

The Effect of Diglot-Weave Technique on Student's Vocabulary Mastery

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Abstrak

Teknik Diglot Weave digunakan pada penguasaan kosakata siswa kelas XI SMA N 1 Kerajaan. Tujuan penelitian ini adalah untuk menentukan apakah penggunaan teknik Diglot Weave memiliki dampak yang signifikan terhadap penguasaan kosakata siswa. Rancangan penelitian kuantitatif eksperimental untuk penelitian ini dilaksanakan di kelas XI SMA Negeri 1 Kerajaan Kabupaten Pakpak Bharat, Sumatera Utara, dengan melibatkan dua kelompok yaitu XI MIPA 1 sebagai kelompok eksperimen dan XI MIPA 2 sebagai kelompok kontrol dengan menggunakan dua kelompok perlakuan teknik yang berbeda : teknik Diglot-Weave dan metode konvensional dengan total 40 siswa. Kelompok eksperimen terdiri dari 20 siswa, sedangkan kelompok kontrol terdiri dari 20 siswa. Data untuk penelitian ini berasal dari 40 tes kosakata pilihan ganda. Tes diberikan kepada kelompok eksperimen dan kontrol sebagai pre-test dan post-test. Berdasarkan hasil penelitian ini, nilai rata-rata kelompok eksperimen pada pre-test adalah 52,87, dan nilai rata-rata pada post-test adalah 64,75. Sementara itu, nilai rata-rata pre-test kelompok kontrol adalah 51,12, dan nilai rata-rata post-test mereka adalah 61,25. Pengujian hipotesis menghasilkan H_a diterima dan H_0 ditolak karena $t_{hitung} > t_{tabel} = 1,97 > 1,68$. (5%). Artinya teknik Diglot Weave berpengaruh signifikan terhadap penguasaan kosakata siswa kelas XI SMA N 1 Kerajaan.

Kata kunci: Penguasaan Kosakata, Teknik Diglot Weave

Abstract

The Diglot Weave Technique was used on students' vocabulary mastery at SMA N 1 Kerajaan's Eleventh Grade. The study's goal is to determine whether using the Diglot Weave technique has a significant effect on students' vocabulary mastery. The experimental quantitative research design for this study was completed at the eleventh grade of SMA Negeri 1 Kerajaan, Pakpak Bharat Regency, North Sumatera, and involved two groups: XI MIPA 1 as the experimental group and XI MIPA 2 as the control group using two different techniques: Diglot-Weave technique and conventional method. There were 40 students in total who took part. The experimental group consisted of 20 students, meanwhile the control group consisted of 20 students. The data for this study were derived from 40 multiple-choice vocabulary tests. The test was conducted as a pre-test and a post-test to both the experimental and control groups. According to the findings of this study, the mean pre-test score of the experimental group was 52,87, and the mean post-test score was 64,75. Meanwhile, the pre-test average score for the control group was 51,12, and the post-test average score was 61,25. The testing hypothesis resulted in H_a being accepted and H_0 being rejected because $t_{count} > t_{table} = 1,97 > 1,68$. (5 %). It means, the Diglot Weave technique has a significant effect on students' vocabulary mastery at SMA N 1 Kerajaan's eleventh grade.

Keywords: Vocabulary Mastery, Diglot Weave Technique

INTRODUCTION

In English, skills are classified as macro, include speaking, writing, listening, and reading or micro, include grammar, vocabulary, pronunciation, and spelling. Vocabulary is the knowledge of macro skills that serves as the foundation for communicating in a foreign language by learning a variety of words and knowing about using them correctly and properly as part of the English micro skill. Vocabulary is considered to be increasingly important for language acquisition and is often perceived as a long and tedious process in language learning.

When mastering the vocabulary, if the student's native language can interfere with the target language, the student may find the difficulty called interference. Mastering a new vocabulary can create similarities between the native language and the target language, which can make it difficult to improve other English skills, especially in reading. (Ivone, 2005).

In addition, Windasari, Rita, and Salehuddin (Chelcea et al., 2016) stated that students find some difficulties in reading and understanding English text because most of them are not good at using vocabulary and have doubts about expressing their ideas and thoughts. Therefore, as (Nemati & Maleki, 2014) stated, the Diglot Weave technique can be used to complete the circumstances of vocabulary mastery. The Diglot Weave technique has been successfully implemented as an effective and efficient strategy to help learners in mastering and enhancing vocabulary learning as the Diglot-Weave technique has access to contextual clue strategies to increase a significant understanding of new vocabulary.

When using the Diglot Weave technique, the researcher starts the learning from students' familiar phrases in L1 then gradually translated into L2 in stages to give meaning and quickly make learning looks natural by inserting new L2 vocabulary into familiar L1 contexts. Here, L1 is used to give students access to the context queuing strategies while reading and developing the schema. Therefore, when using the diglot-weave technique, students read L1 text in L2 vocabulary that increasingly contains grammatical structures embedded in the text.

In using the Diglot-Weave technique, some advantages can be obtained as follow:

1. The Diglot-Weave technique is a useful tool to convey ideas and the purposes themselves.
2. Reduces anxiety and improves the emotional environment for language learning.
3. Help the teacher to confirm students' mastery of new words
4. Encourage students to improve their ability in mastering new words.
5. Consider the contents of the course and decide wisely and principled how much L1 is best suited to the needs of students in different situations.
6. Avoid excessive use of L1 in language learning.
7. Objectives to deepen understanding and increase students' self-confidence and enthusiasm for immersion and participation in the language
8. Use the understudies' L1 to underline significant ideas, bring the understudies' consideration back when occupied, then recognition and reproach on a case by case basis
9. Keeps the course fluent by making the lessons more interesting and allowing students to express themselves while establishing a proper L2 vocabulary with the concept of L1.
10. Encourage and invite students to actively and consciously participate in the language learning experience.

The procedures for applying the Diglot-Weave Technique are as follows:

1. The researcher presented the lesson by reading the text aloud to students and showing the newly inserted L1 word equivalent to L2.
2. The researcher gradually weaves the new target words into L1, make the words that replace L2 words with L1 words understandable to students, and distributes a list of materials to students.
3. Students use the L2 vocabulary to read texts with grammatical structures that are embedded in the texts increasingly.

4. The researcher has woven more English words into Indonesian until most of the words and phrases are spoken in English.
5. The researcher can also ask questions about comprehension to test students' mastery of new words.
6. The researcher can also motivate learners to improve their skills by responding to questions.
7. Students should then emphasize words in an open vocabulary lesson in content word
8. The students are then given a test based on new vocabulary students need to find in the reading section.

Based on the discussion, the researcher decided to test whether the use of the Diglot Weave technique has a significant effect on the vocabulary mastery of students in the eleventh grade at SMA Negeri 1 Kerajaan.

RESEARCH METHODOLOGY

The researcher will use experimental quantitative research to carry out this study to test and guide one or more hypotheses concerning an expected causal relationship between two variables. In experimental quantitative research, the experiment will involve the students in the experimental class and control class. The data will be collected by control class, while students in the experimental class will participate in the experiment and collect data. The traditional method will be used to teach the control class, while the Diglot-Weave technique will be used to teach the experimental class. The same instruction will be given to both groups.

In this study, data collection instrument will include 40 multiple-choice questions in both the pre-test and post-test. The pre-test will look into students' vocabulary mastery before the treatment, while the post-test will look into the effect of the Diglot-Weave technique on vocabulary mastery after the treatment.

The technique of analyzing data in this study will use the T-test formula, which will focus on the validity and reliability of the test. Validity is an important element in evaluating and measuring the instrument of data by use the formula of KR21, and reliability shows the truth of the instrument in collecting data by use Pearson Product Moment.

In this study, the test of hypothesis will also find out whether the Diglot weave technique has a significant effect or not on vocabulary mastery of the eleventh grade students of SMA Negeri1Kerajaan. Hypothesis testing will be conducted using a pair sample test-to check whether a hypothesis will be rejected or accepted. If the table is lower than the count, then H_0 is rejected. Meanwhile, if the table is higher than the count, H_0 will be accepted.

RESULT AND DISCUSSION

To learn about the differences in vocabulary mastery between the control class and experimental class, the researcher used pre-test and post-test results to calculate the validity, reliability, and t-count of the two classes, as shown below:

Table 1: The Calculation Score

Group	Pre-test	Post-test	Validity	Reliability	T-count	T-test (5 %)
	Mean	Mean				
Experimental group	52,87	64,75	1,29	0,61	1,97	Df = 38 (1,68)
Control group	51,12	61,25				

As a result of this study, it describer and showed that the Diglot-Weave technique has a significant effect on vocabulary mastery SMA N 1 Kerajaan students in the eleventh grade, since the average value of the experimentalclass (64.75) was higher than the average value of the control class (61,25). In addition, the data calculation result showed that tcount (1.97) was higher than ttable (1.68) or tcount > ttable = 1.97 > 1.68 (5%). This means that the H_0 was accepted. Rather than the traditional method, Diglot Weave technique is more effective

in teaching students vocabulary mastery. Therefore, the Diglot Weave technique has a significant effect on the vocabulary mastery of SMA Negeri 1 Kerajaan students in the eleventh grade

CONCLUSION

The Diglot Weave technique was used by the researcher in this study to examine students' vocabulary mastery in the eleventh grade at SMA Negeri 1 in Kerajaan. There were 40 students in total, divided into two classes: experimental and control. Both classes received the same instruction and vocabulary test subjects, but the experimental class was taught using the Diglot Weave technique, whereas the control class was taught using the traditional method. This study's research design employed experimental quantitative methods. In this study, both classes completed 40-question pre-test and post-test surveys. Before treatment, a pre-test was conducted to learn about the students' vocabulary. The mean pre-test score for the experimental group was 52,87, and the control group score was 51,18. After receiving the result, a post-test was conducted to confirm the mastery of the students' vocabulary after treatment. The data collected from the two groups were calculated and the results showed that the mean post-test was 64,75 in the experimental group and 61,25 in the control group. From this result, it can be seen that the scores of both groups increased after receiving the treatment.

SUGGESTIONS

Based on the result and the data, the researcher would like to make the following suggestions:

1. For English teachers, the Diglot Weave technique has a significant effect on students' vocabulary mastery but not recommended as the alternative and effective technique to solve the problem of students' vocabulary mastery because the mean score obtained cannot pass the grade/KKM.
2. For students, it is considered that the study can help the students with vocabulary mastery by using the vocabulary acquired in their mother tongue gradually.
3. It is expected that the study will be used as a reference by other researchers to conduct new research or develop new techniques to solve the problem of students' vocabulary mastery.

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