VOCABULARY MASTERY THROUGH PERFORMING OF KEY WORD BASED ON DICTIONARY

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Abstract
The data analysis is proved that performing of key word based on dictionary technique is important factors. Performing of key word based on dictionary technique is one of the way to influence the students' vocabulary mastery, so the researcher can motivate the students in learning English by performing of key word based on dictionary technique. The English teacher is able to find many ways to enrich students' vocabulary mastery. The students should be active and innovative when they are given the performing of key word based on dictionary technique, especially in learning of vocabulary. Performing of key word based on dictionary technique can make the students are enjoy. The students should be involved in learning English in their vocabulary mastery by using performing of key word based on dictionary technique. Then, by using performing of key word based on dictionary in learning English, it helps the students influence and enrich their vocabulary mastery. It is better if the students learn vocabulary by using performing of key word based on dictionary since the students are more responsible, relax, and active.
Keywords: vocabulary mastery, key word, dictionary

INTRODUCTION

In learning English language, Vocabulary is one of the language components. Vocabulary is the central of language teaching and learning. It plays an important role in the four language skill. It gives the contribution to the learner to perform or practice their skill better. But in learning process of vocabulary there is some problems faced by students. In SMP, public school or private school get difficulties in understanding of vocabulary. It seems from the capability in writing, understanding meaning of text or using word in communication. In the field such as the students sometimes feel bored in learning vocabulary, it can be seen when the English learning especially Vocabulary the students sometimes come late, they did not give attention to the lesson, even some of them sleep in learning English process. And the students can not use English for communication, they can not deliver their idea, feeling. They do not have vocabulary. Sometimes the teacher just ask the students to find the meaning of

new vocabulary in the dictionary, such activity makes them difficult to remember the meaning of the new words and they will feel bored in their class. That activity makes the students lazy to study because the lesson is not interesting for them. The other reason that the students will feel bored, because the teacher does not use accurate media. In teaching vocabulary accurate media is very important to make the students spirit to study, so the students do not become passive in learning and teaching process. In study English especially in vocabulary the environment is affected too for the students to learn English, the weak of environment in family or society can be a bad effect for students. It can make the students lazy even through they do not have a will to study. The other problems faced by students are the low activity to follow English learning. Its tendency appear when in English vocabulary the students nothing respond to follow the class. They just listening the teacher explain the lesson but they do not give the reaction to the teacher when the teacher gives them question.

To be able to speak well, the students must have good vocabulary and they must vocabulary mastery in order to transfer and exchange their knowledge, information and culture. Vocabulary is very important for us to communicate, without vocabulary it will be difficult for people to interact one another. So with good vocabulary they can be fluently in speaking especially English speaking. Sometimes the students know English vocabulary and the rules of grammar but they are difficult to use in communication.

In teaching vocabulary mastery teacher just gives task to the students to memorize words one by one, it makes the students bored to study vocabulary. So it is needed media to increase the students vocabulary. In teaching and learning process of vocabulary a variety of media are important in a language teaching. By using a variety of the media, the researcher expected that the students not bored so the class atmosphere will be enjoyable. So, it is needed media to make students active in learning process. The are various kind of teaching media which can be developed and effectively use by the English as foreign language. Teaching media as complement are used by the teachers to communicate with teachers, these

teaching media are not meant to change the functions of the teacher, so that they are just complement which help the students to learn the lessons, so that they can reach the instructional objectives. Teaching media also help the teachers to ease the teaching process.

In this research the researcher use Performing of Keyword Based on Dictionary technique because the researcher thinks that the students more focus and concentrate to study, students are involved activity during the teaching and learning process. They will be active to take part in the technique and to complete to reach the instructional goal in order to become winner.

In fact The teacher gives discussion technique that is not used by students. The activity does not give examples how to use vocabulary, it make the students confuse. In This research, the researcher will be take research in SMP PGRI 2 Labuhan Ratu East Lampung. The reason why the researcher want to do the research in this school, because the English Vocabularies of the students are still low, So the researcher want to develop the students English materials, mainly in Vocabulary So they can study English well. Below data pre-survey at SMP PGRI 2 Labuhan Ratu East Lampung. Based on the students test, the researcher gets the point that it need to do the problem analysis especially in Vocabulary mastery because not all yet of the students are passing in this subject.

From the idea above, vocabulary need special treatment as the important component of language. The teacher has to know the condition of students' vocabulary and prepare effective technique to the the students in order the aim of learning english reached. Based on pre-survey research at SMP PGRI 2 Labuhan Ratu, the researcher found that students find difficulty in learning vocabulary. The students have low motivation in learning vocabulary because their teacher does not have many techniques in teaching English. It makes all students feel bored to learn English.

Concerning the idea above, the researcher give solution about the technique of vocabulary teaching in the classroom. It can make enjoyable

situation because the writer use performing of key word based on dictionary to make students' interest on the lesson. So, on this research the writer give the title as follow: "The influence of Vocabulary Mastery Through Performing of Key Word Based on Dictionary of students SMP PGRI 2 Labuhan Ratu Academic year 2011/2012.

There are many researches. Every research has purpose to increase the students vocabulary mastery. There are many techniques and methods which researcher uses, but in this research the researcher takes three researches as previous research overview. In this research here are the following ones: The first research is entitled "*increasing vocabularies mastery through flash cards instructional media of the fifth year students of SDN 3 Metro Timur in academic year of 2010 /2011 by YUSNI SAFITRI* ". In this research the researcher applied flash card instructional media. The students have the opportunities to increase their vocabulary and express their ideas without being afraid of making mistakes, because the teacher has already given the direction before doing the activity. This research is quantitative research, it is carried out in order to see and to find the result of application of flash cards instructional media for increase students vocabulary mastery. In collecting data, this research used pre survey, treatment and post test. The finding of this result can be concluded that: Flash cards instructional media can increase students vocabulary mastery; Through flash cards instructional media are involved in class activity.

The strengthness of this research is effective to increasing vocabulary mastery, because it just related to ask the students with application of flash cards instructional media. The weakness from the research is the reader just know about theory from this research So, the reader can not understand about this research. The sample of this research used the low class all of them as sample. Meanwhile the researcher has a different research variabel with the research untitled, "increasing vocabularies mastery through flash cards instructional media". The researcher will conduct at SDN 3 Metro academic year 2010/2011. Research

method is flash cards instructional media. The instruments used is listening test and speaking performance test.

The second research is entitled " *The implementation of using Pictionary towards students' vocabulary mastery of the second semester of the fifth class at SD Negeri 5 Sukajawa Bandar Lampung in 2011/2012 By Devi Fradilla*". This research is using quantitative method to find out whether using Pictionary games technique was affective implementation the students vocabulary. The researcher design was independent group test, some test were conducted to collect the data they are try out, pretest and post test. Finding of this research is teaching vocabulary mastery using Pictionary could affectivity implementation the students vocabulary mastery better than then technique used by English teacher of SD Negeri 5 sukajawa Bandar Lampung.

The strengthness of this research is by Using Pictionary the students' can be motivated and interested in learning Vocabulary mastery. So that, by using Pictionary their vocabulary mastery will improve. The weakness from the research is the students' still drawn a picture based on the key word. The researcher has a different research variabel with the research untitled, The implementation of using Pictionary towards students' vocabulary mastery'. The researcher will conduct at SD Negeri 5 Sukajawa Bandar Lampung in 2011/2012, the reseacher would like to use cluster random sampling technique. the researcher will take only one class as the sample of the research. The class the class consist of 31 students as sample. The instruments used are listening test and speaking performance test.

The third research is entitled" *Increasing the students vocabulary mastery in instruction through by using guessing word game at Eight Grader of SMP ISLAM ADILUWIH Academic year 2009/2010 by Budiyanto"*. The objective of the research is to know whether there was a Increasing the students vocabulary mastery in instruction through by using guessing word game. The data of this research was obtained by using guessing word game. Those tests were given to know the increasing the students vocabulary mastery in instruction through by

using gussing word game. The result shows that the increasing the students vocabulary mastery in instruction through by using guessing word game was high. It means that there is positive increasing the students vocabulary mastery in instruction through by using word game.

The strengthness of this research is using guessing word game effective to increasing their vocabulary mastery. The weakness from the research is the students may find difficulty in their expressing. The researcher has a different research with the research above untitled, Increasing the students vocabulary mastery in instruction through by using guessing word game. The researcher will conduct at Eight Grader of SMP ISLAM ADILUWIH Academic year 2009/2010. The instruments used are listening test, and speaking performance test.

The difference from the research overview, this research focused on vocabulary mastery through English ability. The purpose of this research is to find out whether vocabulary mastery is influence through performing of key word based on dictionary at the second semester of seventh class SMP PGRI 2 Labuhan Ratu East Lampung. To get the data, the researcher requires test: vocabulary. Vocabulary is the word have a meaning, vocabulary will help someone to learn foreign language. Based on Hornby (2003, 1506) stated that vocabulary is a list of words with their meanings, especially in a look learning a foreign language. The writer assumes that the vocabulary is entirely important for the students to be learnt in order that can express their mind, make sentence interaction each other.

Generally to learn a language we must master many words, many vocabularies. With vocabulary it is easier someone to understand language that is studied. Rivers (1970, 462) stated that it word be impossible to learn a language without words, without vocabulary. From the statements above the writer can conclude that vocabulary is important aspect in language. The vocabulary is entirely important for students to be learn in order that they can express their mind, make sentence, interaction and also each the meaning from the text. Building vocabulary is listed as one of instructional dilemmas for foreign

language reading. (Grabe and Stoller : 2002 in Bambang : 2009) stated that a large vocabulary is crime not only for reading but also for all 12 level skills for academic performance and for related background knowledge. Based on the theory above it can be concluded how important vocabulary, with vocabulary many things we can deliver. Without vocabulary it will impossible to learn language and vocabulary improve our knowledge.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl cited in Linda Diamond and Linda Gulthon put it, "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentences. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves cited in Linda diamond and Linda Gulthon in reading pocket 2006, there are four component of a effective vocabulary program:

a. Wide or extensive independent reading to expand word knowledge.
b. Instruction in specific words to enhance comprehension of texts.
c. Instruction in independent word learning strategies.
d. Word consciousness and word play activities to motivate and enhance learning.

Thus vocabulary mastery is a component of language that containing formation about the meaning and using a word in language. It is to say that vocabulary is a part of language which will make language meaningful. The more and better vocabulary the students perform the language.

Literally, vocabulary is very important in the language, and with vocabulary we can communicate to other people, and then to able to deliver

something to other well. Someone read to master vocabulary because many things can be communicated with other use words or vocabulary. Surely, there are some words in a sentence and those collection of words include to the vocabulary because vocabulary is a list of collection of word arranged alphabetical order and explained those words could be noun, verb, adjective, adverb, pronoun and conjunction.

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Mastering English vocabulary is very important in order that we can communicate with others. The teachers of English should be careful in deciding whether using English or the students 'native language. Concerning the using of English or students' native language in vocabulary instruction, Alen (1977, 150) quoted in principles of English Language Teaching (ELT) at Elementary School by Ahmad Sutiyono states as follows:"Some beginning students feel more comfortable when they can mentally assign a native equivalent in their text book and will ask friends to tell them what a words means if the teacher refuses to do so. Other students learn more rapidly if the entire class period in conducted in the foreign language, they do not mind feeling a bit unsure about the meaning of a word, for they know that gradually they figure out what it means. Some students like to discover the meaning of a new word that has been presented without recourse to the native language and then are so proud of their discovery that they announce the native equivalent aloud to show that they have understood.

Being faced by students' incompetence in using English for communication, the teachers of English should apply various interesting teaching technique for vocabulary instruction. It is expected that the techniques can attract students motivation in learning English so that students motivation in learning English so that students enjoy learning English. There are various types of language games available for teaching vocabulary at junior high school. The games are very useful and interesting to be applied when the students feel bored in learning vocabulary. It is expected that by applying games in vocabulary instruction students will be interested in learning vocabulary and may develop their vocabulary rapidly because of performing the games. Both teacher and students use the target language that is English. Wallace (1982, 104) quoted in principles of English Language Teaching (ELT) at Junior high School by Ahmad Sutiyono put forward the objectives of using language games in vocabulary

instruction as follows:" The basic aims of vocabulary games and vocabulary exercises are usually very similar: to develop the students vocabulary perhaps by extending his vocabulary or perhaps by giving him practice in using what the already knows receptively. In the vocabulary game there will be the additional aim of adding an element of fun, relaxation and enjoyment to the lesson. Sometimes the fun element will be the main and the teacher is not fussy about which are of language is being practiced.

METHOD

The researcher conducts the research at seventh class of SMP PGRI 2 Labuhan Ratu. In collecting the data of the research the researcher needs the method of the research, so in the research the researcher will use the control method. In the control method the research use three phase technique, It is consist 34 students. In the experimental method the research use performing of key word based on dictionary, It is consist 34 students. Therefore this research will be modified based on Hacth and Farhady research design. Pre – test, treatment and post- test. It could be represented on the following design.

There are two main variables of this research; they are independent and dependent variable. Independent variable is the variable which is selected, manipulated, and measured by the research. Dependent variable is the variable which the researcher observes and measures to determine the effect of independent variable.

The variable of the research are as follow:

1. The independent variable is vocabulary mastery (X)

    Vocabulary mastery is quality of students language performance depends on the quality and quantity of their vocabulary

2. The dependents variable is performing of key word based on dictionary (Y)

    Performing of key word based on dictionary is one of technique to will be able to understand or catch the ideas and the meaning of vocabulary.

Student's vocabulary mastery is a mastering words and the meaning to be explored in writing and speaking and also to be used to understand reading text and listening. So, this variable will be used to find out how far the students master vocabulary and to know how far the student's vocabulary the research uses test. This test is to measure some aspect, namely speaking, writing, reading and listening. I think performing of key word based on dictionary strategy to indicate the student's ability in learning. In this study the students will be instructed to learn one topic, and then the researcher will instruct the sample of the subject that has been showed. In this study the method will be measured how far the student's vocabulary mastery related to students in listening, speaking, reading and writing.

Population is a whole sample in a research cited in Arikunto (2006:130). Based on statement above, population is a total valve from calculate on measuring of the group of interest to research by the researcher. The population of the research is all of students at seventh class of SMP PGRI 2 Labuhan Ratu. It consists of 92 students which is devided into three classes. Arikunto (2006: 134) also stated that "If the subject less then the 100, it will be taken all, so the research will become population research. Further, if the subject are bigger that 100 so subject can be taken 10-15% or 20-25% or more.

Sample is part of population that has all main characteristic from population cited in Arikunto (2006:131). A good sample is one that is representative of the population from which it was selected. Selection of a sample is a very important step in conducting a research study. The sample of this research is the students at seventh class of SMP PGRI 2 Labuhan Ratu. In this research, the researcher uses cluster random sampling technique because the sample of the population is taken randomly without pay attention the strata of population. Based on the Arikunto (2010:192) stated that research instrument is the equipment or tool that used all the research conducted to get the final goal of the research. Instruments are tool when a researcher conducts the research through a certain technique. In this research there are two instruments to complete data, the first one is Pre-Test and the second is Post-Test.

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RESULT AND DISCUSSION

This research was carried out at the seventh Class of SMP PGRI 2 Labuhan Ratu, East Lampung. There are 192 students which consist of 3 classes at the seventh level. They are VII A, VII B an dVII C,. As the sample, the researcher took two classes. They were VII A as control class and VII B as experiment class. The students from the classes are 68 students. The sample was taken by cluster random sampling technique.

The implementation covered try out and test. The try out was administered on April 21st , 2012 at the eight level. Try out was done to measure the validity and reliability of the instrument test. If the result of try out has been valid and reliable, so the test can be used as the instrument for this research.

The research was administered on May 3rd up to May 10th. After the researcher gained the data from try out, the researcher did the research to give treatment in experiment class by performiing of key word based on dictionary technique. Before that, the researcher gave post-test after giving the treatment to know the significant of both class.

Before doing the research, researcher did the test to know the validity and reliability instrument. Researcher took other class to do it. Beside that, the students who taken test was be equal level with the students of experiment and control class. In the test was conducted in order to know the quality of test as the instrument of the research. The test is multiple choice about 30 items. The student will get 1 score if the answer is correct and 0 score if incorrect. After getting the data of test, it was obtained that the highest score was 76,67 and the lowest score was 46,67 with the average score is 56,67-60,00. The data frequency of distribution was form 34 students in class, there were 7 students got score between 46,67-51,67, 8 students got score between 52,67-57,67, 10 students got score between 58,67-63,67, 3 students got score between 64,67-69,67, 5 students got score between 70,67-75,67 and 1 students got score 76,67.

To see validity level of the test, the research asked to the English teacher of SMP PGRI 2 Labuhan Ratu to check whether the material would be tested on

the test were included on the material would be given on the treatment in the experimental and the control class. There were 30 items administered in test. The test was multiple choice forms. After analyzing the data, the research found that 23 were good items and 7 items were bad items, they were number 5,6,15,18,19,21 and 22 should be dropped. To be instrument for research there was 23 items. So, researcher took 20 items to be a research instrument.

After getting the result of data in try out, the researcher calculated the data using product moment formula to know the correlation it, after that the correlation was include into spearman brown formula to know the reliability of the test. From the calculated carried out obtained the result of the test item was 0.61 and it was consulted by Suharsimi Arikunto's criteria. It has got high reliability. It means that the test items of reading comprehension can be used in this research.

The researcher gave pre-test before giving the treatment. The pre-test was given to 34 students which consist of 20 items multiple choices test. The students come from 34 students of VII A and VII B. Pre test was administreted to both experimental and control class. The test was aimed at knowing the Vocabulary mastery between the two class. From the result of the test, it was known that highest score on experimental class are 75 and the lowest were 35. Based on the frequency distribution, there were 7 students got score between 35 – 41, 5 students between 42 – 48, 9 students between 49 – 55, 7 students between 56 – 62, 3 students between 63 – 69 and 3 students between 70 – 76.

The average of the control class score for pre test was 55. Whereas in control class, the high score of pre test was 75 and the lowest score was 35. Based on the frequency distribution, there were 5 students got score between 35 – 41, 7 students between 42 – 48, 10 students between 49 – 55, 5 students between 56 – 62, 4 students between 63 – 69, and 3 students between 70 – 76. The normality was employed to know whether that test come from the population have the normality distribution or not. The data normality of the test accepted H_a if $X^2_{ratio} \leq X^2_{df}$ for the significance level 5% ($\alpha = 0.05$) and also the significance level 1% ($\alpha = 0.01$). Based on the table above, it was obtained that X^2_{ratio} of try out, data pre test and post test were lowest than X^2_{df} in the significance level of 5% ($\alpha = 0.05$)

and also 1% ($\alpha = 0.01$) in the reality. So, the hypothesis Ha was accepted. It means that the both sample in this research is normal.

The population of the data had been proven to be normal distribution, so the researcher also conducts the examination of homogeneity variance from both sample to proven whether the both sample have the variance equality or not. The data homogeneity of the test accepted H_a if $F_{ratio} < F_{df}$ for the significance level 5% ($\alpha = 0.05$) and also the significance level 1% ($\alpha = 0.01$). From the table above, it was obtained that f_{ratio} of pre and post test were lowest than f_{df} in the significance level of 5% ($\alpha = 0,05$) and 1% ($\alpha = 0,01$). So that, the hypothesis Ha was accepted, it means that both samples are this research come from the population have the variance equality.

The post test did after treatment. The post test was administered in order to see the influence of students' vocabulary mastery through performing of key word based on dictionary technique. Then after getting the result of the data of post-test, the researcher found that in experiment class. The highest score was 80 and the lowest score was 45. Based on the frequency distribution, there were 6 students got score between 45 – 50, 6 students between 51 – 56, 6 students between 57 – 62, 6 students between 63 – 68, 6 students between 69 – 74 and 4 students between 75 – 80. The average of the control class score for post test was 60. Whereas in control class, the high score of post test was 75 and the lowest score was 35. Based on the frequency distribution, there were 6 students got score between 35 – 41, 7 students between 42 – 48, 8 students between 49 – 55, 5 students between 56 – 62, 5 students between 63 – 69, and 3 students between 70 – 76. The average of score in experiment class for post test was 61,61.

In this research, in experiment and control class get the four meetings of treatment. For the experiment class is performing of key word based on dictionary technique. The data which is described in this research were the data of the effectiveness of performing of key word based on dictionary in experiment class. On the result of the research, the researcher find that the result of vocabulary mastery in experimental class is good enough than control class. It can be seen there were many students in control class gets bad score in vocabulary mastery.

The result of criteria of the hypothesis on the table above, it was obtained that Ha was accepted while Ho was rejected. It means that there was any significant influence of vocabulary mastery through performing of key word based on dictionary. And it also concluded that the control class was higher than experiment class was taught by performing of key word based on dictionary or it can be said that there was any influence performing of key word based on dictionary through students vocabulary mastery. From the previous calculation, the hypothesis can be accepted because t_{hit} was 11,37 and t_{table} was 2,00 on the criterion 1 and also t_{table} was 2,66 on the criterion 2. It shown that the hypothesis of Ha was accepted and Ho was rejected. It means that there is any influence performing of key word based on dictionary and it also conclude that there is significant influence students' vocabulary mastery that was taught by performing of key word based on dictionary technique at seventh class of SMP N 1 Batanghari academic year 2011/2012.

In experiment class, after conducting the research, researcher find that the students' vocabulary mastery is still low. After giving the treatment by using performing of key word based on dictionary technique, for the first the students were difficult to following learning process. This condition was raised because the students' vocabulary mastery was still low or many incorrect answers in answering the questions. The second meeting, the students were enjoying the lesson and they became active to follow the rule of performing of key word based on dictionary technique by with working in pairs. The third meeting, the students were still active and they stared for understanding to the lesson. When the process of learning from the second until fourth meeting, the students were fun. In control class, the students' vocabulary mastery is still low too. the students could answer the questions and could retell the text using their own world. And there were students still confused to understand about vocabulary. For the problem of students were still confused, it caused the language is English.

CONCLUSION

There was any influence performing of key word based on dictionary technique through vocabulary mastery. The function of performing of key word based on dictionary technique is as facilitator and technique that get something easy to students and give the motivation to do the best to the students. The teacher must give time for the students to understand about the lesson of describe about thing, animal and others. Performing of key word based on dictionary technique can influence the students' confidents, actives, comfort, enjoy, etc. it is proved from the activities in class room ;very comfort, happy, and the students active. There was influence among performing of key word based on dictionary technique through students vocabulary mastery.There is a significant influence of vocabulary mastery through performing of key word based on dictionary at SMP PGRI 2 Labuhan Ratu. The functions of performing of key word based on dictionary technique is to make the students interested, because performing of key word based on dictionary technique make a grouping with friends so the students can get everything information that the students need. The student fells interest if the teacher gave this technique.

The students should have relationship with their experience or their environment. It can be seen from the result of t_{test}, where t_{hit} was 11, 37 were higher than t_{table} was 2, 66 on criterion 2, and also from result of average score of experiment class was 55, 38 in pre-test and 65, 62 in post test with the progress of value was 10, 24. While the result of average score of the control class was 49,55 in pre-test and 59,11 in post test with the progress of value was 9,56. It means that experiment class is more effective than control class and the average score of the students who were taught by using performing of key word based on dictionary technique was high. So it clearly that the hypothesis Ha in this research was accepted. So there was significant influenced of performing of key word based on dictionary technique through vocabulary mastery.

THANKS FOR

Thaks for Mr. Gali, Mrs. Yulia who support us greatly in publishing this article. We are very happy because finally this article can be finished and published. May God bless us always.

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Vocabulary Mastery through Performing of Key Word Based on Dictionary