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The Use Of Modeled Talk Toward Students' Motivation And Vocabulary

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ABSTRACT

This study is intended to analyze the use of Modeled Talk towards students' motivation and vocabulary mastery at the first semester of the seventh grade of SMPN 1 Sakra Barat. This study applied quantitative research method with experimental design. This research was conducted on October to November 2021. The total population of students were 120 students. The study decided two classes as the sample of the research, namely control group and experimental group. In experimental group treated by modeled talk and control group treated by PBL toward students' motivation and vocabulary mastery. Both of the groups had been given pre-test and post-test. The sample was selected by using simple random sampling technique. From this study motivation as dependent variable and also acts as predicator to support students' vocabulary mastery. The result of data analysis confirmed that the analysis descriptive statistic, there are different in result between post experiment and post control (82.40 > 61.87). it indicates that the use of modeled talk technique effecting the learning target, meanwhile, the ANOVA analysis claims that the value of data analysis underlined that f-value of motivation higher that α = 0.05 (f-value = 49,22 > 0.05). in this point the Ho which is should be rejected is accepted, which means that there is no effect between modeled and motivation. Regarding to the vocabulary score and data analysis, it is known that f-value also > 0.05, which is indicate the acceptance of Ho (Null Hypothesis). In correlational point between motivation and vocabulary, the analysis proves that there is no significant correlation between students' motivation and vocabulary mastery, it could be seen from the value result f-value = 0.10 with p-value (sig.) = 0.752 > 0.05. this result confirms that alternative hypothesis is rejected. Therefore, the use of modeled talk has no significant effect toward students' motivation and vocabulary mastery.

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1. INTRODUCTION

Language is basically comprised two language types; Input and Output with 4 language skills that the students should master in learning about language especially Foreign Language they are Listening Skill, Reading Skill, Writing Skill and Speaking Skill. Nevertheless, to be able to master or comprehend the language skill, the students have master vocabulary, starting the basic or very familiar words advance vocabulary then move to phares words and sentences. Accordingly, language learning for the novice students should involve with the teaching of vocabulary. Tornburry (2002:13) claims that Vocabulary is one of the language components with are essential to learn. He continues that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. It clearly understands mastering vocabulary become the essential part in leaning language. If the language learners have no vocabulary, they have nothing to arrange, noting to say or write even there is nothing they can catch during listening and reading. even though they have good grammar skills, but if they are lack vocabulary, it will be useless.

Instead of preparing teaching material in vocabulary mastery, the language teachers also should engage the teaching materials with teaching methods or strategies and managing the class effectively in order to stimulates the students' leaning motivation to achieve effective leaning and productive learning. Applying the language teaching methods or strategies may stimulate the students learning motivation to meet the learning goal. The students need learning motivation to increase their eager or curiosity of new words, because motivation is also important in teaching learning process. Santrock (2008:451) states that motivation involves the process that energize, direct and sustain behavior. In agree to Santrock, Brown (2000:152) also claims that motivation plays important role in language learning because it pushes human being to do something. The students in Elementary school level, learn English as matter of learning subject, and the goal of learning is concerned on passing the English exam. Even though the target is limited, the teaching process should not be applied rigidly. The teaching strategies should be able to increase students' motivation, influenced someone to act and do what words and vocabularies say, therefore the students how the word is and how to use the word in real life. Harmer (20019:229) argues that the students need to see words in context to see how they used. Accordingly, the best way perhaps, of introducing new words is for students to read texts, or listen to audio tracks and see or hear those words in action. In term of learning motivation to support energy leaning, Harmer (2007:98) also states that Motivation is some kind of internal drive which pushes someone to do things and achieve somethings.

This study is concerned on two component of effective language learning by engaging leaning motivation and learning vocabulary towards students in junior high school level. And this study would apply modeled talk to make the new words leaning come into real.

This study also concerned to know the effective of Modeled Talk Strategy in teaching vocabulary and its connection toward learning motivation. This study is applied at first semester of the seventh grade of SMPN 1 Sakra.

2. REVIEW OF LITERATURE

Vocabulary is an essential component in leaning language. The ability in mastering and comprehending vocabulary influence the way of people expressing their ideas through written or spoken language. In learning foreign language, vocabulary mastery should become a main concern before learning grammar and other language skill. Richards and Renandya (2002:265) confirm that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. They also claim that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieving less than their potential and may be discourages from making use of language learning opportunities around them. Such as listening radio, listening to natives' speakers, using the language different in context, reading or watching video. Agree to that claim, Finnochiario (2010) also states that vocabulary is the content and function words of language which is learned so thoroughly that they can be used in the performance of any communication act. Moreover, Cameron (2002) supports that vocabulary is one of the language aspects which should be learned. The experts above clearly underline that vocabulary mastery become a learning core if we would like to be able to speak, write and listen or learn new language. Vocabulary is all about words and meaning but it leads the speaker able to communicate with the interlocutor in all types of language skills. Having lack of vocabulary of target language might be able to barrier the communication, and mostly may derive us into miss communication, although we don't have any clear meaning of the single word in communication, but having knowledge of the vocabulary may lead the interlocutor to conclude what exactly the speaker means by. Therefore, the teaching of vocabulary should bring a real-life word to be understood and the teacher should not let the teaching learning process become a boring situation. Thurston (2009: 17) formulates some keys of teaching enjoyable vocabularies, those are; (1). Don't have the students copy dictionary definition, (2). Don't overdue, (3). Chose realistic words, (4). Recognize that learning

new words has nothing to do with spelling. (5). Help your students become actively involve in using words the study, (6). Try using a vocabulary point system and (7). Have fun with test.

The fact shows that teaching learning language is should be associate with situation in which students or learner feel fresh in learning process and it should invite motivation to make the learning more enjoyable and create a new learning real event. Motivation in learning acts to engage the teaching material, learning environment, the learner to the learning target a and creates effective and active learning. Motivation is complex part of human psychology and behavior that influence how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist at the task. As we know, learning is the process of people acquiring various skills, knowledge and attitudes. Learn brings about behavior change. Moreover, Hikmat (2009) says motivation is the impetus or stimulus given to a person in order to have the will to act. Motivation has an important point in determining the activity of learning, it is clear that motivation group will be more successful in learning compare to those who do not have motivation. (Hamalik: 2002) frames some motivation indicators, they are; 1). There is desire to success, 2). The existence of encouragements and need in learning, 3). The existence of hopes and dreams for the future, 4). There is an appreciation in learning, 5). There are activities that increase in learning, and 6). The existence of a conducive, making it possible students can study well.

The application of dedicated material and motivation in teaching learning process could not be effective without the engagement teaching method or strategies. Teaching strategies could make the teacher give more attention and extra help to the students this attention might reduce learning anxiety and increase curiosity. Although teaching more than a set of teaching materials and learning motivation, there are Some teachings that should include strategies and teacher creativity or comprehensive strategies that cover all lesson to complete the lesson plan and maximize learning goal. In examining the creative teaching strategy, this research would apply Modeled Talk in teaching vocabulary, to see how the students might engage with teaching learning process (Motivated) and master vocabulary on their level. Modeled Talk is a learning strategy that bring a learning vocabulary into a real world and physically the learner act like what the swords say. Herrell & Jordan (2016:33) summarize that Modeled Talk is the current verbal explanation and physical demonstration of directions or concepts. They continued the statement that Modeled Talk is one of the simplest most powerful strategies to use with English language learners.

There are some steps that developed in applying the process of modeled talk, there are; 1). Identify the lesson and gather the material. The teaching material would be identified based on the curriculum program which is match to the students' level on target learners, 2). Practice modeled talk, the vocabulary material (Words) should be practiced before applied to the classroom learning to determine if the instructions, modeling, and gestures convey the message, 3). Design visual direction, it is used to make the students still on the track by following the sequences of instruction, and 4). Review steps be taken. Review the steps students are to take after delivered modeled talk.

3. RESEARCH METHOD

This study is an experimental study causal-conversative with two independent variable "Modeled Talk" with motivation that assumed become and independent variable which correlated to vocabulary, and two dependent variables, "Motivation act as predicator which is affecting the students Vocabulary mastery score as criterion during the data analyses, the data would be divided into pre-test and post-test in motivation and vocabulary mastery, in order to understand the impact of predicator after teaching learning process. Field (2009:422) states that factorial ANOVA could use to look the effect more than one independent variable and how these variables interact. The sample of this study are 60 students, which is consisted of seventh grade students of SMPN 1 Sakra, they are divided into four classes. There are 30 students in each class. The total number of populations is 120 students. However, the sample of this study

is the seventh grade A and B and would be grouped into; A1, A2, B1 and B2 The experimental design of the study is figured out on the following table:

Table 1. Factorial Design

Motivation	Teaching Strategy	
	MT (A1)	PBL (A2)
High B1	A1B1	A2B1
Low B2	A1B2	A2B2

This study applied descriptive statistic and two ways ANOVA to calculates all of data. First, the descriptive statistic was applied to analyze of data with description or illustrate the data that had been collected. the data was analyzed with mean, mode, median, and standard deviation. The second, two ways ANOVA implemented to examined the influence of two different categories variable on one continuous variable.

4. FINDING AND DISCUSSION

This study analyzed three variables; Modeled Talk, implemented as teaching strategy students' Motivation and motivation. Furthermore, Motivation also acts as independent variable that has an effect toward vocabulary mastery. Modeled Talk perform as independent. In gathering the research data, this study practice test in order to analyze the students' vocabulary mastery and used motivation level analysis to obtain the data of students' motivation its selves. Descriptive data analysis performed to determine the range of the data, mean, median, mode, and standard deviation. These data were taken from the post test result of students in each group. A statistical calculation and test performed through SPSS 19. software as well as analysis and interpretation shown in the following table;

Table 2. Descriptive Statistics

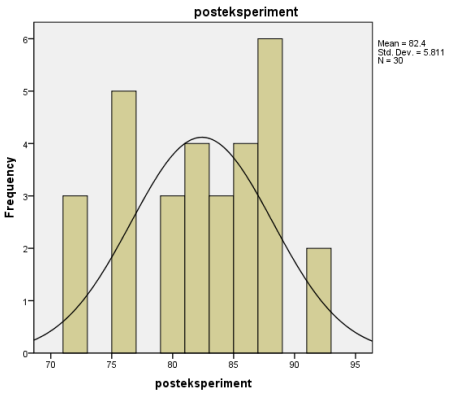
		Post Experiment	Post Control	Motivation Experiment	Motivation Control
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		82.40	61.87	77.73	77.23
Median		83.00	64.00	79.00	76.50
Mode		88	68	81	84
Std. Deviation		5.811	8.725	6.903	6.301

It could be read from the table 2 that N shows the number of the students is 30 students. Missing means that all data is valid or there is no missing at the time of input. The data clearly proved that the mean of vocabulary test and motivation different in result between post experiment and post control (82.40 > 61.87). therefore, the application of Modeled Talk strategy influences the students' learning output. It means that Modeled Talk Strategy could affect the students' motivation and vocabulary. In addition to descriptive analysis data above (N, missing, mean, median, mode, standard deviation) the table of frequency of the data is shown on the follow table:

Table 3. Score of Students' Vocabulary in Experimental Class "Modeled Talk"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	3	10.0	10.0	10.0
	76	5	16.7	16.7	26.7
	80	3	10.0	10.0	36.7
	82	4	13.3	13.3	50.0
	84	3	10.0	10.0	60.0

86	4	13.3	13.3	73.3
88	6	20.0	20.0	93.3
92	2	6.7	6.7	100.0
Total	30	100.0	100.0	



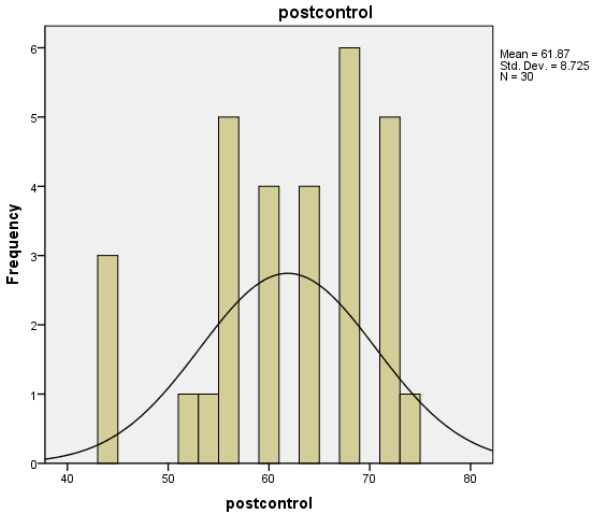
Graphic 1. Histogram Post-Test Experimental

Table 3 Claims that there are 3 students have a score of 72, if the percent is 10.0 percent, for the cumulative percent 10.0. Then 6 respondents have a value of 88, if its percentage become 20.0 for cumulative percent it become 93.3 percent, and we could read that total number of respondents/ students are 30 respondents, with the percentage is 100.0. it means that all the data analyzed are correct. While, the percentage value shows that the percentage of the amount of data that has a certain value.

Graphic 1. proves, mean of the post experiment is 82.40, standard deviation is 5.811, N (number of students) and based on histogram above, starting from a score of 70 -92. So, there is no score less than 70 and there is no score more than 92. Which is number of students' who got a score of 70 was 3 people and the score of 75 was 5 people. Meanwhile, for the graph, it looks symmetrical which depicts a bar chart. Because symmetrical and centered in the middle, it means the data distribution is normal.

Table 4. Score of Students' Vocabulary in control class taught by PBL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	3	10.0	10.0	10.0
	52	1	3.3	3.3	13.3
	54	1	3.3	3.3	16.7
	56	5	16.7	16.7	33.3
	60	4	13.3	13.3	46.7
	64	4	13.3	13.3	60.0
	68	6	20.0	20.0	80.0
	72	5	16.7	16.7	96.7
	74	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



Graphic 2. Post-Test Control

Table 4 defines, there are 3 respondents who have a score of 44, if the percent is 10.0 percent, for the cumulative percent10.0. Then 5 respondents who have a value of 72, if its percentage become 16.7 for cumulative percent it become 96.7 percent. And in total there are 30 respondents, for the percent is 100.0. it means that all the data analyzed are correct. While, percent show the percentage of the amount of data that has a certain value.

Graphic 2. proves, mean of the post experiment is 61.87, indicated that the average score for the students' relative not good. standard deviation is 8.725, indicated that the answers given by students using PBL technique is relatively not same. And based on histogram above, starting from a score of 40 -80. Therefore, there is no score less than 40 and there is no score more than 74. Which is number of students who got a score of 44 was 3 people and the score of 52 was 1 people**.**

Table 5. Score of Motivation in Experimental Class Taught by Hyponym

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	3.3	3.3	3.3
	66	1	3.3	3.3	6.7
	67	3	10.0	10.0	16.7
	70	1	3.3	3.3	20.0
	73	1	3.3	3.3	23.3
	74	1	3.3	3.3	26.7
	76	2	6.7	6.7	33.3
	77	1	3.3	3.3	36.7
	78	3	10.0	10.0	46.7
	79	3	10.0	10.0	56.7
	81	4	13.3	13.3	70.0
	82	3	10.0	10.0	80.0
	83	1	3.3	3.3	83.3
	85	2	6.7	6.7	90.0
	86	2	6.7	6.7	96.7
	91	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Graphic 3. Histogram Motivation Experimental Class

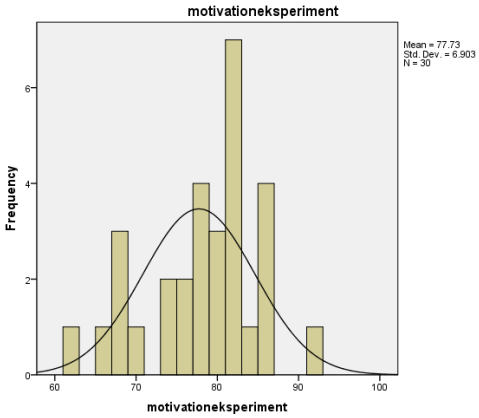
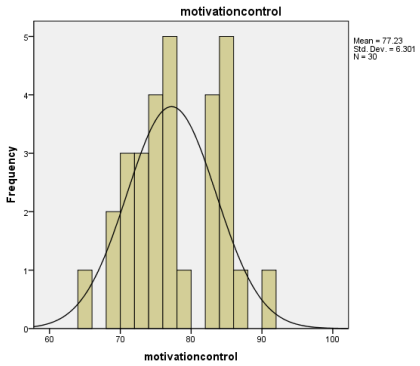


Table 5 claims that there is 1 respondent has score 62, with the percentage value is 3.3 percent, for the cumulative percentage 3.3. Then 3 respondents have value of 67, if the percentage value become 10.0 for cumulative percentage, then it became 16.7 percent. And in total respondents, for the percent is 100.0. it means that all the data analyzed are correct. While, percentage value shows the amount of data that has a certain value.

Graphic 4.3 proves that the mean of the motivation experiment is 77.73, it is indicated that the average score for the students is relatively good, and the standard deviation is 6. 903. It is indicated that the students' motivation is relatively similar, and based on the histogram value above starting from a score of 62 -91. therefore, there is no score less than 62 and there is no score more than 91. Which is number of students' who got a score of 62 was 1 people and the score of 66 was 1 people.

Table 6. Score of Motivation in Control Class taught by PBL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	3.3	3.3	3.3
	69	2	6.7	6.7	10.0
	70	3	10.0	10.0	20.0
	72	2	6.7	6.7	26.7
	73	1	3.3	3.3	30.0
	74	2	6.7	6.7	36.7
	75	2	6.7	6.7	43.3
	76	2	6.7	6.7	50.0
	77	3	10.0	10.0	60.0
	79	1	3.3	3.3	63.3
	82	2	6.7	6.7	70.0
	83	2	6.7	6.7	76.7
	84	5	16.7	16.7	93.3
	87	1	3.3	3.3	96.7
	90	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



Graphic 4. Motivation Control Class

Table 6 clearly mention that there is 1 one respondents has score of 65, if the percent is 3.3 percent with cumulative percentage value 3.3. Then 2 respondents who have a value of 69, if the percentage become 6.7 for cumulative percent, it becomes 10.0 percent, and we could see here in total is 30 Students, with the percent score is 100.0. it means that all the data are analyzed correctly. While, the percentage value shows the amount of data that has a certain value.

Graphic 4 proves that, mean of the motivation control is 77.23, which is indicated that the average score for the students is relative goo and the standard deviation is 6. 301. It is indicated that the students' motivation is relatively similar in value. Refer to the histogram analysis above, starting from a score of 65 -90. therefore, there is no score less than 65 and there is no score more than 90. Whit the number of students who got a score 65 is 1 student and the score of 69 are 2 students.

To able to achieve a valid data result on final analysis, the normality test was applied to the representative research sample. This test was done as hypotheses test which was require that the sample must be normal. The next one was homogeneity test, which was assume that the score of dependent variables (Y) was categorized based on the equation of independent variable scores (X1 and X2). And The result of the test or data analysis is presented below:

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Post Experiment	Post control	Motivation Experiment	Motivation Control
N		30	30	30	30
Normal Parameters [a, b]	Mean	82.40	61.87	77.73	77.23
	Std. Deviation	5.811	8.725	6.903	6.301
Most Extreme Differences	Absolute	.132	.159	.149	.142
	Positive	.131	.089	.107	.115
	Negative	-.132	-.159	-.149	-.142
Kolmogorov-Smirnov Z		.724	.871	.815	.778
Asymp. Sig. (2-tailed)		.671	.434	.520	.581

a. Test distribution is Normal.
b. Calculated from data.

Table 7 of Normality Test above verifies that the value in the sig column using the Kolmogorov–smirnov strategy for each group are listed sequentially: 0.671, 0.434, 0.520, 0.581. which is mean that all the p value for each group is higher than 0.05. Therefore, Ha is accepted and Ho is rejected. In other words, it may be concluded that all data from the sample of this research is normally distributed.

Table 8. Homogeneity test

Levene statistic	df1	Sig.
.551	2	.579

If the Sig value (Levene's test) > 0.05 means that Ha is accepted and Ho is automatically rejected. On the contrary, the Sig value (Levene's test) < 0.05 means that Ha is accepted and Ho is automatically rejected.

Hypothesis testing was intended to determine the proposed null hypotheses (Ho) tested at a certain significance level. Two way ANOVA analysis was performed and how much influence that occurs between the two independent variables and the dependent variable. teaching technique and the level of motivation. The calculation of data analysis by using ANOVA test could be seen on the Table below:

Table 9. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8627.527[a]	4	2156.882	63.383	.000
Intercept	268772.209	1	268772.209	7898.305	.000
motivation	1674.965	1	1674.965	49.222	.000
technique	684.697	2	342.349	10.060	.000
motivation * technique	3.411	1	3.411	.100	.752
Error	2892.473	85	34.029		
Total	504360.000	90			
Corrected Total	11520.000	89			

a. R Squared = .749 (Adjusted R Squared = .737)

The data analysis defines that a). the main effect of treatment toward students' motivation and vocabulary, and b). the interaction between variables. The main effect claims that the f-value motivation is 49.22 which is higher than alfa value (f-value = 49,22 > 0.05), therefore the null hypothesis (Ho) is accepted, it's mean that there is no different of motivation between students' who taught with Modeled Talk and PBL, and technique (vocabulary) on f = 10.06 > 0.05 or Ho (Null Hypothesis) is accepted which is indicate that there is different of students' vocabulary mastery between students who taught using Modeled Talk and PBL. We might be derived from the result of data analysis that there is no effect of modeled talk strategy toward students' motivation and vocabulary mastery, compared to PBL strategy.

To analyze the correlation between motivation and vocabulary, we can see the data on f-value = 0.10 with p-value (sig.) = 0.752 > 0.05. the data counts that 0.752 > 0.05 means that alternative hypothesis (Ha) is rejected, meanwhile, the null hypothesis (Ho) is accepted. It could be underlined that the interaction between motivation and vocabulary mastery is not significant.

5. CONCLUSION

Refer to the data analysis on finding and discussion above, it could be understood the effect of modeled talk toward students' motivation and vocabulary mastery has no significant effect compare to PBL teaching strategy. The value of data analysis underlined that f-value of motivation higher that α = 0.05 (f-value = 49,22 > 0.05). in this point the Ho which is should be rejected is accepted, which means that there is no effect between modeled and motivation. Regarding to the vocabulary score and data analysis, it is known that f-value also > 0.05, which is indicate the acceptance of Ho (Null Hypothesis). In correlational point between motivation and vocabulary, the analysis proves that there is no significant correlation between students' motivation and vocabulary mastery, it could be seen from the value result f-value = 0.10 with p-value (sig.) = 0.752 > 0.05. this result confirms that alternative hypothesis is rejected. Therefore, the use of modeled talk has no significant effect toward students' motivation and vocabulary mastery.

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