



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) PGRI BANGKALAN
PUSAT BAHASA

Jl. Soekarno Hatta No. 52 Bangkalan Telp/Fax. (031) (031) 99301078 / 3092325
e-mail: admin@stkipgri-bkl.ac.id website: www.stkipgri-bkl.ac.id

SURAT KETERANGAN

Nomor: 405/B11/C/X/2022

Yang bertanda tangan di bawah ini

Nama : Arfiyan Ridwan, M.Pd

NIDN : 0723078802

Jabatan : Kepala Pusat Bahasa

Menerangkan bahwa artikel di bawah ini:

- a) Nama penulis : Baqiyatus Sholihah, Muhammad Kurdi Wijaya
- b) Judul artikel : The effect of English British Council Site on Students' English Vocabulary at Eight grade SMPN 2 Bangkalan
- c) Nama Jurnal : SELL Journal
- d) Vol/No/tahun : 5/2/ 2020
- e) Tingkat similaritas : 34%

telah diperiksa tingkat plagiasinya dengan menggunakan perangkat *Turnitin* dengan hasil yang dilampirkan bersama surat ini.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Bangkalan, 24 Oktober 2022

Kepala Pusat Bahasa



Arfiyan Ridwan, M.Pd
NIDN 0723078802

Article 2

by Kurdi Wijaya Mohammad

Submission date: 21-Oct-2022 08:41PM (UTC-0500)

Submission ID: 1960806772

File name: Article_2.pdf (201.02K)

Word count: 3383

Character count: 17690

The Effect of English British Council Site on Students' English Vocabulary at Eight Grade SMPN 02 Bangkalan

Baqiyatus Sholihah¹, Mohammad Kurdi Wijaya²
qiqisholihah@gmail.com¹, mohammadkurdiwijaya@yahoo.com²
STKIP PGRI Bangkalan¹, STKIP PGRI Bangkalan²

Abstract:

Vocabulary is one of important aspect in learning English. For second language students, it is a new challenge to master it. Since, they have vocabulary of their own native language. They have to compare it and replace something new to their understanding. Some vocabularies are similar and some vocabularies are completely different. Therefore, an attractive medium is needed to make students interest to master vocabulary. English British Council Site is applied on this experiment. This research is quantitative pre-experimental research with one group pre-test post-test design. It is aimed to measure the effectiveness of using the English British Council site toward the students mastering vocabulary. Forty student are involved on this experiment. The result shows significant different of pre-test and post-test. It indicates the using of British Council Site is effective to be used for students' second language to master the vocabulary.

Keywords: English British Council Site, Vocabulary achievement

Introduction

English British Council site is one of the famous English learning sites on the internet. It is a good site because it offers many levels of English learning materials. Those are English for kids and teens, English for university students, English for the workplace, and English learning solutions for companies.

Here, the researcher will only focus on English for kids and teens. This part is also divided become many sections. Those are listen and watch, grammar and vocabulary, fun and games, business and work, writing, and

IELTS. But, the researcher only focuses on vocabulary section. Learn English British Council site has been researched by Hafizul Alimi and An Fauzia Rozani Syafei from FBS Universitas Negeri Padang. Their research showed that Learn English British Council site has a positive effect in enriching students' vocabulary. It can be made as an instructional media to teach English for Elementary School's students. This site provides many features that appropriate with young learners' character, behavior and development (Alimi & Syafei, 2013).

Teaching English using a site in the internet is one of the new strategies which often used recently. It is related to the technology. The teacher who uses this strategy should know how to use the internet, computer or laptop, and other gadgets. Technology changes what we do and what we can do (Milrad, Spector, & Davidsen, 2003, hal. 11). Before teachers use technology, they only teach their students manually or conventionally, using text books, paper, and pencil for example. But today, the researcher can change that way, the researcher will teach the students by using technology, using gadgets. Technology gives many advantages for everyone. For example, in education, there are many learning materials we can get only by downloading these. It is simple; we do not have to bring many heavy books to our school. At least, we just have to bring our gadgets or our small thing, USB storage, which contains files or documents.

Martin Chang and Gould cited in Ahmadi, Ismail, & Abdullah (2012, p. 189) explain that vocabulary knowledge is the most important factors that affect language learning, and it helps language learning improvement. Therefore, students will enhance their vocabulary knowledge if they read more. According to Harmer cited in Ahmadi, Ismail, & Abdullah (2012, p. 189), students will have difficulties in recognizing the content of what they read if they do not have sufficient vocabulary knowledge, thereby they will fail in the vocabulary learning test and lose their interest in reading. In this research, the researcher would like to know how effective this media to enrich students' vocabularies. The researcher will teach the students based on material or explanation on this site. The researcher will use the exercise on this site to know or to measure how far the students understand about the lesson the researcher have taught.

Review of Literature

According to Kamil and Hiebert (2005, p. 3) vocabulary is the knowledge of meanings of words. Knowledge of words comes in at least two forms: oral and print. It is also comes in at least two forms, receptive and productive. Receptive vocabulary is all words that people know and understand, but they can't produce. While productive vocabulary is all words that people understand and produce it correctly. Vocabulary which comes from oral it is same with productive vocabulary. Whereas vocabulary which comes from print, it can be called as receptive vocabulary.

Teaching vocabulary is really important to enrich student's vocabulary. As a teacher, we should make our students understand about many vocabularies and add those into their memory. Thornbury (2002, p. 75) said that the first thing a teacher should do is to teach vocabulary that related with set of words. It can make the students easier to remember. For example, items of clothing are *shirt, trousers, jacket, socks, dress* and *jeans*. A teacher should have a sequence choice to present vocabulary for their students. They can explain the meaning first, than the form or the form first, then the meaning. Besides that, a teacher can explain also the translation, real things, pictures, actions/gestures, and definitions of a word or vocabulary to their students in order to make them understand.

According to Shejbalová (2006) there are three points in teaching vocabulary. Those are principles of learning and teaching vocabulary; how words are remembered; and other important factors in language learning process.

1. Principles of Learning and Teaching Vocabulary

According to Wallace in Shejbalová (2006) there are several general principles for successful teaching, which are valid for any method. Those are (a) aim (what is to be taught, which words, and how many); (b) need (target vocabulary should respond students' real needs and interests); (c) frequent exposure and repetition; and (d) meaningful presentation (clear and unambiguous denotation or reference should be assure).

1 2. How Words are Remembered

Unlike the learning of grammar, which is fundamentally a rule based system, vocabulary knowledge is largely a question of amassing individual items. The general rule seems to be a question of memory. Thornbury in Shejbalová (2006) distinguish how does memory work in the three systems.

a) 12 Short – term Store

Short-term store is the brain capacity to hold a limited number of items of information for periods of time up to a few seconds. It is a same with repeating a word that you have just heard the teacher modeling.

7 b) Working Memory

Working memory means focusing on word long enough to perform operations on them. It means the information is manipulated by the senses from external sources or can be downloaded from the long-term memory. Material remain in working memory is for about twenty seconds. The ability to handle a word in working memory is a good predictor of language learning aptitude. The better ability to hold words the smoother the process of learning foreign language is.

c) Long – term Memory

Unequal working memory which has a limited capacity and no permanent content, long-term memory has a large capacity and its contents are long over time.

1 3. Other Important Factors in Language Learning Process

There are much more fundamental factors that determine success in language learning. Those are:

a) 1 Motivations.

b) Data (samples of the language, plus – maybe – information about the language).

c) Opportunities to experiment with the data.

d) Feedback (to confirm that we are heading in the right directors or to re-direct us if we are not).

Learn English British Council site have been teaching English for more than 75 years and have helped more than 100 million people in 100 different countries to increase their English skills and to build their confidence (Learn English, 2017).

This website gives the learners many instructional materials which can be used to increase their skill ability. The materials given are various and easy to understand. Those are grammar and vocabulary, reading, writing, and listening also. According to Alimi and Syafei (2013), this website allows teacher to create a fun atmosphere in the classroom and to enjoy the teaching learning process. The media which can be used in this website is like pictures, cards, video, puppets, newspapers, brochures and so on.

Furthermore, this website is divided into four sections. Those are English for kids and teens, English for university students, English for the workplace, and English learning solutions for companies. English kids and teens' section provides many popular courses and online support for kids and teens. It is designed to be fun, interactive and very effective (Learn English, 2017). English for university students' section serve IELTS courses, tests, and online resources. It is positioned to help the students to get the grade they need for their education journey. English for the workplace helps people by communicating effectively in the world's business language. English learning solutions for companies transform people business with training courses and online learning solutions.

Related to this study, the researcher chooses a literature teaching vocabulary using Learn English British Council Site. In 2013, a research was done by Hafizul Alimi and An Fauzia Rozani Syafei with a paper, entitled "Teaching English Integratively by Using Learn English Kids British Council Web for Elementary School Students". Alimi and Syafei (2013) explain that this website can be an alternative media in teaching English to young learners because it is not just shown an entertainment, but also taught the students especially young learners through features that are provided in this website such as short stories, songs, poems, games, and so on that appropriate with young learners development. By those statements, the researcher can conclude that Learn English British Council site can be an effective media or strategy to teach English to young learners.

Method

The design of this research is one-group pretest-posttest designs. This design only has a group, namely experimental group. In this design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before (Fraenkel & Wallen, 2009, p. 265). In this research, the group is given a pre-test, before the experimental treatment. After the treatment is finished, the post test is administered to see the achievement (Latief, 2015, p. 98).

O Pre-Test	X Treatment	O Post-Test
---------------	----------------	----------------

One group pre-test post-test design (Adapted from Latief, 2015, p.98)

The participants of this study were selected 40 students among 386 population of the research. Random sampling were applied to those 40 students of eighth grade SMP Negeri 02 Bangkalan. To begin the study, they were asked to do pre-test which was purposed to measure the students' vocabulary ability. The test (pencil-paper test) was consists of 20 items vocabulary questions. In the first part of the test, the students got 5 items of word matching tests. The researcher prepared 5 sentences then the students answered those questions. Then, the second part, the students got 15 items of completing sentence tests. There were 20 words that the researcher had prepared for the students and they chose the best answer for each question. The pre-test conducted for about 40 minutes.

Content validity from expertise validator was applied to measure to ensure that the test could be used as the research instrument. The reliability also measured by using SPSS verse 23 for windows, and the result showed that the reliability was high in level of 0.81 for pre-test and 0.91 for post-test.

The procedure of implementing the research as follow: give a pretest to the students, the researcher gave the students some treatments. There were four treatments for the students. That treatment was about something related to holiday, that were Holidays, Air Travel, Hotels and Shopping. Those treatments were based on the media used in this research, namely Learn

English British Council site. The researcher opened Learn English British Council site on the internet using a laptop. The researcher needed an LCD projector to show up the site to the students. Then the researcher started the treatment by asking some questions on the site to the students. The students responded the questions by answered it together.

After get pretest and treatments, the students got a post-test. This test was also taken from Learn English British Council sites on the internet. In this post-test, the researcher did not use LCD projector. The researcher had prepared a pencil-paper test to the students. The test was consists of 20 items vocabulary. The form of the test was similar with the pretest but it was not same. In the first part of the test, the students got 5 items of word matching tests. The researcher prepared 5 sentences then the students answered those. Then, the second part, the students got 15 items of completing sentence tests. There were 20 words that the researcher had prepared for the students and they chose the best answer for each question. The test conducted for about 40 minutes. The students were prohibited to cheat each other.

Results and Discussions

The researcher began this research on the VIII D grades of SMPN 02 Bangkalan. The researcher gave matching task as the pretest. The students got two parts on this test. The first part was definition matching task. The students got five definitions then they should match those with the correct answer. The second part was completing sentences task. In this part, the students got fifteen sentences which have gaps and they should complete the gaps with the correct answers. This pretest was hold for about 40 minutes. It was done to know the students' vocabulary ability before the treatments.

Table 1: The result of pre-test and post-test analysis

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	81.63	40	16.809	2.658
	Post-test	91.88	40	10.663	1.686

Based on the table above, the result of the students' pretest was lower than the students' posttest. The table showed that the mean of the pretest was 81.63, while the mean of the posttest was 91.88 from the total number of 40 students. This difference was significant.

Table 2: The result T-test Analysis

	Paired Differences				T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of Differences				
				Lower				Upper
Pair-1 Pre-test – Post-test	-10.250	20.784	3.286	-16.897	-3.603	-3.119	39	.003

Based on the table above, showed that paired between pretest and posttest score was difference. The mean of the pretest and posttest was 10.250, standard deviation between pretest and posttest score was 20.784, standard error of the difference between means of pretest and posttest was 3.286, the lower interval was 16.897, the upper interval was 3.603 and t value was 3.119. Based on the analysis of the data, t-value was 3.119 then this result have to consulted to t-table with the significant 5% (0.05) and degree of freedom (df) was 39 ($N-1 = 40-1 = 39$). The t-table was 2.0227 by two tail test of hypothesis.

Based on the data analysis, the researcher found that there was a significant difference on students score before and after conducting the treatments using Learn English British Council sites. It can be seen from the table the result of pretest and posttest by SPSS 23 (table 1) that the mean of the pretest score was 81.63, while the mean of the posttest score was 91.88. It means teaching vocabulary using Learn English British Council sites can be

used to develop the students' achievement (score). In other word, the implementation of the new media, Learn English British Council, was effective, because the posttest score was higher than the pretest score.

In the pretest stage, the result of the students' score was adequate. The mean of the pretest was 81.63. It means the students have a sufficient vocabulary. But, after checking the students answered, the researcher concluded that there are some of words in the pretest that the students unfamiliar. Then, the researcher gave the students treatments to teach them another vocabulary. In every treatment, the researcher gave the students test and asked them to answer one by one. While in the posttest stage, the result of the students' score was quiet high. The mean of the posttest was 91.88. The students got higher score than the pretest stage. It means the students have learned many vocabulary words in the treatments stage.

The improvement of the students' achievement can be seen from the mean of the pretest and the posttest score. The mean of the pretest was 81.63 while the mean of the posttest was 91.88. It means the mean of the posttest score was higher than the mean of the pretest score. It showed that Learn English British Council sites can develop the students' achievement.

In brief, t-value is higher than t-table ($3.119 > 2.0227$). The t-value was 3.119 then this result have to consulted to t-table with the significant 5% (0.05) and degree of freedom (df) was 39 ($N-1 = 40-1 = 39$). The t-table was 2.0227 by two tail test of hypothesis. It means there was a significant different on the students' score. It can be concluded that Learn English British Council sites can be an effective media to teach vocabulary to the eighth grade students of SMPN 02 Bangkalan. It helped students learning English in the class. It increased the students' vocabulary and it made the students felt interest and fun to learn English.

Conclusion

Based on the result of this research that held in SMPN 02 Bangkalan, the researcher got conclusion that learning English especially vocabulary by using Learn English British Council sites have better achievement. It can be seen from the result mean of the pretest and posttest. The mean score of the pretest was 81.63 while the mean score of the posttest was 91.88. The mean

score of the posttest was higher than the mean score of the pretest. Learn English British Council sites have benefit to the students. It can increase the students' score in a test and it can increase the students' vocabulary mastery. Besides, it make the students learn English easily, fun, and interestingly.

The last, it was suggestion for the teacher and other researcher. The teacher should make the students interest to learn English, therefore, they understand easily about the lesson the teacher given. The teacher also should change their methods in teaching, they should use a creative and innovative methods with technology which can make the students interest to learn English. The teacher should stimulate and motivate students in order they will learn English more. For the other researcher can use this media to teach English in different level, grade, subject and topic in order to develop the teaching learning process. The next researcher can use this media to teach students not only in vocabulary but also in other aspects.

References

- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. (2012). Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy. *International Journal of Learning & Development*, 186-201.
- Alimi, H., & Syafei, A. F. (2013). *Teaching English Integratively by Using Learn English Kids British Council Web for Elementary School Students*. Padang: Universitas Negeri Padang.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education; Eight Edition*. Canada: Wadsworth Cengage Learning.
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. San Fransisco: Longman University Press.
- Latief, M. A. (2015). *Researh Methods on Language Learning, An Introduction*. Malang: Universitas Negeri Malang.
- Mukoroli, J. (2011). Effective Vocabulary Teaching Strategies for the English for Academic Purposes ESL Classroom. *MA TESOL Collection*, 1-53.

- Murphy, K. L., DePasquale, R., & McNamara, E. (2003). Meaningful Connections: Using Technology in Primary Classroom. *Young Children on the Web*.
- Rahmawati, N. (2012). *Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri 1 Borobudur in the Academic Year of 2011/2012*. Yogyakarta: University of Yogyakarta.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Ruis, N., Muhyidin, & Waluyo, T. (2009). *Instructional Media*. Jakarta: Ministry of National Education.
- Shejbalová, D. (2006). *Methods and Approaches in Vocabulary Teaching and Their Influence on Students' Acquisition*. Brno: Masaryk University.
- Wahab, S. A. (2012). *Defining the Concepts of Technology and Technology Transfer*.

Article 2

ORIGINALITY REPORT

34%

SIMILARITY INDEX

30%

INTERNET SOURCES

15%

PUBLICATIONS

17%

STUDENT PAPERS

PRIMARY SOURCES

1	mafiadoc.com Internet Source	3%
2	www.britishcouncil.org Internet Source	3%
3	ejournal.unp.ac.id Internet Source	2%
4	Abdollah Abdollah, Muhammad Yunus, Effander Elivan. "Understanding the Use of Adjective Order for Senior High School 21 Makassar", Tamaddun, 2018 Publication	2%
5	repositori.uin-alauddin.ac.id Internet Source	2%
6	fc.vseosvita.ua Internet Source	2%
7	e-repository.perpus.iainsalatiga.ac.id Internet Source	1%
8	repo.stkippgri-bkl.ac.id Internet Source	1%

9	pbiftk.uin-suska.ac.id Internet Source	1 %
10	Submitted to Mansoura University Student Paper	1 %
11	Mohammad Reza Ahmadi, Hairul Nizam Ismail, Muhammad Kamarul Kabilan Abdullah. "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy", International Journal of Learning and Development, 2012 Publication	1 %
12	Submitted to UNILIBRE Student Paper	1 %
13	repository.uin-suska.ac.id Internet Source	1 %
14	Submitted to University of Birmingham Student Paper	1 %
15	media.neliti.com Internet Source	1 %
16	Submitted to Universitas Pendidikan Indonesia Student Paper	1 %
17	repository.uinjkt.ac.id Internet Source	1 %
18	documents.mx Internet Source	1 %

1 %

19

Submitted to Universitas Muria Kudus

Student Paper

1 %

20

Submitted to New Jersey City University

Student Paper

1 %

21

repository.iainpare.ac.id

Internet Source

1 %

22

repository.radenintan.ac.id

Internet Source

1 %

23

Submitted to University of Wales Institute,
Cardiff

Student Paper

1 %

24

Submitted to 44208

Student Paper

1 %

25

Submitted to Universitas Islam Malang

Student Paper

1 %

26

Submitted to University of Indianapolis

Student Paper

1 %

27

eprints.iain-surakarta.ac.id

Internet Source

1 %

28

e-repository.unsyiah.ac.id

Internet Source

<1 %

29

jurnal.unublitar.ac.id

Internet Source

<1 %

30

otherreferats.allbest.ru

Internet Source

<1 %

31

Submitted to University of Southern California

Student Paper

<1 %

32

ejournal.umpri.ac.id

Internet Source

<1 %

33

Submitted to Universitas Negeri Makassar

Student Paper

<1 %

34

ejournal.mandalanursa.org

Internet Source

<1 %

Exclude quotes On

Exclude matches < 10 words

Exclude bibliography On

Article 2

GRADEMARK REPORT

FINAL GRADE

/123

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11
