

Development of English Vocabulary Based on Sasak Language of Meno Mene As A Media In English

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ABSTRAK

The aims of this study is to analyze the development of English vocabularies by using language of Sasak Meno Mene dialectic conducting a teaching learning process between the English teacher and the students. This study is utilized a quantitative descriptive to analyze the study. The instruments in collecting the data were employed of a questionnaire, observation, and documentation. The populations of this research are 36 students of class X that consist of 20 female and 16 male. The research was applied in Madrasah Aliyah Tahziul Akhlak Sisik, Pringgarata, central Lombok. The results of the study shows that the development of word based on the sasak language can be development based on the correlation coefficient (r count), the value of r count is 0.344. This thing can happen because there is a motivation from the teacher and the researcher to the students in the classroom setting on how to the use of Sasak language in

comprehending of vocabularies mastery. Therefore, the English teacher may apply of using sasak language as Method in teaching English process. Because it can make the English learning process more enjoyable, fun and effective.

1. Introduction

English is an international language that used in every level of education in the world, and in this era it is not only studied by the people to learn on academic purposes, but also it is learned by the people on hospital for explaining a medicine. Furthermore, nowadays English is one of the compulsory subjects starting from kindergarten up to the university. In this country, the students in all levels are expected to speak English fluently after the get graduation. But, in reality almost every students face difficulties to apply it. This phenomenon occurs because of the students are lack in practice for instance how to communicate well by using English and it because of linguistic system in English, such as grammatical, pronunciation or phonology. Meanwhile, since English has become a compulsory subject to exam in final test of every level of study, it encourages the English teachers to find out suitable ways in conveying the lesson for the students in classroom. Those ways could be an approach, a method or a technique.

In the teaching learning process, there are many methods that are used by EFL teachers, for example reform movement, direct method, audio lingual method, or grammar translation method. These methods can help students in understanding the materials. Practically, the use of those methods has not been effective yet to increase students'



ability in mastering the four English skills. Relating to those phenomena, in EFL classrooms, Sasak Language of Meno-Mene dialect is utilized instead by EFL teachers to convey the lesson. They try to switch from English into Sasak Language or Indonesian to ensure the students' understanding. The teachers realize that it is difficult to use English students have different capability in English. They use Sasak Language of Meno-Mene dialect in order to make students understand about teachers' instruction. Moreover, from the students' side, the use of English – Indonesian or Sasak translating by EFL teachers in describing materials aids them to grasp the lesson from the teachers. The ability of English teachers in employing Sasak Language of Meno-Mene dialect in the EFL classroom appears in every meeting of teaching and learning. Meanwhile, to teach English as a foreign language, teacher can use translating/codeswitching as an effective way (Skiba, 1997). In teaching English, translating by English into the first or second language has some functions that are recognized as a topic shift, affective function, and repetitive functions (Sert, 2004). The first function is dealing with the language change that is used by the teacher in explaining the lesson, and it is based on the topic being described. The second function relates to teacher utterances that are used to increase and build the relationship with the students. The last function belongs to the teachers' explanations in clarifying words meaning and stressing the important thing in second language.

The functions of that translating by Sasak Language of Meno-Mene dialect also appear in the EFL classroom of Madrasah Aliyah Tahzibul Akhlak Sisik Pringgarata, central Lombok. As an example Zainurrisal (The English teacher) often employs Sasak Language of Meno-Mene dialect in his teaching. He usually mixes the target language with the official language to convey the lesson for the students in the classroom. He used that when introduces some vocabularies, discusses the text and also explains the grammar. When the teacher tries to make a simple conversation in English with the students, they can understand what he instructs. However, when they talk about more difficult topic in discussion, the students get frustrated and they need the teacher to translate it or to switch into Indonesian language or Sasak Language of Meno-Mene dialect for better understanding of the topic discussed.

The application of translating by Sasak Language of Meno-Mene dialect in EFL classroom has some advantages, such as getting students' attention, maintaining students' motivation and keeping classroom atmosphere (Nurmiana, 2013). Thus, the use of Sasak Language of Meno-Mene dialect by EFL teachers in classroom activity is burning issues to be investigated in this research particularly the Development of English vocabulary based on Sasak language of menomene as a media in english Subject at ma TahzibulAkhlakSisik, Pringgarata, Central Lombok, in academic year 2021/2022

2. Method

The type of research used by the researcher is descriptive quantitative research. According to Sugiono (2015) research is used to find the results of a quantitative or statistical data collection or survey as being calculated or seen that deal with to treatment or other variables. The survey is not conducted to compare the results of other surveys in order to draw certain conclusions. Research is an effort or process to solve a problem and requires patience as well as activeness to research in order to reach the peak of success.

Sugiyono (2012) methods that, descriptive research is research conducted to determine independent score variables, either one or more (independent) variables without making comparisons or connecting one variable to another. Based on the study, "Development of English vocabulary based on the Sasak language meno-mene as a media for class X students in the subject of English learning at MA Tahzibul Akhlah Sisik in 2020/2021", the type of research conducted by the researcher is descriptive quantitative research. requires researchers on the subject being studied. Through questionnaires, a test, and hypothesis or a question, the researcher will explain what actually happened about the situation though. In this case, the researcher chooses Madrasah Aliyah Tahzibul Akhlak Sisik, as a place to do research because it can maximize the time to conduct of research besides that it is near from the researcher house, therefore it can keep the researcher cost. The research was done starting from 28 March until 28 May 2021.

3. Result and Discussion

a. Fre-test

Description of the Pre-Test Score for the students of class X understanding of English is one of the main points in this study, where it conducted to find the data that deal with the ability of students in mastering of vocabularies in the classroom. The data of the student learning outcomes of vocabularies obtained from the pre-test in class X of students. It can be seen in the table below:

Table 4.1.5

NO	NAMA	CORRE CT	SCOR E
1.	DIANA	48	80
2.	ELNI SUSAN	47	78
3.	JULI ASMAWATI	47	78
4.	LIRUSI LIRA SISKI	45	75
5.	MINHATUL MAULINA	45	75
6.	NANDA HAEZURON	49	82
7.	NIA HERMAWATI	51	85
8.	NURUL AINI	48	80
9.	OLIVIA SILVIANI	48	80
10.	RIANA HERAWATI	49	82
11.	SUHAIMI YUNITA	48	80
12.	ULFA SORAYA	48	80
13.	ELI HERAWATI	49	82
14.	EVIRIA	48	80
15.	HENDRA HUSNI. T	47	78
16.	MUHAMAD JUAINI. M	47	78
17.	M. REZA	49	82
18.	MALINI	49	82
19.	MELIANA	47	78
20.	MELIAWATI	45	75
21.	MUTIARA HASANAH	47	78
22.	WIDIA SAFITRI	51	85
23.	YONGKI	48	80
24.	EDI IRAWAN	47	78
25.	EKI HERMAWAN	48	80
26.	FIRMAN RIZKIAWAN	47	78
27.	HENDRA SAPUTRA	48	80
28.	M. HANAFI	47	78
29.	M. PARHANULKAN	48	80
30.	M. RIZAL	49	82
31.	M. ULUL AZMI	49	82
32.	M. ZAENAL	49	82

33.	MU'AZIRA	48	80
34.	MUJAHIDIN	49	82
35.	NURMANUL HAKIM	48	80
36.	WENI SILVIRA MATUL. J	48	80
Jumlah			2875
Nilai rata-rata			79,86

From the data of pre-questionnaire above, the score before they learned of material that belong to the vocabularies development were range 79 until 86. Furthermore, the Statistical data relating to the initial grades of a student's in understanding of prior topic that thought by using English- based are presented in the following table:

Statistical Data Pre Test Values Understanding of English language

Tabel 4.1.5

The score of <i>Pre Test</i> in understanding of English at grade X	
Total of students	36
Highest score	85
Lower score	75
Average	79,86

Based on the data above, it can be concluded that the value of Class X in understanding English especially using the Pre Test is in the medium category with an average score of 79.86 with an ideal score of 90 more that can be achieved by students.

b. Post Test Result

In this section, students were asked to answer of a posttest which contains of English material related to the vocabulary. From the data of the study which was continued by answering the post test questions, it was seen that students got different scores, as shown in the following table;

NO	NAMA	CORRECT	SCORE
1.	DIANA	55	92
2.	ELNI SUSAN	53	88
3.	JULI ASMAWATI	52	87
4.	LIRUSI LIRA SISKI	52	87
5.	MIN HATUL MAULINA	50	83
6.	NANDA HAEZURON	51	85
7.	NIA HERMAWATI	53	88
8.	NURUL AINI	52	87
9.	OLIVIA SILVIANI	53	88
10.	RIANA HERAWATI	52	87
11.	SUHAIMI YUNITA	51	85

12.	ULFA SORAYA	52	87
13.	ELI HERAWATI	50	83
14.	EVIRIA	52	87
15.	HENDRA HUSNI TAMRIN	50	83
16.	MUHAMAD JUAINI MUNIR	52	87
17.	M. REZA	51	85
18.	MALINI	53	88
19.	MELIANA	52	87
20.	MELIAWATI	51	85
21.	MUTIARA HASANAH	52	87
22.	WIDIA SAFITRI	52	87
23.	YONGKI	51	85
24.	EDI IRAWAN	51	85
25.	EKI HERMAWAN	49	82
26.	FIRMAN RIZKIAWAN	50	83
27.	HENDRA SAPUTRA	51	85
28.	M. HANAFI	53	88
29.	M. PARHANUL A N	50	83
30.	M. RIZAL	52	87
31.	M. ULUL AZMI	53	88
32.	M. ZAENAL	51	85
33.	MU'AZIRA	49	82
34.	MUJAHIDIN	53	88
35.	NURMANUL HAKIM	50	83
36.	WENI SILVIRA MATULJ	52	87
Jumlah			3093
Nilai rata-rata			85,93

From the score of post-test that relates to the answering a questionnaire, in can the vocabulary development given to class X the score obtained are 85 until 93. Furthermore, to understand more about the students' progress on how to comprehend of vocabularies, it can be explored from the statistical data of posttest, as follow;

Statistical Data of students
Post Test in Understanding of English language

Tabel 4.1.6

The score of <i>Pre Test</i> in understanding of English at grade X	
Total of students	36
Highest score	92
Lower score	82
Average	85,93

Based on the data, it can be concluded that the Grade X English Comprehension Post Test score after learning using English based on English in Class X increased with an average score of 85.93 with an ideal score of 90 more that can be achieved by students.

4. Conclusion

Based on the data, it can be concluded that the Grade X English Comprehension Post Test score after learning using English based on English in Class X increased with an average score of 85.93 with an ideal score of 90 more that can be achieved by students. Conclusions from the research that has been carried out by researchers as follows:

- a. Analysis of the data that has been implemented, it can be said that the development of word based on the sasak language can be development based on the correlation coefficient (r count), the value of r count is 0.344. This can happen because there is a motivation also from educator and researcher and it can also be easily attached to students mind because they have the same mentionbetween English and sasak language.
- b. Independent variable and dependent variable are very important for this research, because these variables have a very important influence to help develop student of English vocabulary.

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