

## **THE EFFECT OF POSSIBLE SENTENCE STRATEGY ON STUDENTS IN THE EIGHTH GRADE'S ABILITY TO MASTER VOCABULARY**

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### **Abstract**

The goal of the study was to determine whether the Possible Sentences Strategy had a substantial impact on eighth-graders ability to master vocabulary. A quasi-experimental design was used for the study. There were 82 pupils in the eighth population of the study. Then, using the Cluster Sampling Technique, the researcher chose the study's sample, which included 60 pupils. The researcher conducted pre-tests in the control and experimental groups before beginning therapy. The control group's mean score was 56.50 with a L count of 0.1269, while the experimental group's mean score was 51 with a L count of 0.1403 and a L table of 0.16. As a result, the pre-test results for the experimental group and control group were reported as having a Normal Distribution. The next step was to look at uniformity. F table = 1.86 and F count = 1.09, according to pre-test computation. A homogenous pre-test result was reported. In both the control and experimental groups, the researcher conducted a post-test after the therapy. The experimental group's mean score was 80.83 while the control group's mean score was 64 with a L count of 0.1032 and a L table of 0.1545. The post-test findings of the control and experimental groups were thus reported as having a Normal Distribution. The next step was to look at uniformity. F count = 1.45 and F table = 1.86 were calculated based on the posttest results. A homogenous post-test result was reported. A hypothesis test was then conducted by the researcher. Table was obtained as follows:  $t_{1/2}(dk) = t_{0.025}(72) = -2.002$ ;  $t_{count} = 4.98$ . It means that  $t_{count}$  (4.98) was not exist between interval -2.002 to 2.002 (-2.002  $t$  2.002). So, it can be concluded that there is a significant effect of Possible Sentences Strategy towards the students' ability in Mastering Vocabulary.

**Keywords:** *Possible Sentences Strategy, Students' Ability , Mastering Vocabulary*

### **1. INTRODUCTION**

Vocabulary plays a crucial part in comprehending the language itself as a language element. It becomes one of the

factors determining the success of language learning. Thus, a list of letters (words) utilized by humans to understand language is what is meant by the definition of vocabulary. According to Bull in the

Oxford Learner's Pocket Dictionary (2003:482), vocabulary is a list of terms with their meanings as well as all the words that a person knows or uses as well as all the words in a language. The four language skills—listening, speaking, reading, and writing—must be mastered by the children, as stipulated in the KTSP (Education Unit Curriculum 2006). The purpose of the study was to investigate how well students might learn vocabulary by linking it to their reading proficiency. Students were required to be able to understand the meaning of written functional texts, simple short essays in recounts, and descriptive texts related to the surrounded sphere as part of the eighth grade reading curriculum. The fundamental competence requirement is for pupils to be able to read aloud a short essay in simple recount and description with appropriate speech, stress, and intonation.

In reality, most of the eighth graders had few words in mind when the researcher conducted the observation. The pupils' inability to put words together into coherent sentences and their inability to transfer English terminology into Indonesian are some of the contributing elements to this issue.

In order to help the students with their dilemma, the researcher taught them terminology using the Possible Sentences Strategy. Because of this, the researcher's primary motivation in selecting and using the possible sentences strategy was to learn more about how it affected students' capacity to learn new words.

### **Review of literature**

#### ***Possible Sentences Strategy***

Possible Sentences Strategy is one of vocabulary teaching strategy in the classroom. This strategy was developed to teach the words or vocabulary to the students. According to Jeanne (2006:322),

“Possible Sentences Strategy is an activity designed to enable students to determine independently the meanings and relationships of unfamiliar words in text reading assignments.”. It is supported by Brunner (2011:18), “Possible Sentences Strategy is a strategy which helps students anticipate meaning of the words before reading the selection”.

It implied that this strategy gave the chance to the students to anticipate the meaning of the words for understanding the content of the reading text. In conclusion, Possible Sentences Strategy is a teaching strategy which was used to develop the students' understanding towards the meaning of the words. Thereby, this teaching strategy was significant to apply in teaching vocabulary to the students.

#### ***Procedures of Possible Sentences Strategy***

Brunner (2011:19) elaborates the steps of implementing Possible Sentences Strategy, as follows. 1) List important/unfamiliar vocabulary from the text and display them for the students. If necessary, pronounce each word aloud. 2) Tell students to use at least two words from the list and make a sentence or sentences. Ask them to consider how they believe the words will be used in the text. 3) Record the sentences on the board, even if the information in the sentences is inaccurate. 4) Continue asking students to make new sentences until all words have been used or until the time is up. 5) Ask students to read the text. 6) Using the text as a reference, ask students to evaluate each previously written sentence for accuracy and make any necessary modifications. 7) After sentences have been reviewed, ask students to generate new sentences that reflect a deeper understanding of the content.

### ***Procedure of Conventional Teaching Strategy***

Conventional Teaching Strategy is a traditional strategy which it more emphasizes to expository strategy. The step of Conventional Teaching Strategy is gotten from lesson plan that has been provided by the English teacher. The procedure of Conventional Teaching Strategy that the teacher often uses in teaching vocabulary to the students, as elaborated below. 1) The researcher introduced the teaching material to the students. 2) The researcher wrote the topic of the material on the blackboard. 3) The researcher distributed the teaching material to the students.<sup>13</sup> 4) The researcher explained the teaching material to the students. 5) The researcher gave the chance to the students to find out the definition of the words from the reading text. 6) The researcher asked the students to tell the definition of the words that they have gotten from the reading text. 7) The researcher asked the students to tell the content of the text. 8) The researcher improved the students' mistaken in making the sentences. 9) The researcher gave the chance to the students to ask the difficulty. 10) The researcher gave post-test to the students. 11) The researcher collected the students' paper of post-test.

### ***Relationship between Possible Sentences Strategy and Vocabulary***

To promote vocabulary learning for students throughout teaching and learning activities in the classroom. To ensure that the pupils fully understand the language, a teacher must use a variety of teaching methods or strategies. The Possible Sentences Strategy was one of the vocabulary-teaching techniques. Helen (2010:26) states that "Possible Sentences is a rereading vocabulary method that stimulates past knowledge about

vocabulary and concepts. Students' predictions of how the words would be utilized in the book pique their interest in words. It might be said that this tactic closely relates to vocabulary. In other words, the pupils learn vocabulary using this technique.

### ***Vocabulary***

According to Chester (2008: 11), "Vocabulary is the knowledge of the meanings and pronunciation of words that are used in oral and written language." It suggests that a person's vocabulary is a collection of the words that are necessary to comprehend a language. In addition, Brassel and Rasinski (2008:19) assert that "vocabulary is the ability of readers to grasp the meaning of individual words and phrases used in written texts." It suggested that vocabulary may be utilized as a tool for deciphering the meaning of written material. "Vocabulary is the complete collection of words in a language," claims Strumpf (2004:431). Vocabulary is a group of words that individuals use to communicate in a language, according to one definition. In summary, vocabulary is the collection of words with associated meanings that make up a language. Then, in order for pupils to learn and use English effectively, one of the most crucial skills they should possess is a strong vocabulary.

### ***Importance of Vocabulary***

Vocabulary is the important aspect in learning English. With a limited vocabulary, the students also have a limited understanding in terms of listening, speaking, reading, and writing. Because of the limited vocabulary, the students cannot access the background knowledge, learn about new concepts, communicate effectively and difficult to express the idea, orally or written. William (1994:14) underlines that in developing the students'

language skills in listening, speaking, reading and writing the learners must master vocabulary. It implies that someone who learns English has to master vocabulary, because vocabulary is one of factors which support the learners in mastering English well.

#### ***Types of Vocabulary***

Chester (2008:13) divides the types of vocabulary into four parts, namely: 1) Listening vocabulary Listening vocabulary is all the words which is obtained by someone when the speaker express some words. On the other words, listening vocabulary can recognize through voice. 2) Reading vocabulary Reading vocabulary is all vocabularies which are gotten by someone after conducting reading activity. Reading vocabulary can be gained from the reading passage. 3) Writing vocabulary Writing vocabulary is all the words which is used by someone when writing anything based on the rules of language itself.

#### ***Ways of Teaching Vocabulary***

In teaching vocabulary, the teachers need to know the way should be used in teaching in order that the students more understand about the material and easy to receive the material. The teachers were expected to be able to be a creative person and attractive to make up the teaching-learning activity is running well. Marzano in Blachowicz (2008:201) proposes six steps approaches to teach content vocabulary, the steps are: 1) Explain. Provide a student-friendly description, explanation, or example of the new term. 2) Restate. Ask students to restate the description, explanation, or example in their own words. 3) Show. Ask students to construct a picture, symbol, or graphic representation of the term. 4) Discuss. Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in

their vocabulary notebooks. 5) Refine and reflect. Periodically ask students to return to their notebooks to discuss and refine entries. 6) Apply in Learning Games. Involve students periodically in games that allow them to play with terms.

#### ***Relationship between Vocabulary and Reading***

Vocabulary is crucial to learn by the students in educational field. As stated by Blachowicz in Richardson and Morgan (2009:289), "Vocabulary plays a critical role in reading through the facilitation of comprehension". It implies that vocabulary takes important role in reading activity. Thereby, it becomes one of language components that need not ignored by the students in learning English. The opinion above is supported by Richardson and Morgan (2009:289) saying, "As children begin reading on their own, they can take greater responsibility for building their vocabulary". It is clarified that to make the students more proficiency in reading text, the learners should master vocabulary first.

Based on the experts' opinion above, the researcher concluded that vocabulary was very necessary for building and growth reading comprehension. Therefore, the students need to acquire many vocabularies in order that reading understanding growth well.

#### ***Vocabulary in the Syllabus of Junior High School***

In conducting the teaching-learning process especially in reading at the eighth grade of SMP Negeri 2 Tuhemberua was based on the syllabus. The competence standard of reading skill expects that the students are able to comprehend the meaning of written functional text and simple short essay in recount and descriptive texts related to the surrounded

sphere. Then, the basic competence expects that the students to be able to read aloud the written functional text and short essay in simple recount and descriptive with utterance, stress and intonation that is acceptable related to the surrounded sphere.

**Latest Related Research**

"Increasing the Students' Ability in Mastering Vocabulary by Using Possible Sentences Strategy" is the most recent study in this area. He comes to the conclusion that the Possible Sentences Strategy improves pupils' capacity for vocabulary mastery.

The relationship between the most recent research and the research is as follows: both researches have the issue of vocabulary as a key component of language skills that students should master, and the possible sentences strategy was used by the researchers to teach vocabulary.

**2. METHOD**

**The Design of the Research**

Quasi-experimental design was used in the quantitative research, which was carried out. Due to the fact that it was pertinent to the study's goal, it was appropriate. According to Campbel (1968:259), a quasi-experimental design is one that uses an experimental technique of analysis and interpretation on data sets that don't fully satisfy the standards of experimental control. In the study, the subject or object was divided into two groups: experimental and control. Cause and effect linkages might be determined by the research's findings. In order to find a certain treatment's impact on the people in the control condition, a research methodology was applied.

Regarding to the statement above, the researcher conducted quasi experimental by using pre test and post test with Pretest-

Posttest Control Group Design. The group consists of two, one was as experimental group and another was as control group. In experimental group, the researcher used Possible Sentences Strategy, while in control group, the researcher used Conventional Teaching Strategy in the teaching-learning process. However, the researcher administered a pre test before doing the treatment and post test to know the result of the treatment. The design of research which was used by the researcher was Pretest-Posttest Control Group Design. For more understanding, the research design can be shown in this table:

<b>Class</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Experimental Group	O1(e)	X(e)	O2(e)
Control Group	O3(c)	-	O4(c)

Sugiyono (2011:112)

Where: O1 (e) = Pre-test in experimental group O3 (c) = Pre-test in control group X (e) = Teaching by using Possible Sentences Strategy - = Teaching by using Conventional Teaching Strategy O2 (e) = Post-test in experimental group O4 (c) = Post-test in control group

**Variables of the Research**

There are two variables in the research. The variables are Possible Sentences Strategy as independent variable (X), and the students' ability in mastering vocabulary as dependent variable (Y). In this case, the researcher used two variables in conducting the research that was to know the effect of Possible Sentences Strategy on the students' ability in mastering vocabulary at the eighth grader.

**Population and Sample**

Population, according to Sugiyono (2011:117), is the generalization area made

up of: objects/subjects with qualities and characteristics that are predetermined by the researcher to be custom. The population from subject required to be determined by the researcher based on the investigation, in other words.

**THE POPULATION**

No	Class	Male	Female	Number of Students
1	VIII-A	18	14	32
2	VIII-B	15	15	30
3	VIII-C	17	13	30
<b>Total</b>		<b>82</b>		

**Sample**

Sample was the element part of population which represents characteristics of population. Sugiyono (2004: 56) says that sample is a part of amount and characteristic that is owned by the population. So, the researcher took the sample from the population. The technique sampling which was used by the researcher was cluster sampling technique.

**THE TOTAL SAMPLE OF THE EIGHTH GRADER**

No	Class	Male	Female	Number of Students
1	VIII-B	15	15	30
2	VIII-C	17	13	30
<b>Total</b>		<b>60</b>		

**Kind of Data and Research Instruments**

Quantitative information was sought after during the research. Through the use of tests, the data would be directly collected. Consequently, the 60 eighth graders, who would serve as the key data sources, would be used. The researcher's tools for gathering data were the evaluation sheets. In particular, it would be used to determine how well the pupils could master recount texts.

**Techniques of Analyzing the Data Instrument of Examining**

The instrument in the research was evaluation paper. It would be tried out by the researcher before using the test to collect the data. In this test, the researcher used matching test. The result of the try-out would be given to the qualified teachers or lecturers to validate the test in order that the test constructed by the researcher was valid and reliable.

**Validity**

Sugiyono (2011:173) says that the instrument is valid means that the instrument can be used to measure what should be measured. It was based on what Arikunto (2002:146) says that the formula of correlation that can be used is as what Pearson states. It was known as Product Moment Correlation. The computation of examining the validity of the instruments in this research was counted through the "Product Moment Correlation" The formula was:

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

**Reliability**

The instrument was reliable if it can be trusted. As Arikunto (2002:154) says that if the instrument is reliable, so the data that will be got is valid. To examine the

reliability of the instrument, the researcher used K-R 20 because the amount of calculation of reliability by using this formula more accurately than K-R 21 formula. So, the level of miscalculation was lower. The formula was:

$$r_{11} = \frac{K}{(K-1)} \left\{ \frac{S_t^2 - \sum p^2 - q^2}{S_t^2} \right\}$$

#### **Item Facility Analysis**

According to Brown (1996:64), item facility (IF) analysis is used to find out the difficulty and easiness of items. It was a statistical index used to examine the percentage of students who correctly answer a given item. To analyze it, it can be used the formula as follows:

$$IF = \frac{N_{correct}}{N_{total}}$$

#### **Data Analysis**

To know the students' ability in mastering vocabulary in the reading text, the researcher used the formula from Sudijono (2009: 303):

$$S = R$$

Note: S = Score R = Right answer

#### **Mean Score and Standard Deviation**

The researcher also used the formula from Sudjana (2002: 67) to get the mean score:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

#### **Examining Homogeneity of Sample**

To find the homogeneity of the sample, the researcher used Harley's formula. Irianto (2007: 276) explains the formula as follows:

$$F = \frac{\text{the highest variarvarian}}{\text{the lowest variarvarian}}$$

### **3. FINDING AND DISCUSSION**

#### **Research Findings**

Based on the research design, the researcher prepared the instruments of collecting the data that were the students' ability in mastering vocabulary tests. Before the researcher went to the subject of the research, the researcher did the try out to examine whether the test were valid and reliable. After the test was valid, the researcher examined the reliability of the test. The reliability test had gotten from the try out especially at the eighth grade which consists of 32 students, and the reliability test was done it.

#### **Discussions**

The fundamental issue of the study is to determine whether the Possible Sentences Strategy has a substantial impact on students' capacity to master vocabulary. Using the possible sentences strategy with the experimental group significantly improved the students' capacity for vocabulary mastery. It was demonstrated in the study that there were varied learning outcomes for the students, particularly from computations of the data obtained from either the experimental group or the control group.

#### **Research Findings versus the Latest Related Research**

First looked into the usage of the possible sentence strategy in vocabulary learning in 2014. His research differs from other researchers' research in terms of its type, year, location, and materials. He employed classroom action research in his study, which aimed to improve eighth-graders' capacity to master vocabulary through the Possible Sentences Strategy. He taught narrative text throughout the course of two cycles for his research.

In Cycle I, the students' average mark is 58.27. While in Cycle II, the average of the students' mark is 80. In other side, Telaumbanua's research and the research had a difference. In Telaumbanua's research, he found that the students mastered vocabulary in recount text efficiently during two cycles. However, in the research, the students mastered vocabulary in descriptive text after applying Possible Sentences Strategy. The students mastered vocabulary since the students were trained to make a sentence themselves through the chosen vocabulary. The average of the students' mark in mastering vocabulary after the teacher used Possible Sentences Strategy is 80.83.

#### ***Research Findings versus Theory***

According to Jersey and friends (1998:26), the Possible Sentences Strategy "is a relatively simple strategy for teaching word meanings and generating significant class discussion." Students are encouraged to use their imaginations to determine the meaning of each word in the text by using this technique. After this approach was used with eighth grade students, the hypothesis and the research results diverged. When teaching vocabulary to the students, the researcher did not merely define words. However, the researcher had a propensity to teach the pupils vocabulary by using sentence composition while using the chosen words from the book. Actually, the students demonstrated a great command of the language. Some of the students were later found to be unable to determine the definitions of the unfamiliar words that were chosen from the reading assignment based on the results that were attained. The researcher will then have trouble using the method. At the first meeting, students find it quite challenging to follow along. However, at the most recent session, the

students were able to follow the steps of the approach with success. Based on the final grades earned by the students, the MCC was selected. Therefore, it can be said that the Possible Sentences Strategy enhances eighth grade pupils' vocabulary mastery skills.

#### ***Research Findings Implication***

The researcher came to the conclusion that the Possible Sentences Strategy significantly affects students' capacity to master vocabulary at the eighth grade level after conducting hypothesis testing. It suggested that students could apply the Possible Sentences Strategy to enhance their vocabulary learning skills. Some conclusions drawn from the research, according to the researcher, include: a. The student were motivated to search the meaning of every word b. The student were rich vocabularies c. The student were motivated to make the new sentences the chosen words in reading assignments d. The students active in studying reading e. The Minimum Competence Criterion had been achieved by the students.

#### **4. CONCLUSION**

After analyzing the findings of the research, the researcher stated that: 1. The use of Possible Sentences Strategy gave a significant effect on the students' ability in mastering vocabulary than the students who were taught without using Possible Sentences Strategy. 2. The average of the students' ability in mastering vocabulary by using Possible Sentences Strategy is 80.83 with very high classification. 3. The average of the students' ability in mastering vocabulary without using Possible Sentences Strategy is 64 with adequate classification. 4. Based on the result of examining the hypothesis, it is found that tcount (4.98) is not exist between the interval -2.002 to 2.002 (-2.002 t

2.002). So,  $H_a$  is accepted and  $H_0$  is rejected. It indicates that there is a significant effect of Possible Sentences Strategy towards the students' ability in mastering vocabulary at the eighth grader.

### **Suggestions**

The researcher offers the following advice for effective vocabulary instruction: 1. The Possible Sentences Strategy should be used by the English teacher when teaching vocabulary. 2. The researcher anticipates that future researchers will teach vocabulary, particularly in the context of descriptive texts, using the Possible Sentences Strategy. 3. Vocabulary should be mastered by the kids. As a result, the pupils can quickly understand the story's content. 4. The researcher advises all readers, in particular the following researchers, to look into other educational methods and media.

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