

ACTIVATING RIGH AND LEFT HEMISPHERE TO IMPROVE STUDENTS' VOCABULARY AT UNCP PALOPO

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The title of this research is activating right and left hemispheres to improve vocabulary mastery for second semester at Cokroaminoto Palopo University. This research is aimed to find out whether or not the activating right and left hemisphere can improve vocabulary mastery for second semester at Cokroaminoto Palopo University. This research employed quasi experimental research. The population of this research is the second semester at Cokroaminoto Palopo University. The number of population in this research is 72 people. They are divided in two classes. The researchers applied random sampling technique. The first step is researcher randomly selected two classes to decide which are the experimental class and control class. It can be concluded that activating right and left hemispheres can improve the students' master in vocabulary. It is proved by result of t-test found that there is no significant pre-test score between experimental class and control class. At the level of significance t-test value in pre-test between experimental class and control class is (1.08) while t-table is (2.0084), where (1.08 < 2.0084). It means that the students have the same of prior knowledge. Meanwhile, there is significant post-test score between experimental class and control class. It means that the use of activating right and left hemispheres is effective to improve the students' vocabulary mastery than who were not.

Key Word: Activating, Right hemisphere, Left hemisphere, Vocabulary Mastery.

1. Introduction

Using language means communicating in that language, conveying someone's message to somebody else, from either a speaker or a writer to listener or reader, thus using a language does not only mean uttering words but also absorbing information from what or he/she reads. Somebody can not know the information which he/she has read or listened without knowing the component of words. In fact, language learning especially English learning involves some of component. They are vocabulary, pronunciations, structure, etc. Prashing (2007) stated that teacher disposed to use conventional method to teach English language in classroom. The conventional method just can activate left brain which has analytic characteristics. It makes the situation in classroom not effectively to study. And Prashing (2007) suggests activating both of the hemispheres in brain through active learning strategy. There are some strategies in active learning method in teaching vocabulary. They are concept mapping; think pair share; pantomiming; the visual verbal association word; collaborative learning group ; games and etc. Through these strategies researcher hopes: Relating to the statement above, the researcher hopes that the activating right and left hemisphere can help the students to overcome their difficulty in learning

English for getting higher achievement. The students were given the different techniques to activate their right and left hemisphere in learning vocabulary. Relating the explanation above, the researcher carries out a research entitled activating right and left hemispheres to improve vocabulary at University of Cokroaminoto Palopo.

How to activate right and left hemispheres

One of the methods that can activate both the hemisphere is **active learning** (Wagito:1997). The learning process generally is giving the stimulus for the students, in order to make the positive responds for the students. Their preparation in learning process will cause the positive responds to stimulus that they are got. Responds will be strong if the stimulus is strong, too. The repetition of stimulus can make the good relationship between stimulus and responds, therefore the students can endure the responds in their memory for long time. Active learning is one of method that can make the stimulus and responds be strong, therefore the entire hemisphere will process effectively.

Active learning refers to techniques where students do more than simply listen to a teacher. Students are doing something including discovering, processing, and applying information. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways" (Meyers and Jones in McKinney, 2011).

Students are involved in more than listening, less emphasis is placed on transmitting information and more on developing students' skills, students are involved in higher-order thinking (analysis, synthesis, evaluation), students are engaged in activities (e.g., reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values. McKinney (2011) stated that there are some strategies in active learning that the researcher will use in this research:

a. Think-Pair-Share

Give students a task such as a question or problem to solve, an original example to develop, etc. Have them work on this 2-5 minutes alone (think). Then have them discuss their ideas for 3-5 minutes with the student sitting next to them (pair). Finally, ask or choose student pairs to share their ideas with the whole class (share). I have used these in classes ranging from 12 to 340 students.

b. Collaborative learning groups

These may be formal or informal, graded or not, short-term or long-term. Generally, you assign students to heterogeneous groups of 3-6 students. They choose

a leader and a scribe (note-taker). They are given a task to work on together. Often, student preparation for the CLG has been required earlier (reading or homework). The group produces a group answer or paper or project. These work best in small to medium size classes.

c. Concept mapping

Here students create visual representations of models, ideas, and the relationships between concepts. They draw circles containing concepts and lines, with connecting phrases on the lines, between concepts. These can be done individually or in groups, once or repeated as students acquire new information and perspectives, and can be shared, discussed, and critiqued.

d. Games

Games such as jeopardy and crossword puzzles can be adapted to course material and used for review, for assignments, or for exams. They can be used at the individual, small group or full class levels. There are now some computer programs, for example, to help you create crossword puzzles.

e. Pantomiming

Pantomiming is a teaching strategy suggested by Foil and Albert (2002) in which after directly teaching students' English definitions of each new word, teacher should write these words on a small strips of paper, and place them in an envelope. The main technique of this strategy is students can guess the words that have pantomimed by the other students.

f. The Verbal-visual word Association

The verbal-visual word association strategy modified by Hopkins and Beans (1999) is originally developed for teaching roots and affixes for helping students to memorize the meaning of the words. The strategy involves drawing a square and dividing it into four smaller square. Or it can modified by the teacher.

2. Research Method

This research employed experimental design with one experimental class and controlled class design. The comparison between score of experimental class and controlled class depends on the success of the treatment. The researcher taught vocabulary by activating right and left hemisphere. The design was been:

Class	Pretest	Treatment	Posttest
E	O ₁	X ₁	O ₂
C	O ₁	X ₂	O ₂

- Where: E = Experimental class
 C = Controlled class
 O₁ = Pre-test
 O₂ = Post- test
 X₁ = Treatment (activating right and left hemispheres)
 X₂ = Treatment (conventional method)

(Gay, 254:2006)

This research used two variables: they are independent variable and dependent variable. The independent variable is activating right and left hemisphere and the dependent variable is vocabulary mastery.

3. Finding and Discussion

a. The Description of t-Test Analysis in Pre-test

The result of t-test analysis is shown in the following table:

Table 3. The result of t-test analysis in Pre-test

Calculated "t"	t-table at p=0.05;df =48(n1+n2-2)	Result
1.08	2.0084	t-test < t-table

From the table 3 shows that the calculated of t-test is 1.08 meanwhile t-table is 2.0084 with df is 48. It means t-test is lesser than t-table. It means that there is no significant in pre-test score between experimental class and control class.

b. The Description of the t-Test Analysis in Post-test

The result of t-test analysis is shown in the following table:

Table 4. The result of t-test analysis in Post-test

Calculated "t"	t-table at p=0.05;df =48(n1+n2-2)	Result
5.75	2.0084	t-test > t-table

From the table 4 shows that the calculated of t-test is 5.75 meanwhile t-table is 2.0084 with df is 48. when t-test is greater than t-table, It means there is significant in post-test score between experimental class and control class.

The Comparison the Mean Score between Experimental Class and Control Class in Post-test

For the hypothesis testing, the researcher just compare the mean score in post-test between experimental class and control class. The comparison the mean score between experimental class and control class in Post-test is presented as follows: Table 5: The comparison the mean score in post-test between experimental class and control class in Post-test.

Group	Mean Score
Experimental class	8.5
Control class	7.35
Difference	1.15

The table above indicates clearly that the value of the calculated meanscore of experimental class is greater than the control class. And the difference between both of the two classes is 1.15.

Discussion

From the finding above, the researcher found that the calculated t-test in pre-test of experimental class and control class (1.08) is lesser than t-table(2.0084).It means that there is no significant difference the prior knowledge of pre test in experemental class and control class. But it's different with the calculated t-test in post-test of experimental class and control class (5.75) is greater than control class (2.0084). It means that there is significant difference between the knowledge after treatments between experimental class and control class. It means that the researcher just compared the mean score of post-test between experimental class and control class to know which one the best method in teaching vocabulary.

4. Conclusion and Suggestion

Conclusion

Based on the findings presented above and discussed here the researcher would like to give some conclusions to complete the research. It can be concluded that activating right and left hemispheres can improve the students' master in vocabulary. It is proved by result of t-test found that ,there is no significant pre-test score between experimental class and control class.At the level of significance t-test value in pre-test between experimental class and control class is (1.08) while t-table is (2.0084), where $(1.08 < 2.0084)$. it means that the students have the same of prior knowledge. Meanwhile, there is significant post-test score between experimental class and control class. At the level of significance t-test value in post test between experimental class

and control class is (5.75) while t-table is (2.0084), where $(5.75 > 2.0084)$. It means there is significant improvement after both of treatments but where is the better treatments?. Therefore, the researcher compared the meanscore of post-test score between experimental class and control class. The researcher found that the meanscore of the experimental class (8.5) is greater than the control class (7.35). At the level it means that the use of activating right and left hemispheres is effective to improve the students' vocabulary mastery than who were not. And the situation from the experimental class and control class found that the experimental class had effective, fun, and interesting situation than the control class. Futhermore, the previous researches related "brain" supposed that the activating right and left hemispheres is more effective to improve the vocabulary students. Therefore, the students could study well. It was proved by the words which the students' in experemiental class memorized more than the students in control class. As well as, the students in experimental class used the words in sentences better than the control class. From the findings above, the researcher concluded that the use of activating right and left hemispheres is effective to improve the students' vocabulary mastery than who were not.

Suggestion

Based on the result of data analysis in conclusion above the researcher presents the following suggestions:

1. It is suggested that the English lecturer should apply activating right and left hemispheres in teaching English especially in teaching vocabulary.
2. Many students still feel that it's so difficult to memorize the words which the lecturer has given. Therefore, the lecturer should be more creative to choose and apply teaching strategy. They can use activating right and left as one of the techniques in creative learning in learning and teaching English process.

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