
THE EFFECT OF GENIUS LEARNING STRATEGY IN ENHANCING THE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This current study was focused on the effect of genius learning in enhancing students' vocabulary mastery. the researcher applied Genius Learning Strategy as an alternative way for teaching vocabulary to the students. The strategy emphasized on how to conduct an effective and efficient way of teaching vocabulary. It consisted of 8 steps, namely condusive atmosphere, connect, big picture, determining purpose, information input, activation, demonstration, and review. 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 analyzed by using t-test formula. 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 the result of t-test is bigger than t-table (8.58 >1.99). Thus, it can be concluded that Genius Learning gave a significant effect in promoting students' vocabulary mastery.

Key Words: Genius Learning, Teaching Strategy, Vocabulary Mastery

INTRODUCTION

Method of teaching English has been developed from time to time and we often heard about education innovation to improve the quality of education. Teachers try to improve their skills and knowledge by considering 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 vocabularies they have” (Tarigan, 1984). The more they gain in their vocabularies, the more chances they have to use those in actual life. So, it is logical to say that the degree of someone’s quality in learning language depends on the number of vocabularies they have.

Napa (1991) in Haerullah (2009) reveals that vocabulary is one of the language components and there is no language without words. In line with this idea, 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 identical with memory activity that not only related to how to memorize words but also to permanently memorizing certain target vocabularies. Most schools still apply the conventional technique to memorize some words to improve the students’ vocabularies. Students are not guided to check and keep their vocabularies in their memory.

In this research, the researcher applies Genius Learning Strategy as an alternative way for teaching 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. Hornby (1995) in Haerullah (2009) 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. Therefore, 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. 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 (Hatch and Brown, 1995). This research will specifically examine the improvement of students’ vocabulary in the following aspects; noun, verb, adverb, preposition, and pronoun.

Genius learning is a term that used to explain a practical series approach of improving learning result. The attempt of improving is reached by using various disciplines of knowledge such as the knowledge of brain working system, memory working 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).

Based on the comprehension of the working system of brain and memory system, Genius Learning emphasizes some principals for the learning process. Here are the nine principals of Genius Learning Strategy (Gunawan, 2006):

1. Brain develops in circumstances which is full of multi-sensory and thought challenging task.
2. Learning process happens consciously and unconsciously. And motivation will increase when learner decide their positive and personal learning purpose.
3. The learning circumstance should be in a "save" state, that is to provide high challenge but low threat.
4. Brain needs quick and various feed-backs.
5. Music helps learning process in three ways. Those are charging brain, relaxing and preparing brain to learn and transferring information into memory.
6. There are various ways and types of memory in our brain. By using specific strategy and technique, memorizing level will be improved.
7. Physic and emotive condition are inseparable. They need to be considered to reach the optimum learning result.
8. Each brain is unique. It has its own intelligence which develops by the use of appropriate teaching and learning process.
9. Though the function of left and right brain is different, both hemispheres can work together in processing information.

The steps of genius learning strategy also named as a Success Cycle of studying Genius Learning is as follow:

Conducive Atmosphere

1. Genius learning strategy applies conducive and positive learning circumstance. The Strategy will be nothing without the supported condition. The condition which is the absolute requirement for optimum learning result lays under the teacher's responsibility. Students should free of fear and psychological pressure. For example, conditioning them to not be afraid of doing errors is a part of learning successfulness. Therefore, teachers are expected to give positive and educational feedbacks, also showing great expectancy for students' successfulness.

2. Connect

The connection or association between the material will be learnt, the material has been learnt by student and the information used from what is learnt by the students are in the domain of this connect step. Considering mind condition of the students, teacher should associate students' mind or feeling to be ready to start learning process. The process of connecting will be effective and give significant influence if it involves emotion. The more personal connection created, the better the result will be. Giving question which requires answer is an easiest way to ask students to think and connect the information of their mind.

3. Big Picture

Teacher should provide the big picture of the whole material before learning process begins. It functions as a command to the mind to create a "folder" that will be filled with information. The working system of this big picture is equal to picture function on a puzzle. It is hard to arrange puzzle if we never know the whole picture of it. Teacher may use picture, poster or flowchart to raise the thinking stimulus.

4. Determining Purpose

In this step, learning process just begin. The expected learning purpose in final session should be determined early. This step also called as goal-setting step where students have to know what they want to accomplish.

5. Information Input

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

6. Activation

Activation is needed to know whether students have really understood the information. Best activation is by using students' intelligence. Considering that students have their own intelligence that influence the learning style, teacher should know the dominant intelligence of students based on the class situation. Activation can be held individually or in group to construct communicative and collaborative environment.

7. Demonstration

Demonstration step equals to student comprehension test process but in the 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. In genius learning, teachers provide enough time for the students to show their understanding of material. Demonstration includes direct practice, testing and understanding the application of information in daily life.

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 held individually or in group.

Learning style is a way that someone would rather use in thinking, processing, and understanding of certain information (Gunawan, 2006). For example, when a teacher wants to teach about plant, students have their own preferences to learn it. It can either by watching the video about plant, listening to an explanation about it, reading book or practicing directly in the field. Research reveals that student who learn through their dominant style of learning. Thus, teacher should accommodate the students' learning styles (DePorter et.al., 2014). Genius learning strategy uses learning style based on preference sensory and multiple intelligent. Gunawan (2007) 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 with visual learning style is easy to imagine what they are told and comprehend information they saw in pictures. Students that express themselves through sound both by internal and external communication are having auditory learning style. Then kinesthetic students are highly sensitive in feeling, emotion, touch and motional sensations that need physic and motion involvement for optimal learning (Gunawan, 2006). Moreover, people learn by using the multiple intelligent; consequently, both preference sensory and multiple intelligent cannot be separated.

Considering the explanation above, teacher should know the learning style of student or students' sensory preference. In this research, to know learning style of student, the researcher and teacher give learning style quiz. This quiz is adopted from Gunawan (2007) that consists of thirty-six (36) statements to predict student sensory preference. Then the result of quiz will be used as most appropriate teaching style in order to effective and efficient teaching learning process. That is the first and second 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%. Therefore, in this research, researcher applies auditory and kinesthetic learning style as teaching style as 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 question of to what extent does implementing Genius Learning Strategy impact the promotion of students' vocabulary mastery?

METHOD

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 in their classroom. Post test is given to both group (experimental group and control group) to find out the mean difference.

To provide answer for the research questions, two classes (X B class and X D class) at an Islamic high school in Jember Regency were chosen, and were divided into control and experimental group. There were precisely 38 students in each class.

The procedures of the research are as follows:

- a. Determining two group for the research, one as the experimental group (E) and the other control group (C)
- b. Giving Pre-Test (T1) for both groups to know the score of students' vocabulary mastery before the treatment.
- c. Giving treatment (X) to the experimental group by applying genius learning strategy to promote students' vocabulary mastery.
- d. Giving Post-Test (T2) for both groups to gain information on their vocabulary mastery
- e. Comparing the result of post-test between experiment group and control group.
- f. The score of two group is analyzed by using t-test formula to know the main differences.

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

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.

RESULTS AND DISCUSSION

This research was held on March 6th 2024 until May 25th 2024. 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 the students' vocabulary mastery 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 was found that t-test was 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 was 8.58 and the degree of freedom was 78. In this case the result was higher than the t-table which was 1.99 ($8.58 > 1.99$)

Null hypothesis states that there is no significant effect of teaching vocabulary mastery by using Genius Learning Strategy on students' vocabulary mastery. 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.

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 students' vocabulary mastery. 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 is encouraged to reveal more on the efficacy of Genius Learning Strategy on vocabulary mastery or other abilities in second language learning. 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 and other English skills. 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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