

## **IMPROVING THE STUDENTS' VOCABULARY BY USING BLENDING WORDS STUDENTS AT GRADE X**

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### **Abstract**

The purpose of this study is to determine the extent to which the use of blending words technique can improve students' vocabulary mastery. This study is quantitative research conducted on one class which is divided into two groups, namely the experimental group and also the control group. The population of this study amounted to 237 students with a sample size of 66 students from classes X1 and X2. The instrument used to collect data is a test. The instruments used to collect data are multiple choice tests and matching questions. Based on the results of data analysis using the t-test, the calculated t value ( $t_h$ ) was 3.814. Then the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it can be concluded that this study is successful, that the use of blending words significantly improves the vocabulary mastery of students of class X SMAN 5 Tanjungbalai in the academic year 2024/2025.

**Keyword:** Problem Based Learning Model, Blending Words, Vocabulary.

### **INTRODUCTION**

Vocabulary plays an important role in English learning and is the foundation of language learning. The amount of vocabulary largely determines the success or failure of language learning. If the vocabulary is lacking, it will be difficult to improve English proficiency, even if you have certain listening, speaking, reading and writing skills or translation skills. vocabulary teaching is often too monotonous and boring, and the learning process is too rigid, lack of flexibility, resulting in unsatisfactory learning outcomes of English vocabulary.

Blending words refer to the process of forming new words resulting from the combination of two or more words that have elements of meaning or phonology of each word. Blend words are divided into several types, but in this study the type of blend words that we use consists of only two letters where from the two letters one word will appear that has meaning. (Roig-Marín, 2021)

The use of blending words is not only limited to foreign languages, but also occurs in Indonesian. The difficulties experienced by students are not being able to understand English lessons well because of the limited vocabulary they have and they also have difficulty in developing vocabulary because many students do not have a dictionary. (Komalasari, 2022)

During the observation process was conducted at SMAN 5 Tanjungbalai, the researcher interviewed students and English teachers. Based on the student interviews, it was found that students' interest in learning English is still low. This is due to a lack of interest in the material and difficulties in mastering vocabulary. Therefore, the implementation of blending words method is expected to be a fun and effective solution to improve English learning at this school. With this method, it is expected that students can expand their vocabulary, which will enhance their speaking skills and boost their confidence in pronouncing English correctly and accurately.

In addition, based on the interview with the English teacher, it was revealed that students at SMAN 5 Tanjungbalai still face difficulties in understanding and mastering English vocabulary. The teacher also acknowledged that the lack of vocabulary mastery is one of the factors hindering the learning process. Therefore, this research is highly relevant and appropriate to be applied at this school, as it is expected to help students learn English in a fun and more effective way, while also improving their confidence in communicating in English.

Most of the students at SMAN 5, a school in the province of North Sumatra, such as in Tanjungbalai, remain with poor English proficiency, according to the author's views received during spying on the school. weak vocabulary, weak talent or motivation in learning the language, and a lack of confidence when speaking the language as the result of ineffective environment are some of the factors that render learning English difficult for students, Understanding and mastering these different types of vocabulary is essential for improving communication skills in a language. Each type of vocabulary plays a role in different situations or contexts, and mastering them helps learners understand and use the language more effectively.(Hestiana & Anita, 2022)

Vocabulary is an important element in language learning; because vocabulary supports the four language skills. By learning vocabulary, students will be able to know the meaning and form of words. (Masita, 2020) Because these words are created to fit specific contexts, they allow speakers to tailor their language to meet the demands of their environment. For instance, in business, marketing, and technology, new products, services, and concepts often require new terms to describe them. Through the creation of blend words, language remains adaptable and capable of accurately describing novel ideas and concepts. (Simbolon, 2021)

Learning a new language cannot begin, if not with knowing the words of the previous language. Since language is a means of communication, lexical knowledge or knowledge of language vocabulary becomes the main thing in language learning. Therefore, lexical knowledge is center of communicative competence and second language acquisition of a second language (Schmitt., 2000). Regarding the need for vocabulary learning, the role of learners in the development of their vocabulary learning is an important issue to study. Because vocabulary learning cannot only can be done in the classroom without practice outside the classroom, learners have to build their learning strategies, especially for their vocabulary development (Holidazia & Rodliyah, 2020)

**METHOD**

This research used an experimental method with a quantitative approach. The quantitative approach aims to explain a phenomenon through the collection and analysis of numerical data using statistical techniques (Creswell, 2020). In line with this, Neuman (2020) states that quantitative research emphasizes the measurement of variables and hypothesis testing using data that can be quantified mathematically.

In this study, two sample groups were used, namely the experimental group and the control group. These two groups were used to improve students' vocabulary by using blending words. The study involved two main variables and was designed to compare the results before and after treatment. Data was collected through pre-test and post-test to determine the effectiveness in improving the participants' vocabulary. The research design focused on the relationship between the treatment given and the resulting changes and the post-test is needed to find out whether problem-based learning has an impact on students' vocabulary development or not. The explanation can be presented in the table below:

Group	Pretest	Independent Variable	Post Test
Experimental group	Y1	X	Y2
Control group	Y1		Y2

**Note:**

Y1 : Pre-test

Y2 : Post-test

X ; Treatment

Operational research refers to the research process that is defined based on the specific actions to be undertaken Setiawan (2021) also states that the operational definition of a research variable is the attribute, nature, or value of an object or activity that undergoes certain changes, which are pre-established in the study to be examined, and subsequently, conclusions are drawn (Joannès et al., 2023) .

In the presentation of learning, the sample is divided into two groups. The first group is the control group that is taught without using blending words. The second group is the experimental group that is taught using blending words

**1. Pre-test**

\Pre-test was conducted to assess the students' vocabulary mastery before the experiment was carried out. The test was administered to the group, and their performance was evaluated. The results of this initial test were considered as baseline data.

**2. Experiment**

In treatment, the students were split into two groups, with each group receiving vocabulary instruction through different methods. The experimental group was

taught using blending word techniques, whereas the control group didn't receive instruction involving word blending.

### 3. Post-test

After teaching presentation, students from both the experimental and control groups were given a post-test. This post-test was used to determine the effect of the treatment.

## RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

### The Score of Pretest and Post-Test Experimental Group

No	score of pre-test (X)	score of post-test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	64	74	4096	5476	4736
2	80	90	6400	8100	7200
3	78	86	6084	7396	6708
4	75	80	5625	6400	6000
5	70	76	4900	5776	5320
6	76	86	5776	7396	6536
7	70	80	4900	6400	5600
8	76	80	5776	6400	6080
9	76	86	5776	7396	6536
10	75	86	5625	7396	6450
11	70	78	4900	6084	5460
12	74	80	5476	6400	5920
13	80	96	6400	9216	7680
14	66	76	4356	5776	5016
15	60	76	3600	5776	4560
16	78	86	6084	7396	6708
17	70	80	4900	6400	5600
18	80	90	6400	8100	7200
19	70	75	4900	5625	5250
20	76	80	5776	6400	6080
21	76	80	5776	6400	6080
22	76	86	5776	7396	6536
23	76	80	5776	6400	6080
24	76	86	5776	7396	6536
25	76	86	5776	7396	6536
26	70	84	4900	7056	5880
27	74	82	5476	6724	6068
28	70	82	4900	6724	5740
29	70	86	4900	7396	6020
30	68	80	4624	6400	5440
31	76	84	5776	7056	6384
32	80	88	6400	7744	7040
33	80	85	6400	7225	6800
<b>TOTAL</b>	<b>2432</b>	<b>2730</b>	<b>180006</b>	<b>226622</b>	<b>201780</b>

From the data above, it can be seen that the students' scores on the pre-test were lower than the post-test. The average score of the students on the pre-test was 73,69. After being given treatment with blending words, the score increased to an average of 81,63 on the post-test.

The result of the students' test can be seen on the following table score.

**The Score of Pre-Test and Post-Test of Control Group**

1	70	80	4900	6400	5600
2	64	76	4096	5776	4864
3	52	68	2704	4624	3536
4	58	76	3364	5776	4408
5	64	80	4096	6400	5120
6	54	70	2916	4900	3780
7	74	84	5476	7056	6216
8	70	76	4900	5776	5320
9	74	84	5476	7056	6216
10	70	80	4900	6400	5600
11	56	68	3136	4624	3808
12	64	72	4096	5184	4608
13	64	74	4096	5476	4736
14	64	72	4096	5184	4608
15	56	84	3136	7056	4704
16	64	84	4096	7056	5376
17	70	76	4900	5776	5320
18	70	76	4900	5776	5320
19	68	76	4624	5776	5168
20	60	80	3600	6400	4800
21	74	80	5476	6400	5920
22	68	78	4624	6084	5304
23	60	72	3600	5184	4320
24	60	74	3600	5476	4440
25	70	84	4900	7056	5880
26	64	80	4096	6400	5120
27	64	76	4096	5776	4864
28	50	76	2500	5776	3800
29	70	84	4900	7056	5880
30	50	76	2500	5776	3800
31	64	70	4096	4900	4480
32	60	76	3600	5776	4560
33	70	82	4900	6724	5740
<b>TOTAL</b>	2110	2544	136396	196856	163216

From the data above, it shows that students' scores in pre-test is lower than post-test. The mean of students' scores in pre-test is 63,93. After giving treatment by using conventional way and scores in post-test is 77,09

**Validity of the Test**

Test validity is used to determine whether the instrument administered to students accurately measures what it is intended to measure. An instrument is considered valid if it demonstrates a high level of validity. Conversely, if the validity is low, the instrument is regarded as invalid. (Ahmed & Ishtiaq, 2021)

**The Differences Score Between Pre-test and Post-test of Experimental Group**

No	score of pre-test (X)	score of post-test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY	YX
1	64	74	4096	5476	4736	10
2	80	90	6400	8100	7200	10
3	78	86	6084	7396	6708	8
4	75	80	5625	6400	6000	5
5	70	76	4900	5776	5320	6
6	76	86	5776	7396	6536	10
7	70	80	4900	6400	5600	10
8	76	80	5776	6400	6080	4
9	76	86	5776	7396	6536	10
10	75	86	5625	7396	6450	11
11	70	78	4900	6084	5460	8
12	74	80	5476	6400	5920	6
13	80	96	6400	9216	7680	16
14	66	76	4356	5776	5016	10
15	60	76	3600	5776	4560	16
16	78	86	6084	7396	6708	8
17	70	80	4900	6400	5600	10
18	80	90	6400	8100	7200	10
19	70	75	4900	5625	5250	5
20	76	80	5776	6400	6080	4
21	76	80	5776	6400	6080	4
22	76	86	5776	7396	6536	10
23	76	80	5776	6400	6080	4
24	76	86	5776	7396	6536	10
25	76	86	5776	7396	6536	10
26	70	84	4900	7056	5880	14
27	74	82	5476	6724	6068	8
28	70	82	4900	6724	5740	12
29	70	86	4900	7396	6020	16
30	68	80	4624	6400	5440	12
31	76	84	5776	7056	6384	8
32	80	88	6400	7744	7040	8
33	80	85	6400	7225	6800	5
<b>TOTAL</b>	2432	2730	180006	226622	201780	298

Based on the analysis above, it can be seen that students' scores in the post-test are higher than students' scores in the pre-test. This means that students' vocabulary acquisition using blending words is effective. Meanwhile, the difference in the average score between the pre-test and post-test of the experimental group is 298. This means that the use of blending words has an effect on students' achievement in vocabulary mastery.

**The Differences Score Between Pre-test and Post-test of Control Group**

No	score of pre-test (X)	score of post-test (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY	YX
1	70	80	4900	6400	5600	10
2	64	76	4096	5776	4864	12
3	52	68	2704	4624	3536	16
4	58	76	3364	5776	4408	18
5	64	80	4096	6400	5120	16
6	54	70	2916	4900	3780	16
7	74	84	5476	7056	6216	10
8	70	76	4900	5776	5320	6
9	74	84	5476	7056	6216	10
10	70	80	4900	6400	5600	10
11	56	68	3136	4624	3808	12
12	64	72	4096	5184	4608	8
13	64	74	4096	5476	4736	10
14	64	72	4096	5184	4608	8
15	56	84	3136	7056	4704	28
16	64	84	4096	7056	5376	20
17	70	76	4900	5776	5320	6
18	70	76	4900	5776	5320	6
19	68	76	4624	5776	5168	8
20	60	80	3600	6400	4800	20
21	74	80	5476	6400	5920	6
22	68	78	4624	6084	5304	10
23	60	72	3600	5184	4320	12
24	60	74	3600	5476	4440	14
25	70	84	4900	7056	5880	14
26	64	80	4096	6400	5120	16
27	64	76	4096	5776	4864	12
28	50	76	2500	5776	3800	26
29	70	84	4900	7056	5880	14
30	50	76	2500	5776	3800	26
31	64	70	4096	4900	4480	6
32	60	76	3600	5776	4560	16
33	70	82	4900	6724	5740	12
<b>TOTAL</b>	<b>2110</b>	<b>2544</b>	<b>136396</b>	<b>196856</b>	<b>163216</b>	<b>434</b>

Based on the analysis above, it can be seen that the students' scores on the post-test were higher than the pre-test but there was no significant effect on the students' scores. Meanwhile, the average difference in scores between the pre-test and post-test in the control group was 434. After conducting this study, the data can be calculated that the experimental group's score is higher than the control group, so students have better vocabulary acquisition ability by using blending words.

After analyzing the data with the t-test, the calculated t value (th) is 3.814. If this is adjusted to the critical value of product moment with degrees of freedom (df)  $n_1 + n_2 - 2$  or  $33 + 33 - 2 = 64$ , the value of t table with a significant 0.05 (t) = 2.000 is obtained. Therefore, the calculated t value (th) is greater than the t table value (t) = (3.814  $\geq$  2.000). So  $H_0$  is rejected and  $H_a$  is accepted. (Scheel et al., 2021)

Therefore, the study was successful, as the alternative hypothesis ( $H_a$ ) was accepted. The findings show that there is a significant effect of using blending words on students' vocabulary acquisition. This shows that students who were taught by using blending words obtained higher vocabulary scores compared to students who were not taught by using blending words. Thus, the use of blending words effectively improved the vocabulary skills of grade X students at SMAN 5 Tanjungbalai in the 2024/2025 academic year. (Kosakovsky Pond et al., 2020)



## CONCLUSION

This study utilized a quantitative research method, using a total sample approach for sampling, and collected data through a pre-test and post-test, where students completed multiple-choice questions. The results showed that students found reading activities enjoyable, especially in relation to vocabulary acquisition. This technique provides motivation and encouragement during the teaching and learning process. Based on the data analysis presented in the previous chapter, the results showed that the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected, indicating that the use of mixed words significantly impacted on students' vocabulary achievement in grade ten of SMAN 5 Tanjungbalai. This finding supports the effectiveness of the blending words technique in improving students' vocabulary acquisition. The study concludes that incorporating blending words into the learning process makes it more interesting and fun for students. As a result, students become more interactive and enthusiastic, which improves their overall learning experience.

Based on the above conclusions, there are several suggestions that can be useful not only for teachers, but also for students as learners, and for future researchers. These suggestions are as follows:

1. For teachers:

Teachers should consistently motivate students during the teaching and learning process. English teachers need to give clear explanations of vocabulary to ensure that students really understand it. In addition, teachers should use interesting teaching techniques to make the teaching and learning process more fun, interactive and effective for students.

2. For students:

Students should make greater efforts to memorize vocabulary to expand their knowledge and integrate English into their daily habits, making language learning part of their routine.

3. For future researchers:

Future researchers should explore other teaching techniques that can encourage more active student participation in vocabulary learning. Researchers are also encouraged to improve their research skills and strive to conduct more effective research in the future, even in different contexts.

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