RESEARCH REPORT

The Effect of Genius Learning Strategy in Promoting Students'

Vocabulary Mastery

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CHAPTER I
INTRODUCTION

In this chapter, there will be discussed about research background, research problem, research objective, definition of key terms, research significant, research scope and limitation.

1.1 Research Background

English is an international language that occupies an important role in globalization era. English is used as a means of communication in the world. In this case, the English language has a very important role in Indonesia. It can be proved that English has been taught at all junior and senior high school event at university in Indonesia.

Method of teaching English has been developed from time to time and we often heard about education innovation to improve the quality of education itself. The teacher should try to improve his skills and knowledge to consider the approach, method and techniques in teaching to improve the student motivation especially in learning English. There are four language skills that must be mastered: those are, listening, speaking, reading and writing.

In order to master these skills, the students have to learn English language component, such as structure, spelling, pronunciation, and vocabulary. Mastering vocabulary is a must for the students because "someone's quality on learning language much depends on the number of vocabulary they have" (Tarigan, 1984:2). The more they have owns vocabulary, the more chances they have to use. So, it can be concluded that the degree of someone's quality in learning language depending on the number of vocabulary they have.

Napa (1991:6) in Haerullah (2009:2) reveals that vocabulary is one of the language components and there is no language without words. In line with this idea, it can be concluded that vocabulary is the first step in language learning especially English. Ones will be able to speak, write, exchange idea, and understand what others say if they possess a certain number of vocabulary.

Learning vocabularies is identically with memory activity that not only related how to memorize but also to keep mind in memorizing certain vocabularies. Most of schools still apply the conventional technique to memorize some material or vocabularies in this case. Students are demanded to keep their memory at all. Teacher writes several words on the blackboard then students are asked to repeat them as much as possible. This is considered as popular technique but there is no significant result of students' vocabulary mastery.

By this technique, the researcher finds that the number of students' vocabulary is not sufficient to cover the minimum target for example, students of MA Miftahul Ulum Suren. Based on the general observation, they seem to have a lot of problems in understanding English vocabularies. They often do not understand the instructions of what they should do. Automatically, the students seem impossible to overcome the problem and to answer the question because they do not understand the instruction.

Moreover, the researcher also finds that students are demanded to keep memorizing the vocabulary by using conventional technique. Considering the facts, the students feel bored and tired of learning English if the conditions go for a long time. Even there is no significant numbers of vocabularies they mastered. Therefore, the English teachers are expected to apply more appropriate strategy in teaching and learning process of vocabulary.

In this research, the researcher try to apply Genius Learning Strategy as an alternative for vocabulary to the students. The strategy focuses on how to make an effective and efficient of teaching vocabulary. It is related to students' emotion that indicates how long information may be kept in students' mind.

The researcher was interested to make a research on this matter because it is very challenging for the teacher to apply Genius Learning Strategy when teaching English at school, in order to facilitate the students' limited vocabulary in English. Besides that, the researcher also want to know more about the real application of the genius learning strategy in the field and the researcher hopes to reveal the effectivity of genius learning strategy on the students' vocabulary mastery.

1.2 Research Problem

This study is an attempt to address the general issue on the effect of Genius Learning Strategy to the students' vocabulary mastery. Specifically, this research sought to answer the following question:

To what extend implementing Genius Learning Strategy impact the promotion of students' vocabulary mastery?

1.3 Research Objective

The research aims to explore the efficacy of Genius Learning Strategy on promoting the students' vocabulary mastery.

1.4 Operational Definitions

Operational definition is the guidelines to notice the concept of the research problem. So, it is necessary for the researcher to define some terms used in this thesis, so that both the researcher and reader will have mutual understanding. There are two terms that will be explained, they are: Genius Learning Strategy and vocabulary mastery.

a. Genius Learning Strategy

Genius learning strategy in this research means that a learning method that is designed for accelerated process. It has an emphasis on learning to make an effective and efficient in teaching and learning.

b. Vocabulary Mastery

Vocabulary mastery in this research means that the capacity to recognize or memorize words in life situation.

1.5 Research Significances

Every research must have it own significance to know why this research is done. This result is expected to be beneficial theoretically and practically.

a. Theoretical Significance

This research gives information about the effect of genius learning strategy to the improvement of students' vocabulary mastery in the first year. It can be used as motivation for the teacher in teaching English and the result of this research can solve some difficulties which is happened in the class.

b. Practical Significance

Practically, this research is able to give contribution for English teacher on developing an appropriate strategy or method in teaching learning process, especially in teaching vocabulary as one of the important components to study a language. For the student this research can stimulate to improve their vocabulary mastery and raise their desire to develop it.

1.6 The Scope and Limitation

The scope of this research is intended to know the effect of genius learning strategy in promoting the students' vocabulary mastery. The limitation of this research is applied to the students of MA Miftahul Ulum Suren, specifically the X B and X C students of the school.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher will be discussed about some reviews of related literature and hypothesis of the research.

2.1 Review of Related Literature
2.1.1 Genius Learning Strategy

According to Gunawan (2006:2) Genius learning is a term that used to explain a practical series approach of improving learning result. The attempt of improving is reached by used various disciplines of knowledge such as the knowledge of brain work system, memory work system, neuro-linguistic programming, motivation, self concept, personality, emotion, feeling, mind, learning style, multiple intelligence, technique of memory, technique of reading, technique of writing and others learning technique. Gunawan (2006:3) also states that "the basic of genius learning is accelerated method". In foreign country, this method is known with various names as Accelerated Learning, Quantum Learning, Quantum Teaching, Super Learning, Efficient and Effective Learning. Essentially, they have same purpose which is how to make learning process to be efficient, effective, and fun. Moreover, the given named of this method is give distinction between genius learning and accelerated learning."

Genius learning is developed by Adi W. Gunawan, the founder of Accelerated Learning Institute and Training Center of Indonesia (ALLindo). He generally covers genius learning with consideration of Indonesian society condition. Whereas Quantum Learning or Quantum Teaching is applied successfully in another country but it does not work in Indonesia. Therefore, genius learning is developed by adapting culture and education of this country. In other words, genius learning is a method that has been met adaptation process of Indonesia's condition.

Based on the explanation above, genius learning strategy in this research is a method of teaching that is designed for effective, efficient, and fun purposes generally by considering learners condition. And it has an emphasis on brain work system that concern with how people able to process and keep the knowledge in their mind.

2.1.1.1 Principles of Genius Learning Strategy

Based on the comprehension of the work system of brain and memory, Genius Learning is emphasis some principals for the learning process. Here the nine principals of Genius Learning Strategy (Gunawan, 2006:9):

1. Brain develops in circumstance that full of multi-sensory and thought challenging.

2. Learning process happens consciously and unconsciously. And motivation will increase when learner decide positive and personal learning purpose.

3. The learning circumstance is "save" that is provide high challenge but low threat.

4. Brain needs quick and various feed-back.

5. Music helps learning process in three ways. Those are charging brain, relaxing and preparing brain to ready to learn, and transferring information into memory.

6. There is various ways and types of memory in brain. By using specific strategy and technique, memorizing skill will be improved.

7. Physic and emotive condition are inseparable. They need to be considered in for reaching the optimal of learning result.

8. Each brain is unique. It has own intelligence that able to be developed by appropriate teaching and learning process.

9. Though the function of left and right brain is different, both hemispheres can work together in processing information.

2.1.1.2 The Learning Style of Genius Learning Strategy

Learning style is a way that someone would rather in thinking, processing, and understanding of certain information (Gunawan, 2006:139). For example, when teacher want to learn about plant, which one do you prefer by watching the video about plant, listening explanation, reading book or practicing directly in the field. Research reveals that student who learn through their dominant style of learning, will achieve better mark than through the minor style of learning.

Genius learning strategy uses learning style based on preference sensory and multiple intelligent. Gunawan (2007:87) states that generally people use three kinds of preference sensory that is visual, auditory, and kinesthetic. People may use more than one

of them. Students whose visual learning style is easy to imagine what they told and comprehend written information they saw even picture. Students that express their selves through sound both by internal and external communication are having auditory learning style, also preparing what and how they want to talk to others. Then kinesthetic students are having high sensitive of feeling, emotion also touch and motional sensations that need physic and motion involvement for optimal learning (Gunawan, 2006:149). Moreover, people learn by using the multiple intelligent; so, both preference sensory and multiple intelligent cannot be separated.

Considering the explanation above, teacher should know the learning style of student or what kind of students' preference sensory. In this research, to know learning style of student, the researcher and teacher give learning style quiz. This quiz is adopted from Gunawan (2007:88) that consists of thirty-six (36) statements to predict student preference sensory.

Then the result of quiz will be used as most appropriate teaching style in order to effective and efficient teaching learning process. That is first high and second high preference sensory because student may use more than one preference sensory of visual, auditory and kinesthetic. According to the result of quiz, from 76 students (X B 38 students, X C 38 students), the visual style is 18%, the auditory is 60% and the kinesthetic is 20%. So, in this research, researcher applies auditory and kinesthetic learning style as teaching style.

2.1.1.3 The Steps of Genius Learning Strategy

The steps of genius learning strategy also named as a Success Cycle of studying Genius Learning presented by diagram below:
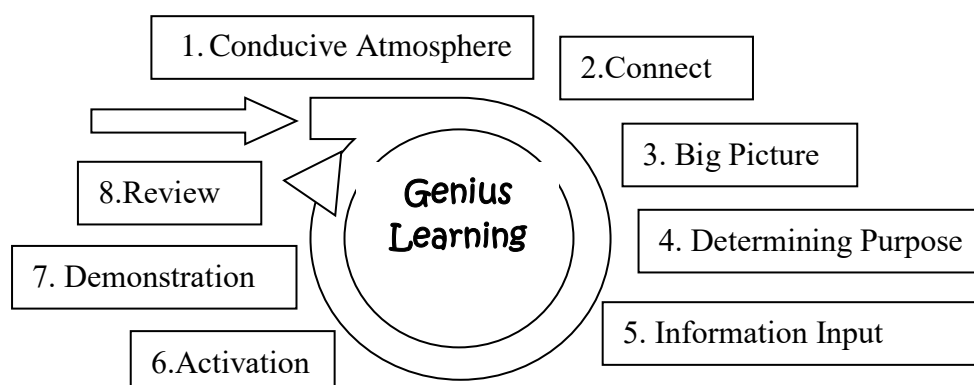

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Figure 2.1 Success Cycle of Genius Learning (Gunawan, 2006:11)

1. Conducive Atmosphere

Genius learning strategy applies conducive and positive learning circumstance. The Strategy will be nothing without the supported condition. The condition that absolute requirement for optimal learning result is teachers responsibility.

Students should free of fear and psychological pressure. For example, avoid them to be afraid of doing error that is a part of learning successfulness. Therefore, teacher expected to give a positive and educational feedback, also showing great expectancy for students' successfulness.

2. Connect

Connect here means association. The connection or association between what material will be learnt and what material or knowledge has been learnt by student also what information can be used from the information will be learnt.

Considering mind condition of student, teacher should associate students mind or feeling to be ready to start learning process. Because enter the class and sit down quietly do not mean that students have ready to learn.

The process of connecting will be effective and give significant influence if involve emotion. More personal connection that can be created, the result will be better. Giving question which needs answer is an easiest way to ask students think and connect the information of their mind.

3. Big Picture

Teacher should give big picture of a whole material before learning process is begun. Its function as a command to mind for create "folder" that will be filled with information. Folder or information place filled material linear and gradually.

The work system of big picture is equal picture function on puzzle. It is hard to arrange puzzle if never know the whole one. Teacher may use picture, poster or flowchart to raise the stimulus of thinking.

4. Determining Purpose

In this step, learning process just begin. The learning purpose that expected to reach in final session should be determined early. This step also called as goal-setting step

where students have to know what they want or will be reached. Teach them to try use their own word in determining purpose.

5. Information Input

Presenting information should involve various learning style. It is cover visual, auditory, and kinesthetic learning style. In this step, long term memory can be accessed if the entering information process is unique and interesting.

6. Activation

Students accept information given is still passive that its process happened in one way, from teacher to student. Activation is needed to know whether students have really understood the information.

Best activation is using student intelligence. Considering that student have their own intelligence that influence the learning style. Therefore, teacher should know the dominant intelligence of student based on the class situation. Activation can be held individually or group to construct communicate and collaborate skill. In this step, students find the real meaning of what they learn.

7. Demonstration

Actually, demonstration step is equal student comprehension test process. But in Success Cycle of Genius Learning, the test is done directly at present. This step is appropriate session to give feedback while in conventional learning test is given after a week. Based on the brain work system, that way is not effective.

In genius learning, teachers ask to provide enough time of giving students opportunity for showing their understanding of material. Demonstration includes direct practice, make test and answer it, teaching, understanding the application of information in daily life. Give feedback as soon as possible, educative and constructive also support students to think further.

8. Review

Do review on each last session and make conclusion of what students have learn. This step is useful to improve memory skill and effectiveness of learning process. Review can be individually or group that essentially create fun and free stress condition during the step.

2.1.2 Vocabulary Mastery

It has been stated in the previous chapter that the meaning of vocabulary mastery is the capacity to recognize and memorize words or phrases in life situation. Heaton (1978: 5) says that language consist of three elements, grammar, vocabulary and phonology. Someone who wants to learn language, the first step that must be considered is mastering vocabulary. In this case, Mursalim (2001:13) in Haerullah (2009:14) has an opinion about it as stated followed, "Vocabulary is the most important element of language. Why does vocabulary most important? Because it covers words and the like, while word is a linguistic sign and they are attributes of language without linguistics sign is meaningless and uncommunicative.

Hornby (1995:959) in Haerullah (2009:20) states that vocabulary is the total number of words which (with rules for combining them) make up the language. Vocabulary plays a very important role in developing language skills; listening, speaking, reading, and writing. Students who had more vocabularies will be easier to develop their skills.

From the statement above we can assume that the building of vocabulary is important for a person who is learning language. The vocabulary mastery becomes a very essential thing since learning language means learning vocabulary.

2.1.2.1 Vocabulary Classification

According to Hatch and Brown (1995:218), vocabularies or words are classified into major and minor classes. Major classes include nouns, verbs, adjectives and adverbs whereas the minor ones are pronouns, prepositions, conjunction and interjections.

2.1.2.1.1 Major Vocabulary

Major vocabulary is vocabularies that used in large quantity. Hatch and Brown (1995:219) state that words included in major vocabularies are: noun, verb, adverb and adjective.

1. Noun

Noun is a word that is the name of thing, quality, and person. In addition, Hatch and Brown (1995:219) divine noun into a person, place or thing. Furthermore, Hatch and

Brown (1995:219) also divide noun into following subclasses.

   a. Proper Noun   : John, Ohio

   b. Command Noun   : women, state, choir

   c. Abstract Noun   : love, hope, understand

   d. Concrete Noun   : dish, table, chair

   e. Count Noun   : books, balls

   f. Mass Noun   : gravy, vice

   g. Group Noun   : bank, government

2. Verb

Verbs are words that denote action. A verb is a word or phrase that shows what a person or thing does. Thomson and Martinet, (1986:105) in Haerullah (2009:17) divide verbs into two groups, they are ordinary verb and auxiliary verb.

a. Ordinary Verb

Ordinary verbs are also called lexical verb. There are two kinds of ordinary verbs: regular verb and irregular verb.

- Regular Verb

    Regular verbs are verb that have rules.

    For example: play-played-played

                     want-wanted-wanted

- Irregular Verb

    Verbs that have no rules are irregular verb

    For example: go-went-gone

                eat-ate-eaten

b. Auxiliary Verb

Hatch and Brown (1995:226) define auxiliary verb is used with the main verb to show tense, mood, etc. here are the examples of auxiliary verb: do, has, be (am, is, are, was, were).

3. Adjective

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns (Hatch and Brown, 1995:228). It may state quality or quantity. Adjectives are divided into six kinds:

a. Qualitative adjectives   : square, good, fat, etc

b. Demonstrative adjectives : this, that, those, etc

c. Distribute adjectives   : each, very, either, etc

d. Quantitative adjectives   : some, any, few, etc

e. Interrogative adjectives : which, what, whose, etc

f. Possessive adjectives   : my, your, her, etc

4. Adverb

Hatch and Brown (1995:219) divine adverbs are similar to adjectives in many ways although they typically assign attributes to verb, to clauses or to entire sentences rather than to nouns. Moreover, Thomson and Martinet (1986:47) in Haerullah (2009:11) divide adverbs into following classes.

a. adverb of manner   : slowly, quickly, etc

b. adverb of place   : down, here, near. etc

c. adverb of time   : now, soon, then, etc

d. adverb of frequency   : always, never, often, etc

e. adverb of certainly   : certainly, definitely, luckily, etc

f. adverb of degree   : very, rather, too, etc

g. adverb of interrogative : when, why, where, etc

h. adverb of relative   : who, whom, whose, etc

2.1.2.1.2 Minor Vocabulary

Minor vocabulary is quite different from the major vocabulary. The minor vocabulary has been stored for the letter used in small quantity or in small number. Hatch and Brown (1995:218) state that the minor vocabulary includes preposition, pronoun, conjunction, and interjection.

1. Preposition

Prepositions are all the words that help locate items and actions in time and space. They are words which introduce a noun or pronoun and show their relationship to the less of the sentence. A preposition can not stand alone. It has a noun or pronoun object which usually follows the preposition but may come else where in the sentence; at, in, to, off,

are some of preposition examples (Hatch and Brown, 1995:243).

2. Pronoun

Pronoun refers to nouns that have already been mentioned in the discourse or point ahead to a noun that we are about to mention. There are six kinds of pronoun. They are personal pronoun, relative pronoun, interrogative pronoun, demonstrative pronoun, indefinite and reflexive pronoun (Hatch and Brown, 1995:234).

3. Conjunction

Conjunction is a word which is used to connect words, phrases, clauses or which introduces a subordinate clause and joins the part of the sentences to which it is related. There are two kinds of conjunctions, those are coordinate and subordinate conjunction (Hatch and Brown, 1995:238).

4. Interjection

Interjection is a word which is used to express emotion or strong feeling. It is sound or cries which express fear, eager, surprise, or sorrow often emotionally toned slang words. Usually, the exclamation mark follows the burst emotion (i.e. oh, marvelous!) actually, the interjection have no grammatical connection with the rest of the sentence (Hatch and Brown, 1995:247).

2.1.3 The Advantages of Genius Learning Strategy in Learning

      Vocabulary

Application of Genius Learning Strategy is based on the work system of brain and memory. This is covered in the principals that have been explained on the previous part. One of the principals that closely related to memorizing activity is there is various ways and types of memory in brain; by using specific strategy and technique, memorizing skill will be improved (Gunawan, 2006:10).

Related to the statement above, learning vocabulary is identically associated with memorizing activity or abilities. This is needs work system of brain and memory to support transferred information. The researcher may conclude that Genius Learning Strategy have a good relevance in learning vocabulary.

In line with the idea, some reported significant result of sugestopedia and accelerated learning study as Genius Learning Strategy's basic. According to Gunawan

(2006:11), the study of Dr. Georgi Lozanov claimed that students were easy to learn a thousand and two hundreds (1200) foreign words in "suggestopedic" language training. Another study in Bridley Moor High School, Redditch, Brithis; compared the result of accelerated learning method and conventional method in learning foreign language, revealed that the number of graduate students of accelerated learning method was higher than students of conventional method (Gunawan, 2006:13).

Based on the result of previous study and statement, the use of suggestopedic and accelerated learning method are able to increase learning rapidity and appropriate in teaching and learning foreign language. So that, Genius Learning Strategy is appropriate for teaching and learning English vocabulary.

2.2 Hypothesis

From the explanation above the alternate hypothesis of this research can be formulated as: The Genius Learning Strategy gives a significant effect to the improvement of the students' vocabulary mastery at MA Miftahul Ulum Suren in the 2021/2022 Academic Year.

CHAPTER III

RESEARCH METHOD

3.1 Kind of research

Quasi-experimental research was adopted for this quantitative study. According to Arikunto (2006:257) experimental research is a study to know whether there is an effect or not the subject that is given a treatment.

3.2 Research Design

The Research design is pre-test-post-test control group design. It involves two group, experimental and control group. Both of the group are given the same pre-test and post-test. The experimental group will have genius learning strategy applied in their vocabulary mastery classroom. On the other hand, the control group will be taught by using traditional approach (Drilling) in their classroom. Post test are given to both group (experimental group and control group) to find out the mean difference.

3.3 Research Subject

To provide answer for the research questions, two classes (X B class and X D class) at MA Miftahul Ulum Suren were chosen, and were divided into control and experimental group. There were precisely 40 students in each classes.

3.4 Research Procedure

The procedures of the action research are as follows:

(1). Determining two group for the research, one as the experimental group (E) and the other control group (C)

(2).Giving Pre-Test (T1) for both group to know the score of students' vocabulary mastery before the treatment.

(3). Giving treatment (X) to the experimental group by applying genius learning strategy to promote students' vocabulary mastery.

(4). Giving Post-Test (T2) for both group to gain information on their vocabulary mastery

(5). Comparing the result of post-test between experiment group and control group.

(6). The score of two group are analyzed by using t-test formula to know the main differences.

3.5 Research Instrument

In this research the researcher applies the achievement test, because the researcher want to know and measure the student vocabulary mastery after Genius Learning Strategy has been applied, the vocabulary test was constructed by the researcher based on the competent based curriculum principle. The vocabularies are noun, verb, adverb, preposition, and pronoun. The form of the test given is objective test in the form of multiple choices.

3.7 Data Analysis Method

The score of vocabulary mastery test for both experimental group and control group are analyzed by using T-test formula. The result is tested with the table value of 5% significance level.

$$t = \frac{Mx - My}{\sqrt{\left[\dfrac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right]\left[\dfrac{1}{Nx} + \dfrac{1}{Ny}\right]}}$$

Notes:

Mx   : The mean of experimental group

My   : The mean of control group

X   : The deviation of each scores of X_2 from the mean X_1

Y   : The deviation of each scores of Y_2 from the mean Y_1

Nx   : The total subject of experimental group

Ny   : The total subject of control Group

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research Results

This research was held on March 6th 2022 until April 24th 2022. It implemented Genius Learning Strategy on vocabulary mastery of the tenth grade students of MA Miftahul Ulum Suren in the academic year 2021/2022. The respondents of this research were 80 students. They were divided into two classes. There were X D which consists of 40 students as experimental group and X D which consists of 40 students as the control group.

In this study, the pre-test and post-test were given to both experimental group and control group. Then, the result of both tests was used as the data to be analyzed in this research. The research data was taken from the test and it was counted by using t-test formula.

The test from experimental group shows that the sum of the differences of score was 971 and the mean was 24.3, then sum of difference was 27041. From the data analysis, the deviation of experimental group was 3470.

Based on the test from control group, the sum of the differences of score was 336 and the mean score was 8, then sum of the square of differences was 5179. The deviation of the control group was 2356.6.

From the description above, this study used t-test formula to check whether or not there was any significant effect of teaching vocabulary mastery by using Genius Learning Strategy on vocabulary mastery of the tenth grade students at MA Miftahul Ulum Suren in the academic year 2021/2022. Based on the analysis of t-test formula, the result was 8.58 for the value of vocabulary mastery. After it was correlated to the degree of freedom of 78 which was 1.99 from t-table, it is found that t-test is bigger than t-table (8.58 >1.99).

From the description above, the students' vocabulary mastery after the teacher taught vocabulary mastery by using Genius Learning Strategy to the tenth grade students at MA Miftahul Ulum Suren in the academic year 2021/2022 was 8.58 and the degree of freedom was 78. In this case the result was higher than t_s 0.05 of t-table which was 1.99 (8.58>1.99)

4.2 Discussion

Null hypothesis states that there was no significant effect of teaching vocabulary mastery by using Genius Learning Strategy on vocabulary mastery of the tenth grade student at MA Miftahul Ulum Suren in the academic year 2021/2022. However, the data analysis of the students' score of vocabulary mastery pre-test and post-test confirms the notion that genius learning strategy gives a significant effect to the students' vocabulary mastery. The score of t-test was 8.58 while the score of t-table with the significance level of 5% and degree of freedom 78 was 1.99. It means that the score of t-test was higher than that of t-table (8.58 >1.99). Thus, the null hypothesis is rejected and the alternative hypothesis is accepted.

CHAPTER V
CONCLUSION

5.1 Conclusion

This research gave good contribution regarding Genius Learning Strategy and vocabulary mastery. As the data analysis revealed, statistical significance is accepted for the effect of teaching English by using Genius Learning Strategy on vocabulary mastery of the tenth grade students at MA Miftahul Ulum Suren in the academic year of 2021/2022. The hypothesis implied that by using Genius Learning Strategy as teaching media give the positive effect on students' vocabulary mastery. This means the students of the experimental group produce higher achievement on vocabulary mastery rather than the students of the control group. By using Genius Learning Strategy as teaching media to teach the students in the class, the students are motivated and excited in learning words in English including in their effort to memorize the words they are studying. It has become a major issue that students find it difficult to memorize words, especially in memorizing many words in such a short time. Thus, Genius Learning Strategy can be a good solution for the aforementioned issue.

Furthermore, future research need are encouraged to reveal more on the efficacy of Genius Learning Strategy on vocabulary mastery or other abilities in second language learning. A quantitative research with more quantity of participants, classes and test items is highly recommended on this matter. Bigger number of participants and more quantity of test items will also give us a wider data to be analyzed and that should help in giving us a bigger picture on the effectiveness of Genius Learning Strategy on vocabulary mastery. Adding more instruments to the research especially qualitative instruments like classroom observation, note taking or interview is also significant as additional information to have a more profound and remarkable insights on the effect of Genius Learning Strategy to vocabulary mastery.

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