USING MEDICAL TERMINOLOGY IN TEACHING VOCABULARY AS AN AUTHENTIC MATERIAL AT PHARMACY DEPARTMENT OF SMK KEPERAWATAN GAFUR YAHYA PALOPO

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Abstract

The objective of this research was to find out the effectiveness of using medical terminology in teaching vocabulary as an authentic material at Pharmacy Department at the second year students of SMK Keperawatan Gafur Yahya Palopo. This research was pre experimental research with pre test and post test design. The population was the pharmacy department students which consists of two classes with total number was 60. This research used purposive sampling from population. There were 30 students from class A were chosen as sample since the class have low interest in learning in compare to class B. This research used vocabulary test as instrument. In collecting data, this research used some procedures namely pre test, treatment, post test. In pre test and post test used vocabulary test. In pre test the students got mean score 6.05. This is implies that the students had low vocabulary. In post test, the students got mean score 9.05 in very good classifications. This is implies that the students got increasing in vocabulary after treatment. Based on the findings and discussion of the study, the writer concludes that the use of medical terminology is effective authentic material in teaching vocabulary to the students at Pharmacy Department of SMK Keperawatan Gafur Yahya Palopo.

Keywords: Medical Terminology, Vocabulary, Authentic Material

INTRODUCTION

In teaching vocabulary, a teacher should know what the students want to know. The students' need in classroom is different one another. That is why the vocabulary lesson is in thematic one. Most of students are lazy to study English vocabulary they are difficult to memorize some English vocabulary because of they are difficult with English vocabulary which have some pronunciation but different meaning. Concerning the explanation above the writer tries to find out a good

method in teaching vocabulary in order to make students can memorize and master it so, they can improve their vocabulary. One of the methods in teaching vocabulary by using medicine package. In teaching and learning English vocabulary with using visual aids, especially using medicine package, is considered one of the most useful and effective way to teach and to learn English vocabulary. Using medicine package as an authentic material can makes students draw attention to the lesson, arose their interest and enrich their knowledge in the world health. By using this media the learners can enjoy themselves, release stress and have an open mind to learn and practice words.

According to Hayword and Sparkers (1984: 1255), Vocabulary is a list or collection of words used in a language , science, book, etc. usually arranged in alphabetical order, and explained, a word – book. August, Carlo, Dressler and Snow (2005) also pointed out that English language learners who experienced slow vocabulary development were less able to comprehend texts at the grade level than their peers were. Harmer (1992; 154) states was seen as incident to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus learning itself. Longman (1987) defines that vocabulary is a list of words in alphabetical order and with explanation of their meaning, less complete than dictionary. Cambridge International Dictionary of English (1995) gives the meaning of vocabulary as all the words used by a particular person or all the words used by a particular language or subject, all the words used in a particular language, total number of words, set of words, set of words that it used and words to learn.

Nunan and Miller (1995) defined authentic materials as those which were *not created or edited expressly for language learners.* This means that most everyday objects in the target language qualify as authentic materials. Other definition of authentic material by Peacock (1997): materials that have been produced to fulfull some social purpose in the language community. While Nunan (1999) defined authentic materials as spoken or written language data that has been produced in the

course of genuine   communication, and not specifically written for purposes of language teaching.

Authentic materials used in such a learning environment are not prepared specifically to be used in class, but they are the material already exsisting in real life do they reflect real life and its cultural values. For instance, a cartoon, a photograph or a song sung in a festival, news or articles in magazine or newspaper or a politician's speech on the TV can be brough into class to be used for instructional purposes. Using authentic material in language learning environments has a lot of advantages. Firstly, they engage both the learners' and teachers' attention in the language being thought. They have a high interest value because of their relevance to the real world keeping the students informed about what is happening in the world they live. So, it can be said that have an intrinsic educational value (Martinez, 2002). The studies done on authentic material shoe that these materials are very influential in increasing the students' motivation and teaching a foreign langauge (Akar and Yildrim, 2000). Authentic activities that are realized in constructivist learning environments with the active participation of the students enable them to become the thinkers and problem solvers of today and the future. They provide the teachers with necessary linguistic and structural basis for them to form a highly qualified teaching atmosphere (Taylor et.al, 2004).

When attempting to bring more real-world texts and activities into adult literacy instruction, it is helpful to consider how other teachers have done the same. In this chapter, we provide several examples of thematic units that illustrate the use of real-life texts, read and written for real-life purposes, by adults in literacy classes. We also provide a few additional thematic ideas to use, if, of course, they correspond with students' needs, concerns, and desires.

The result of this research is expected to be useful information for: (1) All readers, especially English teachers improving their quality of education. In addition, they are expected that they can apply this strategy (using medicine package to teach vocabulary of the second year students at SMK Gafur Yahya Palopo. (2). The headmaster of all senior high school gives motivation and facilitates more than before

to shopping a good learning teaching English in order reach education purpose. (3) And the next researchers give new information reference education English knowledge. This research focuses on the effectiveness of using medical terminology in teaching English vocabulary to the second year students of SMK Gafur Yahya Palopo. This study uses medicine package as an authentic material in teaching vocabulary particularly about noun and adjective.

METHOD

In this research, the researcher was applied pre-experimental method. The population of this research was 60 students at the second year students of SMK Gafur Yahya Palopo. In selecting the sample, the researcher used purposive sampling technique. The number of sample was 30 students taken from class A. The researcher chose class A because the researcher got information that the students of class A had low interest to study vocabulary.

FINDINGS AND DISCUSSION

The score of students' vocabulary in pre-test and post-test it can be seen on the table below:

Table The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	6.05	9.05

The table above indicates that the mean score of students in the post-test was very- different with their mean score in the pre-test or post-test > pre-test = 9.05 > 6.05

Table Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	33.17	49.56

The table 4.7 above shows that standard deviation of pre-test lower than post-test, where standard deviation of pre-test 33.17 and post-test 49.56. it shows a difference although not very big.

Table T-test and t-table Value

Component	t-Table	t-Test
t-value	1.699	23.35

Based on table above indicates that the result of t-test was greater than t-table. t-value above compared with t-table for certain real level $\alpha = 0.05$ by the degree of freedom n-2. The value is 1.699. it means that t-test was greater than t-table or 23.35 > 1.699; it means that the students' encourage learning vocabulary through medicine package word at the eleventh year students of Pharmacy Department SMK Keparawatan Gafur Yahya Palopo.

Based on the result of testing that has described above, it can be proved that the students' encourage learning vocabulary through the use medicine packages at the eleventh year students of Pharmacy Department SMK Keparawatan Gafur Yahya Palopo. The use medicine package as media is effective to encourage students' learning vocabulary at at the eleventh year students of Pharmacy Department SMK Keparawatan Gafur Yahya Palopo. The table 4.6, shows that the mean score of students in pre-test is 6.05 and in the post-test rise become 9.05. It is also seen in the table 4.3, where in the pre-test, all students taken as sample in this research got unexpected score. While in the post-test (after doing the treatment process) was changed, where 100% students got expected score. The table 4.4 above shows that there were just 1 (3%) student got good score, there were 14 (47%) students got very good score, there were 15 (50%) students got excellent score. Based on the result of

the research, it can be seen that students were motivated in learning through the use of medical terminology.

It means that after doing the treatment during the meetings, the students were encouraged in learning vocabulary through the use medicine package at at the eleventh year students of Pharmacy Department SMK Keparawatan Gafur Yahya Palopo. This improvement is proved by calculating the difference of both tests (pre-test and post-test) by using t-test analysis, where the result of t-test value is 23.35. The value is greater than t-table value (1.699) for $\alpha = 0.05$ level of significance and the degree of freedom (28). In pre test, the mean score was only 6.05. Most of the students were still not familiar with the medical terminology. Many of the students were wrong in answering some vocabulary questions such as for "paralyzed" the answer was "paralel", it should be '"lumpuh". Then, in post test, the mean score was increased. It becomes 9.05. This indicates that most of the students have a good score in vocabulary test. They have already understood the term in medical terminology. Based on the discussion above, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' encourage learning vocabulary through the use medicine package as media at the seventh year students of SMK Keperawatan Gafur Yahya Palopo.

CONCLUSION

The use of medical terminology improves the students' vocabulary at the eleventh year students of Pharmacy Department SMK Keperawatan Gafur Yahya Palopo. The improvement is proved by calculating the difference of both tests (pre-test and post-test) by using t-test analysis, where the result of t-test value is 23.35 The value is greater than t-table value (1.699) for $\alpha = 0.05$ level of significance and the degree of freedom (28) or value of t-test > value of t-table or 23.35 > 1.699, so Ho rejected. It also proved by the mean score of students in post-test was greater than pre-test or post-test > pre-test or 9.05 > 6.05. It means, Null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. So, it can be said that the students' vocabulary were improved after taught by using medical terminology through medicine packages at at the eleventh year students of Pharmacy Department SMK Keparawatan Gafur Yahya Palopo.

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