USING OPIVO "ORIGAMI PINCH OF VOCABULARY" AS A LEARNING MEDIA IN TEACHING VOCABULARY OF SEVENTH GRADE STUDENT IN MTS MU'ALLIMIN MUHAMMADIYAH YOGYAKARTA

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Abstract:

This research was conducted because students lack in mastering English vocabulary. The data on the field shows that lack of vocabulary is caused by learning materials that are not quite interesting. Therefore, students have difficulty in learning and mastering the material. Since the problems in the field, the researcher tries to apply origami as learning media which attracts students in order to make the learning process interesting and appealing. This research aims to find out the effectiveness of using OPIVO as media learning in teaching vocabulary at seventh grade MTS Mualimin Muhammadiyah of Yogyakarta. The research was conducted at MTS Mu'allimin Muhammadiyah of Yogyakarta in the academic year 2019/2020. This research was an experimental research. This design used two groups, namely the experiment group and the control group, which were randomly chosen to consist of VIIB and VIIC. In this research, the experiment class was given treatment while the control class did not. The collected data used pre-test and post-test. Then, the analysis technique used by SPSS followed by a t-test. The result of the research concluded that using OPIVO as learning media was effective in teaching vocabulary. The t-test result t-count: 2845 and t-table: 1,71387, because Tcount> Ttable, so that the Ho was rejected.Therefore OPIVO (Origami Pinch of Vocabulary) as a learning media was effective to use in learning vocabulary. It can be seen from the data that post-test was better than pre-test. The mean of pre-test was 72.97 and the mean of post test was 77.43. The data shows significant increasing for improving vocabulary in MTS Muhammadiyah Mua'llimin Yogyakarta.

Keywords:
Competence, Media, OPIVO, Students, Vocabulary

INTRODUCTION

Language also facilitates various elements, such as education, business hospitality, economics, and so on, particularly in junior high school. Consider the value of learning English as one of the main subjects taught in school, students require to master certain skills in English, such as reading, speaking, listening, and writing. In mastering of those

English skills, students have to know many meanings of English world, or in the other word it is called vocabulary. As the importance of English, vocabulary is the main aspect for learning and mastering English.

Vocabulary is the main point to understand sentences or words in English. As stated by Krashen, (1998:155): "A vocabulary is a basic need in communication. Knowing a language may mean knowing its vocabulary". Sometimes there are some students who have difficulty learning English. Vocabulary is also one of the focuses which is also be developed when taught English subject.

Vocabulary is part of English that is most important in every skill like reading, listening, speaking, and writing (Wallace, 1984) cited on Natalina (2012). Vocabulary also is a word or component to make the sentences that can be understanding by the reader, listener, speaker, and writer. The student cannot read, speak, listen, and write without knowing the vocabulary first. But, by teaching the vocabulary first the students can understand the meaning of words.

However, in mastering the English subject, the learners need to learn all skills in English such as Nurhidayat cited on Allen (1993) states that to master over a language it means that the students must be able to many vocabularies to support their ability. Moreover because vocabulary is important so the teachers should make many appropriate strategies to teach in the classroom, it will make the students enjoy for following the class and have motivation to memories various vocabularies.

Ghazal (2007) cited on Natalina (2012: 2) states that VLS (Vocabulary Learning Strategy) is the method of assisting learners in improving their knowledge of target language vocabularies. The mastery of vocabulary, the students will be able to accept the materials that the teacher has given. Teaching and learning vocabulary can make the students gain one of their skills. Building vocabulary knowledge can support the students in learning English.

According to Evan and Lang (2006) cited on Lelawati dkk 2018 said that a good method was useless in teacher's hand who did not know how to use it and a good teacher could not be effective if she/he used a bad method. Some experts have formulated some possible techniques that can be considered good and can be implemented to the students in the clasroom. So based on the problem, here the writer wants to highlihgt the theme, about teaching vocabulary for students using media.

Consider the value of learning English as one of the main subjects taught in school, students are requiring to master certain skills in English, such as reading, speaking, listening, and writing. In mastering of those English skills, students are requiring to know many meanings of English world, or in the other word it is called vocabulary. As the importance of English, vocabulary is the main aspect for learning and mastering English. Therefore, students have to master many vocabularies before jump to another leave such grammar or another acpect.

In this current situation, researcher found that the fact on the field shows students are having difficulty in learning or mastering the English vocabulary. Based on the data

which researcher gain from an interview at MTS Mu'allimin Muhammadiyah Yogyakarta, it was found that: first, the student was not quite interested in English because the learning process is a conventional learning which only focus on listening on teacher explaination. Second, the students are found difficulty on understanding the materials because the teacher only focus on the textbook as the main media. have limited vocabulary. It makes the students confuse and cannot understand the meaning when they read the books. Third, as the teacher just used textbook to explain the materials, there are lacks of students exploition, which it is cause the learning process boring and not interesting.

As the problem found in the field, reasercher is trying to resolve it by apply an inovative media which could make the students found interest in learning English also it is help the students to mastering vocabulary easier. Thus, the researcher would be used origami to teaching vocabulary as the media in seventh grade MTS Mu'allimin Muhammadiyah Yogyakarta. This method is called OPIVO (Origami Pinch of Vocabulary).

The researcher chose this method because this method is rarely used in learning english, especially on mastering vocabulary. Origami usually exists on art subject, and it is would be unusual if it is exist on English subject. But in the other hand, this unusual would create an interesting aspect for students to learning English. Therefore, it would attract the interest of students to learning the material.

Students have the responsibility to take English language subject as their compulsory subject. In Junior High School, English will be delivered in teaching learning process that students gained from seventh grade as their first approach that the students might be unfamiliar with the language.

In junior high school, the students sometimes did not understand what their teacher says. The student are difficult to communicate using the English language. It causes, they lack about vocabulary mastery. Factors affecting less vocabulary students like less motivation, English is not the first language, the condition in our environment, the teacher did not use the other media in teaching and learning so made the students bored and the process cannot be fun and interest. So, the researcher uses origami as media for teaching vocabulary for seventh grade in MTS Mu'allimin Muhammadiyah Yogyakarta.

Furthermore, many teachers take some strategies to build their students mastering about vocabulary. So, due to the lack of interesting media cause low student motivation. The need for media that can motivate students, namely with origami. For educators, origami can be used as learning that is interesting and not boring and can foster motivation, skills, and perseverance (Hiray, 2010: 8). In this research, the researcher would like to try introducing learning English method using origami that in order to make learning more interesting. Therefore, the student will be active in learning English. In this research, one of the strategies is using origami for method.

Origami has also developed rapidly from form, model, to devotees, not only among children, but also adults too love it. For educators, origami can be used as learning that is interesting, not boring, can grow motivation, skills, and persistence (Hiray, 2010: 8). Origami is the art of paper folding, which is very suitable for students to develop

creations, innovations in learning vocabulary. In addition, folding and pressing folds will also strengthen the muscles of the palms and fingers. If we used Origami can also train motoric skills students during their development, so it is suitable to be applied in the world education. Moreover, Origami is not just a paper, but it is very useful for students. Cited on Helen 2015 based to Motaweh, Fukuyama, & Issa, (2014: 463), in folding origami, it happens theinteraction between the thinking process and action

In Junior High School, origami can be one of the learning media that is useful for education. Besides to developing students' vocabulary also can trying their creativity to thinking. The teacher can participate to always developing learning media that interesting until be able to easier in the learning process. Learning English in Junior High School, according to students inclined to make bored, sleepy, and not interesting. So, learning English in Junior High School need to using things that students like. So, in here the researcher would like to give and adopted media for students of seventh grade which has a purpose to improve their vocabulary mastery by using and implementing origami as their media of learning.

METHOD
In this research the researchers used the quantitative. Quantitative research used the analyzing statistic the data from the result of students. The method of this research is experimental research. The Experimental research method is research that used to find out the effect of treatment in the condition that is controlled (Sugiyono, 2013). In this research, the researcher tries to find out the effectiveness of OPIVO (Origami Pinch of Vocabulary) as the teaching media in English learning.

There are some kinds of experimental method, one of them is Quasi Experimental design. According to Sugiyono (2018: 77), Quasi Experimental Design has a control group, but it cannot function fully to control external variables that affect the implementation of the experiment. Thus, this research used of Quasi Experimental Design, the sample used to experiment as well as control group taken by random from population.

The research design used pretest and posttest control group design. This design there are two groups that chosen randomly. This design uses two group they are experiment class and control class. It is to determine the effect of treatment through by OPIVO (Origami Pinch of Vocabulary) to teaching vocabulary for VII grade students of MTS Mu'allimin Muhammadiyah Yogyakarta. The experiment class is a group that is given treatment using origami in teaching vocabulary and control class is a group that does not get treatment.

RESULTS AND DISCUSSION
This research aims to know the effectiveness of OPIVO (Origami Pinch of Vocabulary) in teaching vocabulary students at seventh grade MTs Mualimin Yogyakarta. In this research used two class: experiment class and control class, the treatment with OPIVO media in learning English for experiment class and learning conventional for control class. Then doing learning in experiment class by OPIVO media. Initial data in the form of pre-test. The pre-test value is then analyzed whether the samples of these two classes are normally distributed and homogeneous. After the researcher gave the pre-test to the

experimental class and the control class. Researchers gave treatment to the experimental class using OPIVO. While in the control class using conventional learning.

After learning in both classes with one meeting each with 2 hours of lessons, the students worked on the post-test questions in the experiment and control class with the same post-test questions.In this research, the data sources came from different subjects, namely students who were given the OPIVO method and that were given the conventional method. This independent t-test was conducted to determine the difference in vocabulary student with the OPIVO method and the conventional method. The mean of pre-test experiment class was 72,97 and the mean of post-test was 77,43. It means that there was significant difference between pretest and post-test achievement score before and after using OPIVO as a learning media for teaching vocabulary student in experiment class. meanwhile the mean pre-test in control class was 72,0 and the post-test was 71,25. It means that there was little improvement in teaching vocabulary of control class.

Table 4.10 Posttest T-test Result Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
vocabulary students	Equal variances assumed	.852	.359	2.845	71	.006	6.12613	2.15300	1.83317	10.41908
	Equal variances not assumed			2.849	70.615	.006	6.12613	2.14996	1.83882	10.41344

Based on the output above, the results obtained a significance value of 0.06 < 0.05, so it can be concluded that there is a difference vocabulary student with OPIVO method and conventional method. This is also supported by the descriptive results in table that vocabulary student was much higher in students who received the OPIVO method than those who received the conventional method. Thus, it can be concluded that the OPIVO method can increase the vocabulary student.

Table 4.12 Statistic Group

Group Statistics					
	treatment	N	Mean	Std. Deviation	Std. Error Mean
vocabulary students	experimental	37	77.4595	9.64536	1.58569
	control	36	71.3333	8.71124	1.45187

Based on the output above, it can be seen that the average vocabulary student who received the OPIVO method obtained an average of 77.45 and the vocabulary student with the conventional method obtained an average value of 71.33. Thus, it can be said that the vocabulary student obtained by the OPIVO method is much higher than the vocabulary student using the conventional method.

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CONCLUSION

Based on the analyzed result from the research data, the result of the hypothesis test show that: Ha: there is significant using the OPIVO as learning media in teaching Vocabulary at MTS Mu'allimin Muhammadiyah Yogyakarta. Ha: there is significant using the OPIVO as learning media in teaching Vocabulary at MTS Mu'allimin Muhammadiyah Yogyakarta. It can be concluded that using the opivo as learning media in teaching vocabulary was effectiveness for seventh grade of Mts Muallimin Muhammadiyah Yogyakarta on english subject. Therefore OPIVO (Origami Pinch of Vocabulary) as a learning media is effective to use in learning vocabulary. It can be seen from the data that post-test is better than pre-test. The mean of pre-test was 72.97 and the mean of post-test was 77.43, the data shows significant increasing for improving vocabulary in Mts Muhammadiyah Mua'llimin Yogyakarta.

Based on the result of the research above, then suggestion that given as follows: For teacher, to suggest in learning process especially learn about vocabulary in order to use learning tools or media. For students, to more attention when the teacher teaches and explained material and follow the instruction that the teacher gives in learning process. So that, learning process was more effective.

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