

**THE EFFECTIVENESS OF USING REHEARSAL TECHNIQUE IN
IMPROVING ENGLISH VOCABULARY ACHIEVEMENT: AN
EXPERIMENTAL STUDY OF ELEVENTH GRADE STUDENTS AT
SMAN 1 AIKMEL IN ACADEMIC YEAR 2013/2014**

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ABSTRACT

The lack of students' English vocabulary hinders them in learning English. This is due to the fact that they have difficulties in memorizing the foreign language vocabulary. One of the techniques that is used to memorize words is rehearsal technique. Therefore, I am motivated to conduct this study to investigate whether or not rehearsal technique is effective in improving English vocabulary of students. This is an experimental study, the design of which is divided into two groups namely; experimental and control groups. The experimental group is taken from grade XI of social program (IPS.4 class) and the control group is XI IPS.3 class with the total number of each group is 35 students. There are three steps in collecting the data. Firstly, I gave the two groups pre-test that consisted of 25 questions. Secondly, I gave different treatments for both groups in which the experimental group was treated by using rehearsal technique and control group was treated by using three- phrases technique. The last step, I gave post-test for two groups. As the result, there is influence of rehearsal technique in improving students' English vocabulary. It is indicated from test scores of both groups. It was provided that score deviation of experimental group was 1768 and control group was 1326, mean score deviation of experimental was 50.51 and control group was 37.89. The result of t-test was 3.85 and t-table 2.29 (.05) and 1.99 (.01). Then, the result obtained that t-test was higher than t-table both of confidence levels .05 (95 %) and .01(99 %) with its degree of freedom was 68 ($N_x+N_y-2=35+35-2$). Thus, it can be concluded that rehearsal technique is effective in improving English vocabulary of eleventh grade students at SMAN 1 Aikmel in academic year 2013/2014.

Key words: Teaching technique, rehearsal, vocabulary, and experimental study

ABSTRAK

Kekurangan kosa kata bahasa Inggris yang dimiliki oleh siswa menghambat mereka dalam belajar Bahasa Inggris. Hal ini dikarenakan bahwa mereka memiliki kesulitan dalam menghafal kata-kata tersebut. Salah satu teknik yang digunakan untuk menghafal kata-kata adalah *rehearsal*. Oleh karena itu, saya termotivasi untuk melakukan penelitian ini untuk mengetahui apakah *rehearsal technique* itu efektif atau tidak dalam mengembangkan kosa kata siswa. Penelitian ini merupakan penelitian eksperimen, yang mana penelitian ini dibentuk menjadi dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen diambil dari XI social program (IPS.4) dan kelompok kontrol adalah XI IPS.3 dengan jumlah dari setiap kelompok adalah 35 siswa. Terdapat tiga tahap dalam pengumpulan data. Yang pertama, saya memberikan kedua kelompok tersebut pre-test yang terdiri dari 25 soal. Yang kedua, saya memberikan *treatment* yang berbeda pada kedua kelompok tersebut yang mana pada kelompok eksperimen diberikan *treatment* dengan menggunakan *rehearsal technique* dan pada kelompok kontrol diberikan *treatment* dengan menggunakan *three-phases technique*. Langkah terakhirnya, saya berikan post-test untuk kedua kelompok tersebut. Hasilnya, ada pengaruh menggunakan *rehearsal technique* dalam mengembangkan kosa kata bahasa Inggris siswa. Itu ditunjukkan dengan melihat hasil skor tes kedua kelompok ini. Hal itu telah terbukti bahwa skor deviasi pada kelompok eksperimen yaitu 1768 dan pada kelompok kontrol yaitu 1326, nilai rata-rata dari skor deviasi kelompok eksperimen ialah 50.51 dan dari kelompok kontrol ialah 37.89. Hasil dari t-test ialah 3.85 and t-table pada kedua taraf kepercayaan ialah 2.29 (.05) dan 1.99 (.01). Selanjutnya, hasil yang telah didapat yaitu nilai t-test lebih besar dari pada t-table pada level taraf kepercayaan .05 (95 %) dan .01 (99 %) dengan degree of freedomnya ialah 68 ($N_x + N_y - 2 = 35 + 35 - 2$). Jadi, dapat disimpulkan bahwa *rehearsal technique* efektif didalam mengembangkan kosa kata Bahasa Inggris pada siswa kelas XI pada tahun ajaran 2013/2014.

Kata kunci: Teknik pengajaran, *rehearsal*, vocabulary, dan penelitian eksperimen.

INTRODUCTION

Background of the Study

Vocabulary is the number of words that are used in a language. Without knowing any vocabulary, there is nothing can be conveyed. Vocabulary is a crucial part of teaching and learning a foreign language. However, the lack of vocabulary is a common phenomenon to the learners of English as foreign language.

Lack of vocabulary results in the difficulties to learn listening, speaking, reading, and writing. Dealing with the problems, learning English vocabularies is quite challenging. It may come from internal and external aspects of vocabulary. The internal aspects may come from the word itself which involve spelling, pronunciation, grammatical function, and so on. From the external aspects, it may come from the learner or the teacher himself/herself such as student's motivation, teaching aid, method, teaching technique applied, and the other aspects. Therefore, it is a teacher's job to be able to manage a conducive atmosphere in teaching and learning vocabulary in the classroom. One of teacher's ways that is need to be done is applying an effective technique to teach vocabulary.

Teaching technique influences the success of teaching and learning process. There are many appropriate teaching techniques which teacher can use in the classroom. One of them is rehearsal. The term rehearsal has similar meaning to repetition (Yu, 2011). Rehearsal is an effective technique to teach vocabulary (Nation, 2001).

Rehearsal Technique is a technique for teaching vocabulary in the class that includes saying a new word or sentence repeatedly. It may help the learners for remembering words or sentences. Based on Banikowski (1999), the rehearsal activity helps the brain to process information in working memory. The information especially vocabulary will be stored from the short-term memory to the long-term memory by rehearsing or repeating.

Based on the result of interview with two English teachers and the students of Eleventh Grade at SMAN 1 AIKMEL, Most students admitted that understanding English word are not easy for them because the spelling of the words relatively differs from its pronunciation. This is one of the reasons why they found difficult it to memorize words and they got bored easily in learning English in the classroom. Dealing with the problem, this has to be given a solution to solve it effectively. Therefore, I chose rehearsal technique in teaching vocabulary to discover whether or not the rehearsal technique will help the students memorize and improve their vocabularies easily

1.1 Research Question

Regarding to the background above, the research question is formulated as follows

Is rehearsal technique effective in improving English vocabulary achievement of eleventh grade students at SMAN 1 Aikmel in academic year 2013/2014.

1.2 Purpose of the Study

This study aims to discover whether or not rehearsal technique is effective in improving English vocabulary achievement of eleventh grade students at SMAN 1 Aikmel in academic year 2013/2014.

1.3 Significance of the Study

This study is expected to give theoretical and practical significance.

1. Theoretically

Theoretically, this study gives a valuable insight to learning vocabulary. It is because rehearsal technique will help the learners in remembering vocabularies.

2. Practically

a. Students

The students are able to memorize and improve their vocabulary knowledge easily.

b. Teachers

The teachers may apply the technique in teaching vocabulary in the classroom to make them easy in conveying learning material especially about vocabulary.

REVIEW OF RELATED LITERATUR

2.1 The Importance of Vocabulary

Vocabulary is an essential part of language that contains the number of words. It forms single words, phrases, collocations, idioms, and so on. According to Yu (2011), Vocabulary is an essential element of language. It is needed by the learners in learning listening, speaking, reading, and writing, such as when the learners are hearing and reading messages, they can get the idea of the messages by knowing the words on the messages. It shows that vocabulary is important aspect of language to get and to express the ideas. Based on Folse (2004), the most important aspect of language is the vocabulary. Vocabulary is very important for learners in learning a language. Without knowing any vocabulary, learners cannot express their own ideas.

2.2 The Problem of Learning Vocabulary

The lack of learners' vocabulary is a common problem in learning English. The problem of vocabulary may come from the complexity of the vocabulary itself. This is due to several factors namely; the variation of the vocabulary, the meaning of it in context, the use it in a language, its spelling, pronunciation, grammar function, collocation, and the other factors. According to Nation (2001:4), "Learning word is a cumulative process involving a range of aspect of knowledge". The variety of the knowledge aspects becomes challenging for the learners to enrich their vocabulary in learning language.

Firstly, the variety of vocabulary types becomes one of inhibition for the learners learning English. The vocabulary variety includes single words, phrases, collocations, suffixes, and the other word formations. McCarten (2007:18) stated that learning vocabulary is a part of language aspect that is challenging for learners because its varieties, including single words, phrases, collocations, and the others.

Secondly, the learners do not only know the form of words, but also they should understand the meaning of the words in context. A word in different context mainly has different meaning. It often has more than one meanings. According to Hiebert and Michael (2005), "words are also polysemous". This shows that a word probably has more than one meaning in a language. It depends on the context in the language used

Thirdly, Nation (2001: 4) argued knowing word means know the formal aspect of word, its meaning, and be able to use it in context. This deals with the explanation above, after knowing the form and meaning of words then it needs to be known the use of words in a language. For instance, the words 'right' and 'left' are usually acceptable for direction, but not on a ship 'starboard' and 'port' are more appropriate (Campillo, 2005). Besides, the use of the words depends on the formality. The formality of words is used by the learners when they are speaking or writing. The use of formal word shows someone's respect, such as official language, and the informal word is used to show friendliness, equality, or solidarity with someone (McCarty, 1994).

2.3 Vocabulary Teaching and Learning

Igbaria (2003 says that), a teacher has important figure to select English vocabulary and design vocabulary syllabus base on their learners' needs, and the regularity of words in a language.

According to Nation (2001), there are four considerations of teachers to manage the teaching and learning activities, involving:

1. Learning goal

The teachers have prepared the learning materials base on the learning goal that is covered into syllabus. According to Nation (2001: 62), the specific learning goal in knowing a word, such as learning goal in learning goal in learning the spelling, pronunciation, or meaning of word.

2. Psychological condition

The psychological condition will help the students to achieve the learning goals. It probably firms their retention to remember vocabulary. Nation (2001: 63) identified the psychological conditionas follows:

a. Noticing

Noticing is the first process which encourages learning, which is paying attention to the items. It means that a learner needs to notice the words and s/he is aware of useful language items. The noticing mainly occurs in some factors such as salient words in textual input or discussion of the text, having the words of learners, and they realise that the words fill a gap in their language knowledge. It also occurs when looking words at a dictionary, studying words deliberately, guessing words from context, or explaining the words.

b. Retrieval

Retieval is the second process in remembering the words by storing a word to firm retention.

c. Creative or generative use

The generation is the third major process which helps learners to remember the words. The generative process means the students are able to produce their words in different ways.

3. The observable sign

The observable sign will help the teacher to decide if the activity will need adapting. The conditions are mostly observable signs in action of learners in learning activities involving negotiation, repetition, generative use, and so on (Nation, 2001).

4. Teachers design features of learning activity.

According to Seal (1991) cited in Celce-Murcia (1991), recommended set of procedures of the teachers in teaching vocabularies as follows:

1. Conveying meaning

It means that the teacher communicates the words and conveys the meaning to the learners.

2. Check understanding

It means that the teacher evaluates the students' understanding about the words with the various ways which may ask them to read to know whether the utterances have been said correctly or not

3. Consolidation

It means the teacher relates the words to students' experiences or meaningful context.

2.4 Techniques of Teaching Vocabulary

In teaching, a technique influences whether or not the teaching and learning activities runs well. The technique is the activities which take place in the language class. In addition, Nation (2001: 60) argued more specific definition of teaching in teaching vocabulary. According to Nation (1995) classified teaching techniques used based on proficiency level of learners as follows:

1. Beginner

At beginner level, an effective way to expand the learner's vocabulary is through direct vocabulary. It can use vocabulary card. The size of the card is about 4 x 3 cm with the target language word on one side and the first language translation on the other side. Kwiatkowska (2007) argued that the techniques involve realia, picture, mime, action, gesture, contrast, explanation, and so on.

2. Intermediate

In intermediate learners, the students start to expand their own words. They have given attention to emphasize the meaning of words and see the use of the words in the various contexts. The common technique that is used in this level is keyword technique.

3. Advanced

This level, learners who learn intently English at senior high school or university focus on academic vocabulary. Nation (2001: 74) argued that the technique may use repetition to teach vocabulary in this level. The repetition may add quality and quantity of knowledge of the learners.

Term repetition has similar meaning to rehearsal (Yu, 2011). Rehearsal means a mental technique that helps learners to remember information, and repetition is one of the mental techniques.

2.5 The Procedural Rehearsal Technique in Teaching Vocabulary

Based on Sperling (1963), the information that enters into the iconic store (memory trace produced when a person reads by eyes), next on to the scanner involving attention and pattern recognition and rehearsal help the information enter into the long-term store. The rehearsal is an important part of the short-term store.

For making clearer, these are the following procedures of rehearsal technique

1. The teacher make two tables in the whiteboard/blackboard that consist of regular and irregular verbs
2. There are present, past, past participle verbs, and meaning of the word in the table.
3. The teacher pronounces the words in the table
4. The teacher will repeat the pronunciation and meaning of the words three times and the students follow her/him together.
5. To check the correct pronunciations, teacher asks some students to repeat the words two times until they do not make any mistake
6. To check their retention of the words, teacher asks the students to recall each word that has been erased together, and then points some students as representative to fill in the blank by rewriting the words that already have been erased.
7. It is continued by rehearsing the words until the students know the spelling of the words well.
8. Finally, to make their retention stronger, the teacher asks them to put the words into sentences.

It is the procedure of rehearsal technique that is adoption from previous researche which was conducted by Yelliza (2013) and Yu (2011) related to rehearsal technique in teaching vocabulary

RESEARCH METHOD

3.1 Research Design

This study is an experimental study, the design of which is divided into two groups namely, experimental and control groups. This used a quantitative approach, the data of which were taken from score of vocabulary tests, which were given to the students after and before the treatments.

1.2 Population and sample of Research

1. Population of Research

The population of this study was the whole students of eleventh grade at SMAN 1 Aikmel in academic year 2013/2014. There were approximately 257 of the eleventh graders

2. Sample of Research

According to Arikunto (2006:132), sample is part of population that is representative of the subject research. If for example, the number of the population is 100 students, the whole of the population can be used as sample. However, if population is more than 100 students, the samples are taken 10-15 % or 20-25 % of the population. Then, this study used simple random technique as sampling technique due to the heterogeneity of the population. Therefore, I took two classes as samples from eleventh grade of social class (IPS) which were IPS.4 (Experimental Group) and IPS. 3 (Control group). The Experimental group consisted of 35 students that was treated by using rehearsal technique, and the control group consisted of 35 students.

3.3 Instrument of Research

Written test was used as instrument for collecting data; it consisted of twenty-five questions, namely: ten questions for objective test and five were fill

in the blank. Another five questions were matching words and other five questions were sentence writin

3.4 Data Collecting Procedure

The procedures for collecting the data were taken by giving tests and treatments to the students.

1. Test

Test was given to the two groups that were experimental group (Group A) and control group (Group B)

a. Pre-test

The pre-test was given to both of the groups in the first meeting to measure students' vocabulary mastery before giving treatment.

b. Treatment

After giving pre-test, the two groups were given treatments. The control group was given three- phases technique while the experimental group was given the rehearsal technique.

c. Post-test

Post-test was given to measure the vocabulary achievement of the students after giving the treatment. The post-test was given to the experimental and control groups.

3.5 Data Analysis Procedure

After collecting data, the data was analyzed by using t-test to calculate individual score of both groups through the following steps.

1. Identifying the samples scores of the experimental group of pre-test (X_1) and post-test (X_2) scores, and control group of pre-test (Y_1) and post-test (Y_2).

2. The students' scores were inserted into the data tables.

3. Identifying the students individual deviation of sample scores (post-test result) to pre-test scores. Following the formulation of Deviation

a. Deviation of the experimental group (X)

$$X = X_2 - X_1$$

Notes:

X = Deviation of the experimental group

X_1 = Score from pre-test of Experimental Group

X_2 = Score from post-test of Control Group

b. Deviation of the control group (Group B)

$$Y = Y_2 - Y_1$$

Notes:

Y = Deviation of the control group

Y_1 = Score from pre-test of Experimental group

Y_2 = Score from post-test of Control group

4. Identifying the mean deviation of each group by using the following formula

a. Deviation of the experimental group.

$$Mx = \frac{\sum X}{N_x}$$

Notes :

M = Mean deviation of experimental group

X = Deviation of experimental group

N_x = The number of samples of experimental group

b. Deviation of the control group

$$M_Y = \frac{\sum Y}{N_Y}$$

Notes:

M = Mean deviation of control group

Y = Deviation of control group

N_y = The number of samples of control group

5. Identifying the effect of rehearsal technique to find out whether or not it is effective in teaching vocabulary. The formula as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\left\{ \frac{\sum x^2 + y^2}{(N_X + N_Y - 2)} \right\} \left\{ \frac{1}{N_X} + \frac{1}{N_Y} \right\}}}$$

Notes:

t = the significance of the experimental group to control group

M_X = Mean deviation of the experimental group

M_Y = Mean deviation of the control group

x^2 = The square deviation of the experimental group

y^2 = The square deviation of the control group

N_x = The total samples of the experimental group

N_y = The total samples of the control group

(Arikunto, 2006: 311)

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The data was collected during more or less three weeks. There were three steps in collecting the data included pre-test, treatment, and post-test. In the first meeting the students were given pre-test .The next meeting, they were given treatment for both groups with the different treatments to the two groups. The last meeting, the students were given post-test which consisted of 25 questions that need to be answered by the students.

This is formula used to calculate the score of each student from the test follows

$$\text{Score} = \frac{\text{correct answer}}{\text{total question}} \times 100$$

After finding data, it was computed student individual standard and square deviation of both groups that aims to know the degree of difference from the scores of the two groups. Then it is inserted into the tables follow

Table I : The scores of pre-test and post-test of experimental and control group

No	Subject	Scores of experimental group		Subject	Scores of control group	
		Pre-test (X_1)	Post-test (X_2)		Pre-test (X_1)	Post-test (X_2)
1	AM	12	76	AR	44	72
2	BERS	56	92	AAL	48	80
3	BLL	44	68	AS	28	60
4	BUF	8	44	ANN	12	72

5	DKS	32	80	DD	44	68
6	FK	36	80	DSH	48	88
7	HR	16	84	ERI	44	76
8	IY	32	80	FA	4	64
9	INH	20	80	HA	44	88
10	JR	16	68	IND	48	68
11	KA	40	76	IRA	48	72
12	LTJ	4	92	JUS	52	60
13	LA	20	72	LDA	64	84
14	LFSP	32	76	LW	48	72
15	MA	32	84	LIS	40	84
16	MAN	20	72	SAZ	16	68
17	MO	32	84	MAN	20	64
18	NAS	24	80	MIS	20	60
19	NUR	56	80	MG	24	52
20	NIA	20	88	MU	24	46
21	PRS	20	84	NRU	36	68
22	RM	52	80	NIM	32	76
23	SH	36	80	NN	28	76
24	SAU	32	92	NU	28	80
25	SIR	8	72	NZ	16	76
26	SIZ	20	76	OMA	44	72
27	SZH	40	88	RS	24	68
28	SKH	8	76	RA	32	76
29	SUH	20	68	RK	44	72
30	SUPZ	12	64	RE	28	72
31	SYS	40	68	SHK	24	72
32	TAM	32	80	SH	4	64
33	TUA	44	76	SM	28	68
34	WAH	24	88	SMR	16	64
35	WYP	20	80	UP	44	72

4.2 Analysis of Data Finding

Based on the result of data finding, it is shown from the two groups' scores and deviation as indication the positive effect of the technique in learning vocabulary which is inserted in the following tables.

Table II: The mean score of pre-test and post-test of experimental group

No	Subject	Scores		Deviation score of pre-test and post-test (X)	Square of the deviation score (X ²)
		Pre-test (X ₁)	Post-test (X ₂)		
1	AM	12	76	64	4096
2	BERS	56	92	35	1225
3	BLL	44	68	24	576
4	BUF	8	44	36	1296
5	DKS	32	80	48	2304

6	FK	36	80	44	1936
7	HR	16	84	68	4624
8	IY	32	80	48	2304
9	INH	20	80	60	3600
10	JR	16	68	52	2704
11	KAA	40	76	36	1296
12	LTJ	4	92	88	7744
13	LA	20	72	52	2704
14	LFSP	32	76	44	1936
15	MA	32	84	52	2704
16	MAN	20	72	52	2704
17	MO	32	84	52	2704
18	NAS	24	80	56	3136
19	NUR	56	80	24	576
20	NIA	20	88	68	4624
21	PRS	20	84	64	4096
22	RM	52	80	28	784
23	SH	36	80	44	1936
24	SAU	32	92	60	3600
25	SIR	8	72	64	4096
26	SIZ	20	76	56	3136
27	SZH	40	88	48	2304
28	SKH	8	76	68	4624
29	SUH	20	68	48	2304
30	SUPZ	12	64	52	2704
31	SYS	40	68	28	784
32	TAM	32	80	48	2304
33	TUA	44	76	32	1024
34	WAH	24	88	64	4096
35	WYP	20	80	60	3600
TOTAL		960	2.728	1768	96.185
MEAN				50,51	
MIN		4	44		
MAX		56	92		

Table III. The mean score of pre-test and post-test of control group

No	Subject	Scores		Deviation score of pre-test and posttest (Y)	Square of the deviation score (Y ²)
		Pre-test (Y ₁)	Post-test (Y ₂)		
1	AR	44	72	28	784
2	AAL	48	80	32	1024
3	AS	28	60	32	1024
4	ANN	12	72	60	3600
5	DD	44	68	24	576
6	DSH	48	88	40	1600
7	ERI	44	76	32	1024

8	FA	4	64	60	3600
9	HA	44	88	44	1936
10	IND	48	68	20	400
11	IRA	48	72	24	576
12	JUS	52	60	8	64
13	LDA	64	84	20	400
14	LW	48	72	24	576
15	LIS	40	84	44	1936
16	SAZ	16	68	52	2704
17	MAN	20	64	44	1936
18	MIS	20	60	40	1600
19	MG	24	52	28	784
20	MU	24	46	22	484
21	NRU	36	68	32	1024
22	NIM	32	76	44	1936
23	NN	28	76	48	2304
24	NU	28	80	52	2704
25	NZ	16	76	60	3600
26	OMA	44	72	28	784
27	RS	24	68	44	1936
28	RA	32	76	44	1936
29	RK	44	72	28	784
30	RE	28	72	44	1936
31	SHK	24	72	48	2304
32	SH	4	64	60	3600
33	SM	28	68	40	1600
34	SMR	16	64	48	2304
35	UP	44	72	28	784
TOTAL		1148	2474	1.326	56.164
MEAN				37,89	
MIN		4	46		
MAX		64	88		

Based on the result of the pre-test and post-test the two groups above, the deviation significance of mean score is computed with the following formula

1. The deviation of experimental group

$$X = X_2 - X_1$$

Where

X= deviation of experimental group

X1=pre-test (960)

X2=post-test (2728)

Σ = sum of...

Therefore, the deviation is

$$X = 2728 - 960$$

$$= 1768$$

2. Mean Deviation of Experimental Group

$$Mx = \frac{\sum X}{N_x}$$

$$Mx = \frac{1768}{35} = 50,51$$

Square Deviation

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$= 96.185 - \frac{(1768)^2}{35}$$

$$= \frac{3.366.475}{35} - \frac{3.125.824}{35}$$

$$= \frac{240.651}{35}$$

$$= 6875,74$$

3. Deviation of Control Group

$$Y = \sum Y_2 - \sum Y_1$$

$$= 2474 - 1148$$

$$= 1326$$

4. Mean Deviation of Control Group

$$My = \frac{\sum Y}{N_y}$$

$$= \frac{1.326}{35} = 37,89$$

Square Deviation

$$\sum Y^2 = \sum Y - \frac{(\sum Y)^2}{N_y}$$

$$= 56.164 - \frac{(1.326)^2}{35}$$

$$= \frac{1.965.740}{35} - \frac{1.758.276}{35}$$

$$= \frac{207.464}{35}$$

$$= 5927,54$$

5. Significance of mean deviation scores from two mean deviation scores

$$Mx = 50,51 \quad \text{and} \quad My = 37,89$$

$$\sum x^2 = 6875,74 \quad \text{and} \quad \sum y^2 = 5927,54$$

Based on the data, the value of the mean score of both groups then it was continued to be computed by using t-test with the following formula.

$$t = \frac{M_x - M_y}{\sqrt{\frac{\left\{ \frac{\sum X^2 + Y^2}{(N_x + N_y - 2)} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

$$= \frac{50,51 - 37,89}{\sqrt{\frac{\left\{ \frac{6875,74 + 5927,54}{(35 + 35 - 2)} \right\} \left\{ \frac{1}{35} + \frac{1}{35} \right\}}}$$

$$= \frac{12,62}{\sqrt{\frac{\left\{ \frac{12.803,28}{68} \right\} \left\{ \frac{2}{35} \right\}}}$$

$$= \frac{12,62}{\sqrt{\frac{25.606,56}{2380}}}$$

$$= \frac{12,62}{\sqrt{10,76}}$$

$$= \frac{12,62}{3,28}$$

$$= 3,85$$

Therefore, the value of t-test is 3,85.

5.3 Discussion

The value of t-test is shown from the data analysis above. This is the comparison between the t-test and t-table can be seen from the following table.

t- test	t-table		
	Df	.01	.05
3.85	68	2.29	1.99

From the analysis of the result of the test, it indicates that there was effect for experimental group after giving treatment that is by using rehearsal technique in teaching vocabulary. As the result, t-test value of experimental group was higher than t-test value of control group. Then, The value of t-test \geq t-table both at confidence level .05 (95%) and .01(99%). It can be concluded the alternate hypothesis (Ha) which stated rehearsal technique is effective in improving English vocabulary of eleventh grade students at SMAN 1 Aikmel in academic year 2013/2014 was accepted.

CONCLUSION

5.1 Conclusion

As the result of the research, it can be concluded that:

1. There was effect to experimental group after giving treatment that indicated from students' score of pre-test and post-test that are 50.51 and 37.89 for control group. It is gotten that t-test \geq t-table at confidence level .05 (95%). and .01 (99%) which was $3.89 \geq 1.99$ (.05) and 2.29 (.01). Therefore, it can be concluded that the null hypothesis (H0) was rejected, but the alternate hypothesis (Ha) was receipted.
2. There was influence of rehearsal technique in improving English vocabulary achievement of eleventh grade students at SMAN 1 AIKMEL in academic year 2013/2014.

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