**THE EFFECTIVENESS OF VOCABULARY-BASED-INTEGRATED ACTIVITIES IN IMPROVING THE STUDENTS’ VOCABULARY COMMAND**

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**Abstract**

Finding a method to be used in vocabulary teaching and learning for students with different learning style is a big challenge for English teachers at SMA Negeri 1 Soppeng Riaja as the result of preliminary study found that the students’ vocabulary command is still low and the teacher promoted less awareness of students’ learning styles in vocabulary learning. An exploratory research was conducted to investigate the effectiveness of Vocabulary-based Integrated Activities in improving the students’ vocabulary command by involving the second year students of natural science class of SMA Negeri 1 Soppeng Riaja in academic year 2012/2013. It is concluded from quantitative and qualitative findings that the Vocabulary-based Integrated Activities are: (1) most effective to improve the students’ vocabulary command in terms of knowing, understanding the words and how they are said and written; (2) most effective to improve the students’ vocabulary command in terms of using the words in written form; (3) effective to improve the students’ ability the students’ vocabulary command in terms of using the words in oral form; (4) able to cover all students with different learning style, because there is no significant difference of vocabulary command among visual, auditory, and haptic students after they were taught by the method. In addition, students have good perception of the Vocabulary-based Integrated Activities.

**Key words:** *Vocabulary-based Integrated Activities, Vocabulary Command Learning Style*

**Introduction**

Since English has been taught, vocabulary command always becomes a big problem for students and teachers. At the first, we cannot deny that many students come to the classrooms with limited vocabulary. At the last, although students have been taught by several teaching and learning process, they still lack vocabulary. From preliminary study conducted by the researcher found that the problem occurred at SMA Negeri 1 Soppeng Riaja. The result of preliminary study not only found lack of vocabulary but also teachers promoted less awareness of different students’ learning style in vocabulary learning. It indicates that the result of the teaching vocabulary in the school is not satisfactory yet. Therefore, it is urgency for teachers improve their teaching by applying a method that can improve their quality of vocabulary teaching.

The unsatisfactory result can be affected by several factors. It can be affected by teachers, students, teaching materials, and language teaching approaches or methods applied by the teachers. Rasyid (1992:106) pointed out that teachers have to know how learning materials are presented to the learners, that is, what meaningful classroom activities the students are doing, because the students come to the class with different attitudes, motivation, interests, and learning styles/strategies that are called the students individual differences (IDs).

In this research, the researcher investigated the effectiveness of the Vocabulary-based Integrated Activities in improving the students’ vocabulary command. The method is developed from Integrated Skills Approach. This method enables students meet various activities which can motivate them in learning, practicing, and using their vocabulary in each kind of skills. Various activities here mean there were a range of activities like write a paragraph from the text that the students have been read, write words or sentences that they have been listened, and listen to their friends’ opinion and speak their responses.

With a variety of activities in the classroom, this method is expected to meet the students’ individual differences, include learning styles. In further, the effectiveness of this method not only evaluated by the students’ improvement in vocabulary command but also the ability of the method to cover the different learning styles of the students. Therefore, in conducting the research, the researcher was regardless the students’ learning styles to know whether or not the method distinguishes the students with different learning style.

**Literature Review**

1. Concept of Vocabulary

The importance of vocabulary is emphasized by Wilkins, (1972: 111) that without grammar very little can be conveyed, without vocabulary nothing at all can be conveyed. Vocabulary, similar to grammar, is an essential language element that should be mastered. In addition, Harmer (1991: 153) states that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Obviously, the role of vocabulary is very crucial where students will not be able to communicate and master English if they do not possess plenty number of vocabulary.

The importance of learning vocabulary is the same as the importance of learning language, because through vocabulary, we can communicate ideas, emotions, and desires. Besides, by a good command of vocabulary or language one can express ideas effectively and efficiently as Roygor in Wallace (1985: v) points out that the students who has good control of language, including a vocabulary with both breadth and depth, cannot only communicate ideas better but can actually think through ideas and problems with greater accuracy, clarity, and precision. In other words, it must be admitted, that without a language any form of mental and physical activities cannot be communicated and conveyed.

Various estimates of a minimum vocabulary necessary for speaking, listening, reading, and writing have been given by the linguists. In statistical analysis of spoken English shows that active vocabulary of 2.000 words is enough for everyday conversations (Crow, 1976: ix). West in Nunan (1991:118) points out that the 2.000 most frequent words in English would enable learners to express practically any idea they wanted to. It means that if the students have mastered more than 2.000 words, they can discuss a wide range of topics. Lado (1964:117) tries to give the estimation number of words that must be mastered in learning English. He points out that a speaking vocabulary of 2.000 words is an adequate minimum for the purposes of basic communication. For reading, however, a vocabulary of 7.000 words is closer to minimum need. Vocabulary for writing and listening should better set at 3.000 to 4.000 words than at 2.000. It means that a minimum vocabulary for listening and reading will be larger than one for speaking and writing. Even though, there is no certain amount of vocabulary estimation that the senior high school students should be mastered in recent curriculum, but clearly in 1994 curriculum, it was stated that the vocabulary estimation is 2.500 words. Therefore, in dealing with English skill, students must acquire a certain number of vocabularies.

1. Concept of Vocabulary-based Integrated Activities

The reason for basingthe integrated activity on vocabulary in this research is that vocabulary provides the vital organs and flesh to the language (Harmer, 1991:153). It means that a language activity can hardly do without. Therefore, the point of departure of the activity was introduction of new or unfamiliar words to the students. A word is said to be new or unfamiliar to the students if they do not know what the word means, how it is said or written, and how to use it in oral and written form. In this matter, there are seven phases activities as suggested by Rasyid (1994: 108) are done by students to work alone, in pair, and in group, as elaborated briefly in the following.

1. The first phase (Presentation of new words)

The presentation of the new words consists of two modes. First, oral presentation, the teacher dictates ten new words to the class. The dictation procedures consists of (a) the teacher dictates aloud a new word to the students, and the students listen to it, (b) the teacher dictates the new word again loudly, and the students repeat it, (c) the teacher dictates the new word again, and the students listen to it attentively, then write it down, and (d) the teacher writes the word on the board, and the students correct theirs. When the teacher has dictated all the new words to the students, he/she puts each word in context to show their meaning to the students. At this point, the students can also ask for clarification for things which are not clear yet.

Second, in written presentation, the students are given quiz of synonym and opposite. Each item is provided with four options. The procedures consists of (a) the students work out the quiz, (b) the teacher corrects the students’ work, (c) the teacher distributes to the students the examples of the newly introduced words in context, and (d) the students ask for clarification for things which are not clear yet. These two modes of presentation are alternately used, that is four oral presentation and four written presentations.

1. The second phase (constructing phrases)

The students are divided into groups of four to five students. The students are tasked to put each word into meaningful phrases. Examples are provided if necessary. Members of each group have to have same phrase construction. During this activity, the teacher walks around to monitor the students’ work. Help will be given if requested.

1. The third phase (constructing sentences)

The students are tasked to construct sentences (statements either positive or negative statements, or questions) using the phrases they have constructed in the second phase. The statements should apply to the group; and the questions should be worth asking to others. Examples are given to that really need them. Members of each group have to have the same statements and questions. During this activity, the teacher walks around the class to monitor the students’ work. The teacher can directly correct the incorrect statements and questions the groups have made.

1. The fourth phase (telling the interview)

Members of each group are to find someone from the other group for pair activity. In this pair activity, a student is, in turn, to tell his/her group statements to her partner. The interviewer will take notes on the interviewee’s responses. A student who does not have a partner asks the teacher to be her partner. During this activity, the teacher walks around to monitor the pairs. The teacher takes some notes on the common mistakes the pairs made. Help will be given if requested.

1. The fifth phase (Pooling information)

Each member will come back to her group. In turn, members of each group tell the information they have got from their interview. The members write down the information. During this activity, the teacher walks around to monitor the students’ work. The teacher takes some notes on the common mistakes the group made. Help will be given if requested.

1. The sixth phase (Reporting)

In turn, each group read its pooled information to the class. Questions from the class are welcome. Each group submits the written report to the teacher.

1. The seven phase (feedback)

In this phase, the teacher, in turn, gives his/her comments and correction to the class questions from the class about the comments and corrections are welcome.

In this research, the researcher adapted the method by doing some modifications. The researcher kept using the first, third, sixth, and seventh phase. The researcher did not conduct the second phase in her research since constructing phrases does not include in the school syllabus and in the objective of the research. Besides, it was removed because of the limited time. The fourth and fifth phases were changed by one phase namely, using the words in the natural use. In this phase consists of various activities: role play, simulation, and debate. In these activities, the students were expected to use the new words presented by the teacher in the first phase. The modification of the method did not diminish its substance since the researcher keep placing the essence of the fourth and the fifth phase in “Using the Words in the Natural Use” phase. The skills (speaking and writing) which were emphasized in those phase can also be found in that phase.

There are some considerations taken by the researcher to modify the method. The first is the core of integration is we use more than language skills naturally to communicate with others. In a natural communication, we find that people talk while they are listening and they write using references they have read (Cahyono in Muhsya, 2010). Students talk while they are listening and write something while they are listening can be applied simulation, role play, and debate activity.

The second is, simulation and role play have several advantages in the EFL classroom. Those activities can increase motivation and prepare students for real life communication. Role-play and simulation prompts mental and bodily activity. The activities require active participation. Concentration is also often required and it is not easy for a student to stay passive for long. Situations are created for the students to use the language meaningfully and this would motivate the students towards participation. The less motivated students will be gradually drawn into the activity when they see the rest of the group having a good time. In addition, real life situations and communication are unpredictable. A student may learn all the correct forms of communication but may not know when to use them appropriately. Role-play and simulation provide opportunities to react to these situations and to give the students a taste of real life (Sam, 1990). It means, those activities meet the nature of integrated activity which promotes real life atmosphere in the classroom,

Furthermore, debate also can be useful in the integrated skill. According to Ryan, (1995), the use of debate as a technique for teaching integrated skills in ESL is recommended. She argued that debate meets real-world communication needs and reflects a particular practical style of language use (persuasion), meeting expectations of the native speaker. Based on those reasons, the researcher expected that the students in this phase can be involved in various activities and interactions which can create plenty of opportunities for them to participate in class and raise their motivation to learn vocabulary.

1. Concept of Learning Style

According to Oxford, (2001) learning stylerefers to the general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem. Learning style is an overall pattern that provides broad direction to learning and makes the same instructional method beloved by some students and hated by others.

According to Reid, (1995: viii-xiii) generally, learning style is categorized into three major categories: cognitive learning styles, sensory learning styles, and personality learning styles. Sensory learning styles refer to the physical, perceptual learning channels with which the student is the most comfortable. The following are the five kinds of perceptual learning styles.

1. Visual learner learns more effectively through the eyes (seeing).

Visual students learn best from seeing words in books and on the board. They assimilate information better by reading, requiring little oral explanation. Additionally, they often learn alone with reading materials. However, they should take notes of lectures and oral directions for better recall. In short, visual learners are most comfortable with pictures, images, and graphs while studying and retaining information.

1. Auditory learner learns more effectively through the ear (hearing).

Auditory learners learn best when hearing the information and perhaps, listening to the lecture. Thus, the learner needs to express verbally what he/she learns, solve problems by talking about them and discusses the material in the class.

1. Tactile learner learns more effectively through touch (hands-on)

Tactile learners prefer hands on work, for example handling materials or taking notes. Working an experiment in the laboratory is the best way for such students to learn new material. Writing notes or instruction can help such learners to remember information easily and physical involvement in the class pays major role in their retention of the information.

1. Kinesthetic learner learns more effectively through body experience (movement).

Kinesthetic learners prefer active participation experiences, for example drama, role-play, and moving around. Such students learn best by experience and by being involved physically in classroom experiences. A combination of stimuli, for example an audio tape combined with an activity helps learner understand new material.

1. Haptic Learner is the combination of both tactile and kinesthetic.

Kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room.

**Research Method**

This research applied the sequential explanatory model. Through the design, the researcher collected, analyzed and interpreted a variety of quantitative data first then followed by qualitative data to reveal the effectiveness of Vocabulary-based Integrated Activities in improving the students’ vocabulary command. The population of this research was the second year students of natural science class of SMA Negeri 1 Soppeng Riaja in academic year 2012/2013. The number of the students’ population was 127 students which comprised of four classes. For quantitative analysis, sample was selected by using cluster random sampling, where the researcher took two classes randomly. One of them was randomly selected as experimental group and another one as control group. For qualitative analysis, sample was selected through purposive sampling. Representative students from each learning style were interviewed in interview section.

There were four kinds of instrument that employed in collecting the data: two kinds of instrument for both quantitative and qualitative. In gathering data for quantitative analysis, the researcher used questionnaire (Learning Channel Preference Checklist) and vocabulary tests. In gathering data for qualitative analysis, the researcher used open-ended questionnaire and interview. The data were collected through six steps. Those steps are preliminary study, pretest, treatment, posttest, and interview. The quantitative data were analyzed statistically through SPSS (Statistical Product and Service Solution) version 19.0. Whereas, qualitative data were analyzed and interpreted descriptively

**Findings**

The findings of the research deal with (1) The effectiveness of Vocabulary-based Integrated Activities to improve the students’ vocabulary command; (2) The coverage of Vocabulary-based Integrated Activities to cover all students with different learning styles in learning vocabulary; and (3) The students’ perception of Vocabulary-based Integrated Activities in learning vocabulary.

1. **The Effectiveness of Vocabulary-based Integrated Activities to Improve the Students’ Vocabulary Command**
   * + 1. Students’ Ability to Know, Understand the Words and How They are said and Written

The result shows that the mean score of the students’ posttest of both groups increased after they were given the treatment. In experimental group, it can be seen through the mean score of the students’ pretest that increased from 19.76 (very poor category) to 75.74 (good category) in posttest. While in the control group the mean score of the students’ pretest increased from 21.04 (poor category) to 47.59 (fair category) in posttest. In this case, the mean score of both groups increased after they were given treatment. The students’ score in experimental group increased 55.98 point and the students’ score in control group increased 26.55 point.

But, the increasing score in experimental group was higher than the control group (75.74>47.59 or 55.98>26.55).

Table 1

The Mean Score and Standard Deviation of the Students’ Pretest and Posttest in Objective Test

|  |  |  |
| --- | --- | --- |
| **Group** | **Mean Score** | **Standard Deviation** |
| **Experimental**  **Pretest**  **Posttest**  **Control**  **Pretest**  **Posttest** | 19.76  75.74 | 6.81  7.05 |
| 21.04  47.32 | 9.69  7.87 |

After calculating the t-test, the result show that both groups were almost in the same level before given treatment. It can be proven from the P-value or sig. (2-tailed) where the P-value of the pretest of both groups is higher than α (0.48>0.05). It means that both groups did not have the significant difference in vocabulary command before given treatment, whereas the P-value of the posttest of both groups was smaller than α (0.00<0.050). It indicates that there was a significant difference between pretest and posttest.

Table 2

The Probability Value of t-test of the Students’ Vocabulary Command in Objective Test of Pretest and Posttest in Experimental and Control Groups

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **2 tailed value** | **(α)** | **Remark** |
| **Pretest of experimental and control groups** | 0.48 | 0.05 | Not significantly different |
| **Posttest of experimental and control groups** | 0.00 | 0.05 | Significantly different |

b. The Effectiveness of Vocabulary-based Integrated Activities on Students’ Ability to Use the Words in Oral Form

In experimental group, it can be seen through the mean score of the students’ pretest that increased from 1.92 (very poor category) to 24.03 (poor category) in posttest. While in the control group the mean score of the students’ pretest increased from 3.58 (very poor category) to 10.57 (very poor category) in posttest. In this case, the mean score of both groups increased after they were given treatment. The students’ score in experimental increased 22.11 point and the students’ score in control group increased 6.99 point. The result of data analysis shows that the increasing score in experimental group was higher than the control group (24.03>10.57 or 22.11>6.99). However, the score of both groups did not increase drastically. The students’ score in experimental group increased 22.11 point and even the students’ score in control group increased only 6.99 point. Eventhough, the students’ mean score in experimental group moved one level and but the score was still in unsatisfied category.

Table 3

The Mean Score and Standard Deviation of the Students’ Pretest and Posttest in Speaking Test

|  |  |  |
| --- | --- | --- |
| **Group** | **Mean Score** | **Standard Deviation** |
| **Experimental**  **Pretest**  **Posttest**  **Control**  **Pretest**  **Posttest** | 1.92  24.03 | 4.89  7.19 |
| 3.58  10.57 | 6.79  12.37 |

Regarding to the t-test, the result show that both groups were almost in the same level before given treatment. It can be proven from the P-value or sig. (2-tailed) where the P-value of the pretest of both groups is higher than α (0.19>0.05). It means that both groups did not have the significant difference in vocabulary command before given treatment, whereas the P-value of the posttest of both groups was smaller than α (0.00<0.05). It indicates that there was a significant difference between posttest of experimental and control group.

Table 4

The Probability Value of t-test of the Students’ Vocabulary Command in Speaking Test of Pretest and Posttest in Experimental and Control Groups

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **2 tailed value** | **(α)** | **Remark** |
| **Pretest of experimental and control group** | 0.19 | 0.05 | Not significantly different |
| **Posttest of experimental and control group** | 0.00 | 0.05 | Significantly different |

* + - 1. The Effectiveness of Vocabulary-based Integrated Activities on Students’ Ability to Use the Words in Written Form

In experimental group, it can be seen through the mean score of the students’ pretest that increased from 11.53 (very poor category) to 50.48 (fair category) in posttest. While in the control group the mean score of the students’ pretest increased from 12.88 (very poor category) to 28.65 (poor category) in posttest. In this case, the mean score of both groups increased after they were given treatment. The students’ score in experimental group increased 38.95 point and the students’ score in control group increased 15.77 point. But, the increasing score in experimental group was higher than the control group (50.48>28.65 or 38.95>15.77).

Table 5

The Mean Score and Standard Deviation of the Students’ Pretest and Posttest in Writing Test

|  |  |  |
| --- | --- | --- |
| **Group** | **Mean Score** | **Standard Deviation** |
| **Experimental**  **Pretest**  **Posttest**  **Control**  **Pretest**  **Posttest** | 11.53  50.48 | 3.94  14.28 |
| 12.88  28.65 | 5.08  13.42 |

After calculating the t-test, the result show that both groups were almost in the same level before given treatment. It can be proven from the P-value or sig. (2-tailed) where the P-value of the pretest of both groups is higher than α (0.23>0.05). It means that both groups did not have the significant difference in vocabulary command before given treatment, whereas the P-value of the posttest of both groups was smaller than α (0.00<0.050). It other words, there was a significant difference between pretest and posttest.

Table 6

The Probability Value of t-test of the Students’ Vocabulary Command in Writing Test of Pretest and Posttest in Experimental and Control Group

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **2 tailed value** | **(α)** | **Remark** |
| **Pretest of experimental and control group** | 0.23 | 0.05 | Not significantly different |
| **Posttest of experimental and control group** | 0.00 | 0.05 | Significantly different |

1. **The Coverage of Vocabulary-based Integrated Activities to Cover All the Students with Different Learning Styles in Learning Vocabulary**
2. Objective Test

As it can be seen in table 7, the mean score of visual students in objective test was 77.57, the mean score of auditory students was 76.98, and the mean score of haptic students was 71.11. It can be stated that, the mean scores were different.

Table 7

The Students’ Score in Objective Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Visual**  **Students** | **Score** | **Auditory Students** | **Score** | **Haptic**  **Students** | **Score** |
| 1. FTRT 2. ABRH 3. STFM 4. ASRN 5. KHDJ 6. SYSM 7. NMNI 8. ASVR 9. NFDL 10. MTNH 11. ASMW 12. ELSA 13. NSKH 14. RHMN   **Mean Score :** | 83.33  72.22  80.55  69.44  77.77  83.33  77.77  69.44  75  66.66  72.22  80.55  77.77  83.33  **77.57** | 1. WSTI 2. NRLD 3. AGUS 4. ETHR 5. ASWD 6. DRMW 7. FZHR   **Mean Score:** | 75  72.22  75  83.33  69.44  80.55  83.33  **76.98** | 1. ASMH 2. AGJY 3. ABRF 4. PTYU 5. MNWR   **Mean Score:** | 83.33  58.33  61.11  69.44  83.33  **71.11** |

In order to know whether there is no any significant difference among the mean scores, the researcher provided analysis of variance (ANOVA). From the table 8, it can be stated that there is no any significant difference of the students’ vocabulary command among the visual, auditory, and haptic students. It was proved by the P-value which was greater than α (0.31 >0.05). It means that the visual, auditory, and haptic students are in the same vocabulary achievement after taught by Vocabulary-based Integrated Activities.

Table 8

The Result of ANOVA in Objective Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ANOVA** | | | | | |
| Score | | | | | |
|  | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 122.74 | 2 | 61.367 | 1.219 | .314 |
| Within Groups | 1158.317 | 23 | 50.362 |  |  |
| Total | 1281.051 | 25 |  |  |  |

1. Subjective Test
2. Speaking Test

In subjective test in terms of speaking test, it can be seen in table 9 on the following page, the mean score of visual students was 26.78, the mean score of auditory students was 21.42, and the mean score of haptic students was 19.99. It can be stated that, the mean scores were different.

In order to know whether there is no any significant difference among the mean scores, the researcher provided analysis of variance (ANOVA). From the table 10, it can be stated that there is no any significant difference of the students’ vocabulary command among the visual, auditory, and haptic students. It was proved by the P-value which was greater than α (0.10 >0.05). It means that the visual, auditory, and haptic students are in the same vocabulary achievement after taught by Vocabulary-based Integrated Activities.

Table 9

The Students’ Score in Speaking Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Visual**  **Students** | **Score** | **Auditory Students** | **Score** | **Haptic**  **Students** | **Score** |
| 1. FTRT 2. ABRH 3. STFM 4. ASRN 5. KHDJ 6. SYSM 7. NMNI 8. ASVR 9. NFDL 10. MTNH 11. ASMW 12. ELSA 13. NSKH 14. RHMN   **Mean Score :** | 41.66  16.66  41.66  33.33  25.00  25.00  25.00  25.00  16.66  25.00  25.00  25.00  25.00  25.00  **26.78** | 1. WSTI 2. NRLD 3. AGUS 4. ETHR 5. ASWD 6. DRMW 7. FZHR   **Mean Score:** | 25  16.66  25.00  25.00  16.66  16.66  25  **21.42** | 1. ASMH 2. AGJY 3. ABRF 4. PTYU 5. MNWR   **Mean Score:** | 16.66  16.66  16.66  33.33  16.66  **19.99** |

Table 10

The Result of ANOVA in Speaking Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ANOVA** | | | | | |
| Skor | | | | | |
|  | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 235.072 | 2 | 117.536 | 2.549 | .100 |
| Within Groups | 1060.625 | 23 | 46.114 |  |  |
| Total | 1295.697 | 25 |  |  |  |

1. Writing Test

In writing skill, the mean score of visual students was 48.75, the mean score of auditory students was 53.92, and the mean score of haptic students was 50.50. It can be stated that, the mean scores were different.

Table 11

The Students’ Score in Writing Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Visual**  **Students** | **Score** | **Auditory Students** | **Score** | **Haptic**  **Students** | **Score** |
| 1. FTRT 2. ABRH 3. STFM 4. ASRN 5. KHDJ 6. SYSM 7. NMNI 8. ASVR 9. NFDL 10. MTNH 11. ASMW 12. ELSA 13. NSKH 14. RHMN   **Mean Score :** | 57.50  35.00  42.50  42.50  72.50  47.50  65.00  55.00  37.50  32.50  42.50  70.00  32.50  50.00  **48.75** | 1. WSTI 2. NRLD 3. AGUS 4. ETHR 5. ASWD 6. DRMW 7. FZHR   **Mean Score:** | 62.50  32.50  60.00  60.00  27.50  65.00  70.00  **53.92** | 1. ASMH 2. AGJY 3. ABRF 4. PTYU 5. MNWR   **Mean Score:** | 65.00  25.00  50.00  57.50  55.00  **50.50** |

In order to know whether there is no any significant difference among the mean scores, the researcher provided analysis of variance (ANOVA). From the table 12, it can be stated that there is no any significant difference of the students’ vocabulary command among the visual, auditory, and haptic students. It was proved by the P-value which was greater than α (0.75>0.05). In line with the other tests, in this writing test, the visual, auditory, and haptic students are in the same vocabulary achievement after taught by Vocabulary-based Integrated Activities.

Table 12

The Result of ANOVA in Writing Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ANOVA** | | | | | |
| Skor | | | | | |
|  | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 125.151 | 2 | 62.576 | .289 | .751 |
| Within Groups | 4975.089 | 23 | 216.268 |  |  |
| Total | 5100.240 | 25 |  |  |  |

1. **The Students’ Perception of Vocabulary-based Integrated Activities in Learning Vocabulary**

The students’ perception can be seen in the students’ respond in interview. Starting from their opinion about the Vocabulary-based Integrated Activities, it can be stated visual, auditory, and haptic students have a good perception of the Vocabulary-based Integrated Activities. According to them, the method encouraged and motivated them in learning vocabulary. There were various activities that prevent them from boredom. The method made them enjoy in class as well.

Based on the data that researcher has collected through open-ended questionnaire, the students like the method because it has many interesting activities, like dictation, role play, and discussion. The method also meets her auditory learning style. Therefore, she wanted the Vocabulary-based Integrated Activities to be applied in her class.However, there are several things that the students do not like during the research. They complained about several problems that occurred during the teaching and learning process. Most of students in first and second meeting complained about the way of the researcher deliver the lesson. The problems are about the researcher was hurry in delivering and too fast in explaining the material and the noisy atmosphere in class. In this case, the students have a good perception of the Vocabulary-based Integrated Activities, but they have a negative perception of the researcher’s way in delivering the lesson in some meetings.

**Discussion**

1. **The Effectiveness of Vocabulary-Based-Integrated in Improving the Students’ Vocabulary Command**

By seeing all the improvements in all abilities of students’ vocabulary command, there is no enough reason to deny the effectiveness of Vocabulary-based Integrated Activities in in improving students’ vocabulary command. Concerning to Malik’s statement (2000: 39) that the feature of the method that can provide a number of different activities during the class hour, can keep the students’ mind alert and their enthusiasm high, can keep the lesson live and interesting, and put away the feeling of boredom, is several reason why this method is successful to improve the students’ vocabulary command.

Furthermore, Bryne (1986: 126-2) stated in integrated activities, many pair and group work activities call for a variety of skills, sometimes simultaneously, in order to involve all the learners. Therefore, the integration gives the chance to the students to develop and compensate for their weak points via their strengths at certain skill. For example, the students who are interested in listening, speaking, or writing, they can improve their weak point, in this case their vocabulary command in every skill they like. Those skills were delivered in activities which put vocabulary as the main element to be improved in the lesson.

Vocabulary-based Integrated Activities which engage students in various activities and real life situation are successful to improve the students’ vocabulary command. This result then is supported by the findings of the previous research which stated that through Vocabulary-based Integrated Activities, the students were all actively involved in the tasks. They liked both oral and written presentation because it could improve understanding of spoken English through it was more challenging than the written one. The result of an assessment shows that more than 80% of the students could remember more than 80% of the taught words. Furthermore, the sentences and questions were all communicative with no harmful grammatical errors in them (Rasyid, 1994).

Other research findings also proved that the students improve their ability to remember and use the words well after treatment of Vocabulary-based Integrated Activities, all students have positive attitude toward integrated activities, and there is a significant correlation between students’ achievement in oral post-test and their attitude toward integrated activities (Malik, 2000). In short, the implication of Vocabulary-based Integrated Activities are most effective to improve the students’ vocabulary command in terms of knowing and understanding the words, and how they are said and written, and also uses the words written form, whereas Vocabulary-based Integrated Activities are effective in improving the students’ vocabulary command in terms of using the words in oral form.

1. **The Effectiveness of Vocabulary-based Integrated Activities to Cover All Students with Different Learning Styles in Learning Vocabulary**

All the results from quantitative and qualitative analysis are supported by Davies and Pearse (2002: 99). They stated that integrating the activities has some benefits. One of them is integration of skills or activities satisfies students’ different learning styles in that the extroverts may speak a lot, the introverts prefer to listen or read, and the analytically or visually oriented learners like to see how words are written and sentences constructed. In this case the Vocabulary-based Integrated Activities satisfied the students’ different learning styles in that the visual students like to see the picture, how words are written and sentence constructed; auditory students like dictation activity and haptic students like to perform dialogue in front of the class.

Eventually, this leads the researcher come into conclusion that Vocabulary-based Integrated Activities can cover the entire student with different learning style in learning vocabulary. In other words, Vocabulary-based Integrated Activities do not differentiate visual, auditory, and haptic students in learning vocabulary.

1. **The Students’ Perception Of Vocabulary-based Integrated Activities in Learning Vocabulary**

According to Davies & Pearse, (2002: 99), integrating skills or activity can help the teacher make the lessons dynamic, involving the learners in various activities and interactions which can create plenty of opportunities for students to participate in class and raise their motivation to learn English. During the research, the researcher integrated various activities like write a paragraph from the text that the students have been read, write words or sentences that they have been listened, listen to the teacher and repeat what the teacher has said, and listen to their friends’ opinion and speak their responses. The researcher tried to package the activities in interesting way such as quiz, role play, and simulation. In those activities, the researcher put vocabulary as the main item to be practiced. Therefore, the students were motivated, encouraged, and almost in unaware situation that they actually learn and practice their vocabulary in those activities.

Since the method offer various activities like dictation, perform a dialogue, and writing sentences and paragraph, hence every students’ need was accommodated. In the previous discussion, it can be found that the method can cover the visual, auditory, and haptic students in learning vocabulary. It is then lead the students to the agreement of applying the method in their class.

However, from the open ended questionnaire, from the first until the fifth meeting, the students complained about several problems that occurred during the teaching and learning process. The problems are about the researcher was hurry in delivering, too fast in explaining the material, and unable to provide enough time for students to do the tasks or assignments given. The students were also inconvenience with the noisy atmosphere in class. Related to this problem, Wang, (2000) had warned the teachers who want to apply integrated activities to consider the limitations of the activities. The limitations are it is not easy in selecting and designing suitable materials, timing the activities precisely, balancing the integrating of the skills and organizing the classroom flexibly. Besides, limited time and large class size may be negative factors affecting the integrative teaching. Therefore, the researcher should improve her technique in delivering the Vocabulary-based Integrated Activities in teaching vocabulary in her further teaching carrier.

By seeing the students’ complaints in interview and questionnaire, it can also be noted that the researcher was still lack of technique in conducting effective teaching. According to Carbone, et al (2006), there several things should be considered by the teacher in teaching. They are delivering the teaching, covering issues of language use, presentation techniques, lecture theatre logistics, and interaction with students, as well as the deeper issue of the teacher's attitude towards their subject and their students. The researcher admitted that during her research, she failed to create a perfect teaching circumstance, which means teacher delivers good method by good technique. Besides, lack of technique, there was also a mismatch between researcher's expectations and the students' ability. Since, the researcher taught a natural science class, she expected that the students can understand the lesson faster. Carbone, et al (2006) further explained that mismatch between lecturers'/teachers’ expectations and their students' ability can have serious and ongoing repercussions, as students become intellectually stranded and fall further and further behind, having been unable to build the necessary mental foundations which are the stepping stones to understanding subsequent concept.

At first, the researcher already tried to improve her teaching performance by delivering reflection sheet (open-ended questionnaire) to the students in the end of every meeting. From this effort, the researcher could know her weaknesses in teaching. In further, she could improve her teaching. However, the researcher totally realizes that it is an urgent thing to more improve all the weaknesses from now on.

Based on the previous discussion, in this case, the researcher concluded that the students have a good perception of the Vocabulary-based Integrated Activities, but they have a negative perception of the researcher’s way/technique in delivering the method in several meetings. Regardless their negative perception, all the students want the Vocabulary-based Integrated Activities to be applied in their class.

**Conclusion and Suggestion**

Based on the findings and discussion in the previous chapter, the researcher put forward the following conclusions:

* + - 1. The Vocabulary-based Integrated Activities were effective to improve the students’ vocabulary command. The details of the conclusion are as follows:

1. The Vocabulary-based Integrated Activities were most effective to improve the students’ ability to know, understand the words and how the words are said or written.
2. The Vocabulary-based Integrated Activities were effective to improve the students’ ability to use the word in oral form.
3. The Vocabulary-based Integrated Activities were most effective to improve the students’ ability to use the words in written form.
   * + 1. The Vocabulary-based Integrated Activities covered all students with different learning style, because there is no significant difference of vocabulary command among visual, auditory, and haptic students after they were taught by the method.
       2. Students have good perception of the Vocabulary-based Integrated Activities. They were motivated and interested in learning vocabulary by using the method. They also agreed and suggested it to be applied in their class. In terms of the activities they like best, they have different perception of it. They like activities based on their preferences. However, they have the same perception (negative perception) of the researcher’s technique in delivering the method.

Considering the conclusions above, the researcher further states some suggestions as follows:

1. To improve the students’ vocabulary command, an English teacher or lecturer is worthy to apply the Vocabulary-based Integrated Activities, because they provide opportunity for using and practicing the words in a variety of skills which at the same time gives room for language elements: vocabulary, pronunciation, structure, and spelling.
2. Vocabulary-based Integrated Activities did not distinguish visual, auditory, and haptic students in learning vocabulary as they can treat all learning styles in the classroom equally. Therefore, this method is most recommended for teachers.
3. In applying Vocabulary-based Integrated Activities, the teacher should be skilful in selecting /designing integrated activities, include the time allocation of each activity and delivering the integrated activities in order, the students can perform well in learning vocabulary.

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