. In summary, in this research, the researcher focused on gestures to teach vocabulary.

What Comes Next is one of the teaching vocabulary techniques that require gestures in its main activity. This technique was found by the researcher in Language Activities for Teenagers book by Lindstromberg (2009, pp. 114-118), which allows the learners to guess the vocabulary by reading their teacher's gestures or their friend's gestures. Furthermore, this technique allows the learners to develop their critical thinking in trying to guess what their teachers mean by observing the teacher's gestures while the teacher read a story. In this research, the learners also had to reproduce the gestures in order to ease them to memorize the vocabulary.

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The vocabulary that is learned by the learners through this research was action verb. The action verb was chosen by the researcher because action verb could be found in learners' daily conversation. Moreover, according to the curriculum action verb was one of the language features of narrative text that need to be mastered by the learners. Generally, it was kind of hard for the learners to express the action verbs because they lack of vocabulary. Therefore, the researcher focused on the action verbs.

The researcher found other researchers who conducted some research related with this research. The first one was conducted by Cohen and Otterbein (1992) which was consisted of three classes of fully grown participants. These research participants observed some videos which contains a number of various phrases in their mother tongue language. After that, they had to mark down as many phrases as they could keep in mind in a free recall assignment. The video area was a little bit different from each other; the first video just provided the phrases, the other video presented someone with gestures without speech performing each phrase, while in the third video the phrases were supplemented by non-pantomimic gestures. The results showed that the class that presented to the phrase which was illustrated by speechless gestures strongly remember more sentences compared to the class which did not see the gestures at all and the class which see non-pantomimic gestures.

On the other research which was conducted by Tellier (2005), the researcher found the effect of gesture in learners' vocabulary memorization by comparing two groups. The result was, the group which produced gestures remember their new vocabulary easier than the other group which did not. The difference between Tellier's research and this research is, Tellier's research was conducted in quasi experimental design that involved 32 French children with the age range of 4 to 5 years old while this research was conducted in pre-experimental design that involved 33 Indonesian teenager. Based on the description that has been mentioned above, the purpose of this research is to know whether What Comes Next technique affect significantly on learners' action verbs achievement on SMA Negeri 3 Pontianak in the Academic Year of 2019/2020 and to know the effect size of the technique.

Based on the background and the topic of the research, there are two research questions in this research. The first one is, "Does the use of What Comes Next technique affect significantly on the learners' action verbs?". The other question is "If it does, what is the size of the effect?". Since the first research question is a yes or no question, the researcher got two

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hypotheses (temporary answer). Those are null hypothesis (H0) and alternative hypothesis (Ha). In this research, the null hypothesis (H0) was What Comes Next technique does not affect significantly in teaching vocabulary for the eleventh grade learners in SMA Negeri 3 Pontianak in the academic year of 2019/2020. Meanwhile, the alternative hypothesis (Ha) in this research was "What Comes Next technique affect significantly in teaching vocabulary for the eleventh grade learners in SMA Negeri 3 Pontianak in the academic year of 2019/2020.

METHOD

The design of this research is pre-experimental research. According to Thyer (2012) pre-experimental research is the simplest research design which involves the assessment and outcome of the study which is known as effectiveness study. It means this study was done to prove whether the particular techniques or tools affect on the subject of treatment.

There are three varieties of pre-experimental research design. The types are; one-shot case study design, one group pretest-posttest design and static-group comparison. In this research, the researcher conducted the research using one group pretest-posttest design. By using one group pretest-posttest, the effect of What Comes Next technique to teach vocabulary would be identified. The pretest was the first one to be given before the treatment. The purpose of pretest is to know the learners' vocabulary before the researcher doing the treatment. After the pretest was done by the researcher, the treatment would be given to the learners by teaching vocabulary through What Comes Next technique. Finally, after the treatment was given, the researcher gave the posttest to the learners.

In this research, the research population is all the eleventh grade classes of SMA Negeri 3 Pontianak in the academic year of 2019/2020. There are nine eleventh grade classes in this school, consists of Science 1, Science 2, Science 3, Science 4, Science 5, Science 6, Social 1, Social 2 and Social 3 class. There are 322 learners in total, consist of 132 male learners and 190 female learners. Each class consists around 33-36 learners.

In this research, the researcher applied one data collection technique. The researcher obtained the data through measurement. The test was done twice by the researcher. Pretest was the first test, which was conducted in order to gather the data ahead of the experiment to make the researcher recognizes learners' vocabulary condition before delivering the treatment. The second test was posttest, which was performed after doing the treatment. Both pretest and posttest provided in the appendices section.

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The result of both tests measured and compared by using T- test to identify the significant interval. The result of both tests would be used to investigate whether What Comes Next technique improve significantly on learners' vocabulary or not.

Regarding with the data collection technique that has been mentioned before, the researcher focused on a simple vocabulary test as a tool. The form of the test is multiple choices questions (a, b, c or d questions), consists of 25 items in total for both pretest and posttest.

In order to respond the questions of the research, the data were analyzed by the researcher using statistical data procedure. The first research question was analyzed by using T-Test formula, while the second research question was analyzed by using effect size formula. The T-Test formula that used by the researcher can be seen as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

Where:
T is t- ratio
MD is the mean of difference
∑D is the sum of difference between learners' pretest-posttest score
n is Number of learners

(Ary, et al., 2010, p. 177)

Mean of difference is required in calculating the T-Test. To count up the mean of difference score, the researcher used the formula as follows:

$$MD = M_2 - M_1$$

Where:
MD is mean of Difference
M_1 is learners' mean score of pretest
M_2 is learners' mean score of posttest

(Hatch & Farhady, 1982, p. 148)

In order to compute the learners' pretest and posttest mean score, the researcher used the formula taken from Blerkom (2009, p. 245) as follows:
For the posttest score:

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$$M_2 = \frac{\sum X}{n}$$

While for the pretest score:

$$M_1 = \frac{\sum X}{n}$$

Where:

$\bar{x}$ is average score of pretest and posttest
$\sum X$ is sum of learners' individual score
n is number of learners

In order to get the sum of individual score, the researcher have to compute the learners' individual score. Since the test consists of 25 test items, the researcher computed the score by using this formula as follows:

$$X = S \ x \ 4$$

Where:
X is learners' individual score
S is right answers

After the researcher answering the first research question, the researcher analyzed the size of the effect by using effect size formula from Burns (2000, p. 167). This would be done only if there is a significant effect on learners' vocabulary achievement after the treatment. The formula can be seen as follows:

$$\Delta = T \cdot \sqrt{\frac{1}{n}}$$

Where:
Δ is effect size
T is t-test result
n is Number of learners

(Burns, 2000, p. 167)

The result of the effect size is categorized into:

Table 1: Effect size classification

Effect Size	Classification
0 - 0.20	Weak
0.21 - 0.50	Modest
0.51 - 1.00	Moderate
> 1.00	Strong

(Cohen et al., 2007, p. 521)

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FINDINGS AND DISCUSSION

Findings

In order to answer the research questions, the researcher analyzed the data obtained in the pretest and posttest. First of all, the researcher computed the learners' individual score from both pretest and posttest. After that, the researcher computed the mean score of pretest and posttest. After calculating the mean score, the researcher computed the mean of difference score. After obtaining the mean of difference score, the researcher then computed the data by using t-test formula in order to answer the first research question. The researcher also tried to measure the result of t-test calculation by using effect size formula in order to answer the second research question only if the technique affect the learners.

After the researcher computed the learners' individual score from both pretest and posttest, the researcher found that the top score of the pretest was 84 and the smallest score was 44. While for the posttest, the researcher found that the top score was 100 and the smallest score was 72.

After calculating the learners' individual score, the researcher computed the mean score from both pretest and posttest. The top score of the pretest is 84 and the smallest score is 44. The total score of the pretest is 2260 and the mean score is 68.48. From the result of the test, the learners' achievement was considered as average to good. Meanwhile, the top score of the posttest is 100 and the smallest score is 72. The total score of the posttest is 2996 and the mean score is 90.78. From the result of the test, the learners' achievement was considered as good to excellent. The table of learners' individual score classification can be seen as follows:

Table 2: Learners' individual score classification

Score	Classification
0 – 40	Poor
50 – 59	Poor - Average
60 – 79	Average - Good
80 – 100	Good - Excellent

(Brown, 2004, p. 287)

Meanwhile, the calculation of mean score from both pretest and posttest can be seen as follow:
For the pretest, the calculation is as follows

$$M_1 = \frac{\sum X}{n}$$

$$= \frac{2260}{33}$$

$$= 68.48$$

While for the posttest, the calculation is as follows:

$$M_2 = \frac{\sum X}{n}$$

$$= \frac{2996}{33}$$

$$= 90.78$$

After computing the average score of both pretest and posttest, the researcher computed the difference of mean score. The result is 22.3. The calculation of difference score can be seen as follows:

$$MD = M_2 - M_1$$

$$= 90.78 - 68.48$$

$$= 22.3$$

After calculating the difference of pretest and posttest score, the researcher computed the data by using T-test formula in order to answer the first research question. The calculation can be seen as follows:

$$T = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

$$= \frac{22.3}{\sqrt{\frac{19936 - \frac{736^2}{33}}{33(33-1)}}}$$

$$= \frac{22.3}{\sqrt{\frac{19936 - 16415.03}{1056}}}$$

$$= \frac{22.3}{\sqrt{\frac{3520.97}{1056}}}$$

$$= \frac{22.3}{\sqrt{3.33}}$$

$$= \frac{22.3}{1.82}$$

$$= 12.25$$

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The result of the t-ratio is 12.25, indicated that there was a difference of degree as much as 12.25 between variable X and Y. In order to complete the calculation, the researcher then tried to find out the degree of freedom (DF) which can be seen as follows:

$$\begin{aligned} DF &= N - 1 \\ &= 33 - 1 \\ &= 32 \end{aligned}$$

According to the calculation of the degree of freedom (DF), the researcher found that the t-critical with DF = 32 and with the significance level at 0.05 (5%) was 2.0369. The t-ratio result was higher than the t-critical (12.25 > 2.0369), meaning that the null hypothesis (H0) was rejected while for the alternative hypothesis (Ha) was accepted. Thus, the answer for the first research question in this research is What Comes Next Technique affect significantly in teaching vocabulary for the eleventh grade learners in SMA Negeri 3 Pontianak in the academic year of 2019/2020. Because there was an effect, the researcher also needed to measure the size of the effect.

In order to answer the second research question in this research, the researcher analyzed the effect size of the treatment. The purpose was to know how strong the effect affect the sample. The calculation of effect size can be seen as follows:

$$\begin{aligned} \Delta &= T \cdot \sqrt{\frac{1}{n}} \\ &= 12.25 \cdot \sqrt{\frac{1}{33}} \\ &= 12.25 \cdot \sqrt{\frac{1}{33}} \\ &= 12.25 \cdot \sqrt{0.03} \\ &= 12.25 \cdot 0.17 \\ &= 2.08 \end{aligned}$$

The result of the effect size is 2.08. According to the Table 1, the score of the effect size was categorized as strong effect because 2.08 > 0.5. Therefore, the answer for the second research question in this research was What Comes Next Technique give a strong effect in teaching vocabulary for the eleventh grade learners in SMA Negeri 3 Pontianak in the academic year of 2019/2020.

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Discussion

This study was undertaken to know whether What Comes Next technique affect significantly on learners' vocabulary and to know the technique effect size. The findings indicated that the technique affect significantly on learners' vocabulary. Also, the effect was categorized as strong effect. It meant that What Comes Next technique strongly affect learners' vocabulary.

The expected hypothesis was that What Comes Next technique affect significantly on learners' vocabulary and by looking at the findings of the research, everyone would know that this technique is good for teaching vocabulary, especially for teaching action verb. That is because the technique involved gestures in its process. Gestures help the learners to give a smell of multimodality into their learning process, which was leaving a host traces in their memory (Foster, 2009). In other word, by providing the gestures in teaching process, the teacher eases the learners to memorize the vocabulary. Therefore, by applying What Comes Next technique, the teacher eases the learners to memorize the vocabulary.

In addition, there are many functions of gestures in teaching-learning process. The first function is for classroom management purposes, for example; beginning and ending the class hour. Secondly, for evaluative aims, for example like error correction. Lastly is for explanatory goals, for example giving explanation of new vocabulary items (Tellier, 2005). By making gestures in teaching vocabulary to the learners, they will be explained better and ease them to remember the vocabulary. Those functions are very useful in teaching-learning process, especially the last function for teaching vocabulary. Thus, What Comes Next technique would be good for teaching vocabulary since the technique involved the gestures to deliver the explanation of the new vocabulary items to the learners.

The findings from this study seem consistent with previous studies done on different subjects. There were two similar studies that involved gestures in teaching vocabulary. The first one was conducted by Cohen and Otterbein (1992) that involved three classes. The findings showed that the group who observed video of somebody illustrating with pantomimic gestures remember significantly more words than the group who did not see the gestures. The result was in line with the expert's statement that memory of the learners can be enhanced by using a lot of modalities in teaching-learning process and one of the modal is through gestures (Laufer, 2005). The research showed that the gestures help them to memorize better.

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The other one which was conducted by Tellier (2005) also had similar findings. His research findings showed that the use of sense of sight method such as gestures or pictures improve the research subjects' memorization. Both of the studies had a positive result to the use of gestures in teaching vocabulary. In line with those two studies, this study agreed that gestures ease the learners in learning vocabulary. Hence, What Comes Next technique is good to be applied in teaching vocabulary since it involved gestures in its process and strongly affect learners' vocabulary.

CONCLUSION AND SUGGESTIONS

Conclusion

Referring to the research findings and discussion, there was a significant improvement in the application of What Comes Next technique. It showed by the learners' posttest average score which was higher than the learners' pretest average score. In other word, What Comes Next technique affects significantly on learners' action verbs achievement to eleventh grade learners of SMA Negeri 3 Pontianak in the Academic Year of 2019/2020. Also, the effect size was categorized as a strong effect since the technique involved gestures in its process. Gestures help the learners to gain a smell of multimodality into their learning process and ease them to memorize new vocabulary. Therefore, What Comes Next technique is good for teaching vocabulary, especially on action verbs.

Suggestions

By looking at the research findings and what happened during the research, there are several suggestions that the researcher would like to reveal in hopes of improving the teaching-learning process, particularly in the teaching of action verbs. The researcher would like to suggest the teacher to use What Comes Next technique to teach action verbs, since this eases the learners to remember the vocabulary and activate them during the class.

The researcher would also recommend the teacher to introduce various ways to encourage the learners to improve their vocabulary since vocabulary is important to be mastered before mastering the English. What Comes Next technique is one of the way. The teacher should also tell the learners about why vocabulary is important.

Lastly, the learners had better improve their own vocabulary inside or outside the class. There are a lot ways to improve their vocabulary outside the class, for example by reading the dictionary and so on. They should also realize that vocabulary is important to be mastered.

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