IMPROVING STUDENTS' VOCABULARY MASTERY BY USING WORD WALL MEDIA AT FOURTH GRADE OF MI BAHRUL ULUM KEBONDALEM IN ACADEMIC YEAR OF 2018/ 2019

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Abstract

This study aims to solve the problem of teaching and learning in the mastery of English vocabulary of fourth grade students of MI Bahrul Ulum Kebondalem which numbered twenty-two students. In the class there are problem in spelling and recognizing the meaning of a word in English vocabulary. To overcome the problem, the researcher helped them with the use of word wall media. The media was expected to be able to increase the vocabulary of Fourth grade of MI Bahrul Ulum Kebondalem and be more aware of spelling and meaning.This type of the research was Classroom Action Research (CAR) which has four steps; planning, implementing, observing, and reflecting. The subjects in this study were 22 students in fourth grade students MI Bahrul Ulum Kebondalem. The Data Collection in this study was obtained using Test. Test to find out the improvement of student abilities.The researcher conducted the research on two cycles. Every cycle were held in two meetings. From all the teaching strategies, there was an improvement from preliminary study, in cycle 1 and cycle 2. Based on cycle 1 it was 63% as mean and second cycle the mean was 82%. The result also covered that the students can knowing vocabulary more than vocabulary in preliminary study it was success the correct spelling and meaning that success they reach a good progress in each cycle. It can be conclude that word wall media can help enhance the student improving their vocabulary mastery in spelling and meaning of fourth grade of MI Bahrul Ulum Kebondalem.

Keywords : *Vocabulary Mastery, Media, Word Wall*

BACKGROUND

. Vocabulary is central of language and of critical importance to typical language learner In Coady and Huckin (1997:5). Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). Teaching vocabulary will help the student achievement in English lesson. Therefor some teacher should make their class through interesting in learning process to the student. Teaching vocabulary in elementary school, the teacher should make the students have many words and know the meaning of them by using creativity and innovative strategy according Cameron (2000 : 94).One of several ways in teaching vocabulary is including about the structures opportunities for the students to make a prediction about the meaning of the word that the students read. When the researcher did pre observation in Elementary School, it was found that there were some problems that were faced by students in learning vocabularies. First, the students in this school did not have enough vocabularies. Second, they got difficult to understand about what the teacher

say in the class. Third, they cannot do the task easily and the last, they cannot remember about vocabulary longer.

After found the problem To make effective teaching the teacher should use a suitable concept or strategy that related the students' need so, the student easy to study in class. To create successful of the teaching of vocabulary, variation in teaching English for young learner is needed. The teacher should find a strategy or effective media to encourage student's interest and to build their self confidence in vocabulary mastery. According to some previous study from Sartika (2017), Wilsana (2015) and Wulandari (2012). The result in their journal is applying media or strategy is suitable in teaching vocabulary, and to improve student vocabulary mastery. Sartika (2017) describe that word wall strategies help the students to improve students' vocabulary. The vocabulary is to enrich the student writing about descriptive text easily.Based on the researcher observations when the researcher carried out a preliminary research during teaching activities with the student of fourth grade MI Bahrul Ulum Kebondalem, that the researcher found that many students had difficulties problem. the researcher observe teacher performances and students' attention. From the teacher performances when the teacher have applied in teaching and learning process in the class the teacher follow on procedure of lesson plan opening, main activity until closing. The teacher sometimes speaks English in the class and the student didn't understand about the teacher says so the teacher combine by using Indonesia. The teacher didn't use media and the teacher use teacher center to explain the material.The teacher's voice is less strict in explaining the material. The teacher gives10 vocabulary related the material and they do write all the material on the whiteboard in their book. The students have to memorize well about the vocabulary.

So, they are not mastery the vocabulary around them that is very easy. The researcher also shares a questionnaire after do observation. The results of the questioners the students in this school they not have enough vocabularies. they got difficult to understand about what the teacher say in the English class. Third, they cannot do the task easily. The students asked their difficulty in vocabulary. And for Students' Attention when the researcher getting observations were active, enthusiasm, responsive but sometimes they were not focus on teacher explanation by using English. They are difficult to memorize exactly the word spelling.

Based on the preliminary study above, the student's vocabulary mastery must have for the student who wants to study about English because it is the foreign language that must be hardly to know the meaning of the sentence of language.

METHODOLOGY

This research, the researcher uses classroom action research. According to Kemmis and McTaggart (2002: 24) Action research is a form of collective self-reflection enquiry undertaken by participants in social situations in order to develop the rationality and even distribution of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out. Based on Latief (2015: 145), states Classroom action research for developing English learning purpose at curtaining instructional strategy to solve practical instructional problems in English

classroom. Classroom action research is research for an activity and improving the learning in the classroom.

Based on the research question mentioned in chapter 1, the appropriate design of this research is classroom action research (CAR). This type of this research study described study from the classroom problem. English teacher assess the effectiveness of their self is teaching activities and plan the improvement based on the result of the assessment. In this research the researcher as a teacher in teaching and learning process. The researcher taught vocabulary in young learning using word wall media to improve student vocabulary mastery. the researcher observe the student activity, such as check student's score from daily test, student performance and response from the student when teaching and learning activity in English classroom. Here the researcher needs some cycle to decide the strategy will success in teaching and learning process.

Classroom action research activities involve repeated cycle, each consist of planning, action, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle. Until the problem get solved by the strategy. This research involves repeated cycle, each consisting of planning, acting, observing and reflecting. The result of one cycle is used to determine the need for the following cycle. Until the problem Get solved by the strategy.

The setting of this research is the students of MI Bahrul Ulum Kebondalem Bareng Jombang in academic 2018/2019. The located school Jl. Sirroturroghibin Kebondalem. The subject of the research is the fourth grade students of MI Bahrul Ulum Kebondalem Bareng Jombang. There are 22 students. The boys are 11 then the girls are 11.

FINDINGS

Cycle 1 was conducted on January 7th, and 14th in 2019. The first meeting was on Monday, in this day researcher did planning. The second meeting was on Monday, in this day researcher did Implementation and observation. These were the explanation of the activity that had been done in the cycle 1.

a. Planning

By planning the researcher has to prepare the material for the student need. It s the teaching learning be fluency by following the plan. So, it would improve the student vocabulary mastery of the students. In this step, the researcher prepared teaching method, designing of the lesson plan and setting the criteria of success.

b. Implementing

In the first cycle conducted in two meetings in time Learning vocabulary by analyze the sentences about things at classroom material using the Word wall media.

a) First meeting

The learning activities were in the Fourth grade of MI Bahrul Ulum Kebondalem on Monday 7th January 2019 at 10:30 - 11:30 a.m. with a total attendance of 22 students. Learning material learned spelling the word. In this meeting was focused on giving material for students, the material was about vocabulary. The vocabulary focused on the things in the classroom. For the first, teachers asked to the student sing alphabet to giving information about the students spelling. Then asked student to

mention thing in the classroom and one by one spell the word. The researcher repeated students' vocabularies which were mentioned. Then researcher explained how to spell and pronounce it. Researcher also gave the meaning of the vocabularies. The second, Researcher explained about vocabulary, things, and the meaning and the media. The third, researcher explained what the students should do in this material. They have to explain How to use the word to have attention from the student the researcher take the word wall media on the wall. The researchers give a sentence and explained how to use word wall media in identifying the sentence.

b) Second meeting

The learning activities were in the Fourth grade of MI Bahrul Ulum Kebondalem on Monday 14th January 2019 at 10:30 - 11:30 a.m. with a total attendance of 22 students. Learning material learned spelling the word. The researcher explained about the material. Then the student give the test that the total of the question are 20 questions. The researcher give 30 minutes to make the student finished the question. The student were followed the researcher instruction that the part A the student matching the word and also spelling the English word. In the part B the researcher ask to the student to make sentence according to the picture number. Then give review with the student question and give feedback.

c. Observation

This observation had observed by the researcher since the first meeting and the second meeting and also the result of test. The observation resulted that the strategy teaching and media it's not maximum because the result of the test in the cycle one does not meet the criteria of success. There are eight students that pass the criteria of success and fifteen students do not pass the criteria of success. It was caused by the situation of the class, this class was very crowded, so that made students were less concentration and cannot listen the lesson and instruction well The teaching strategy was not maximum because of the time, the time for beginning the lesson was after breaking time. It makes the student didn't focus because the student come late enter the classroom and the student did not paying attention well about the material. Then there were the student ate in the class. Material was too complex so the student difficult to understand and memorize the vocabulary.
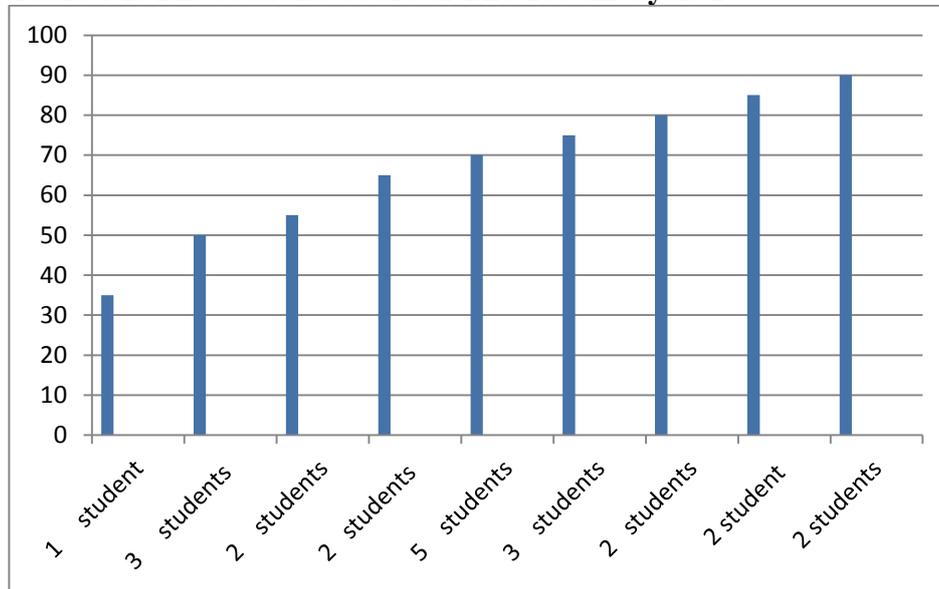
d. Reflection

Based on the result of the observing the teaching and learning have to overcome the problem that was showed in the first was time, the time have to change it can be put before breaking time to make the student didn't come late. It can put in first meeting earlier of the meeting. And the strategy have match based on the theme of vocabulary this teaching learning didn't confused. And they can memorize the vocabulary in each sub theme. As things in the classroom, things in the bag school, in the office and place of the school.

1. **Result of the test cycle 1**

To know the students' final score, it was necessary to analyze the students' vocabulary. The main reason of this activity is to know the

implementation of word wall media for young learner. The Researcher made 20 questions to measure the understanding of student spelling and meaning, the question is about related the meaning of the vocabulary in English. Student test must identify the picture and what is the meaning. If they understand the answer they can give around in that word.

Table.4.1. The Students Score of The Test in Cycle 1

In this test there were eight students get bad score. They get score were under of the standard minimum score, the minimum score is 70. There was a student got score 30. There were three students get score 50. There were two students get score 55. There were two students get score 65. There were five students get score 70. There were three students get score 75. There were two students get score 80. There were two students get score 85. There were two students get score 90. And for all this cycle was failed because student who pass the minimum of score just 63% they are eight students. Because cycle 1 was failed researcher must going to reflection and make more of 70% of student pass their minimum score. Because of that reason researcher made a reflection to reflect what made the student filed in this cycle. (see enclosure 13 page 84)

2. **Result of The Reflection in Cycle 1**

Based on the analysis and result of the students' participation and students' test score in the first Cycle, the implementation of word wall media for young learners did not satisfy yet on the improvement of the students' vocabulary mastery. Therefore, it has to be revised before the implementation of the next cycle in order that it could achieve the criteria of success. From the result of observation, first problem was caused by the situation of the class, this class was very crowded, because the lesson is after breaking time there were less concentration and cannot listen the lesson and instruction well. The second problem was teaching strategy, the did not appropriate of the arrangement the structure of the vocabulary. It should be learn by the theme as things at school. so the sub theme have to things at classroom that near them and it have to put the picture etc. so the researcher should make a group of the vocabulary that have to use in sub theme.

Finding in Cycle 2

   Cycle 2 was conducted on January 19thand 21st2019. Before teaching the student, researchers changed the time but before change the time the researcher ask to the English teacher.

Finding in Cycle 2

   Cycle 1 was conducted on January 19th, and 21st in 2019. The first meeting was on Saturday in the first lesson, in this day researcher did planning. The second meeting was on Monday, in this day researcher did Implementation and observation. These were the explanation of the activity that had been done in the cycle 1.

a. Planning

   the activity on this planning was the researcher has to revise the lesson plan, it was consisted of preparing the material, made the better scheme for word wall. The researcher put the picture to make the student easy understand the meaning and remembering the word. Furthermore, the researcher prepared the better teaching method and strategy

b. Implementing

   In the second cycle was conducted in two meetings, in time learning vocabulary by analyze the sentences about things at classroom material using the Word wall media.

 a) First meeting

   The learning activities were in the Fourth grade of MI Bahrul Ulum Kebondalem on Monday 19th January 2019 on 07:00 - 08:10 a.m. with a total attendance was 22 students. In this meeting was focused on giving material for students before go to the material the researcher asksed to the student sing *Alphabet song* to build the student spelling, the material was about vocabulary but the vocabulary put on a theme that the thing near with them. The vocabulary focused on the things in the classroom. For the first, teachers asked student to mention thing in the classroom, things in the bag that the thing always in bag and things at office. The researcher repeated students' vocabularies which were mentioned. Then researcher explained how to spell and pronounce it and they spelled the vocabulary . Researcher also gave the meaning of the vocabularies then after knowing the meaning. The second, Researcher invite the student to spell the word and repeat more before she explained about vocabulary, things, and the meaning and the media. The third, researcher explained what the students should do in this material. They have to explain How to use the word to have attention from the student the researcher take the word wall media on the wall. The researchers give a sentence and explained how to use word wall media in identifying the sentence.

 b) Second meeting

   The learning activities were in the Fourth grade of MI Bahrul Ulum Kebondalem on Monday 21st January 2019 at 07:00 - 08:10 a.m. with a total attendance was 22 students. Then, the student was given the test that the total of the question were 20 questions this test were same in cycle 1. The researcher gave 30 minutes to make the student finished the question. The student followed the researcher instruction that the part A the student had to match the word and also spell the English word. In the

part B the researcher asked to the student to make sentence according to the picture number.

c. Observation

This observation had observed by the researcher since the first meeting and the second meeting. The observation resulted that the strategy teaching and media was maximum. There were four students passing the criteria of success. And eighteen students passed the criteria of success. It was proved by the result of the test. This success was caused by the revising from cycle 1. In this cycle the situation of the class was conditioned, the student paid attention in the lesson, so that made students were concentration and can listen the lesson and instruction well The teaching strategy were maximum because the time of teaching was changed in to the first lesson, and the students directly focused on the key word of the word wall media because the researcher put the picture without put the meaning, by this changed students directly fill the test. The vocabulary was only focused on the one theme that was things in the classroom. So, students were easy to understand and memorize. So, the student can understand and memorize the vocabulary.
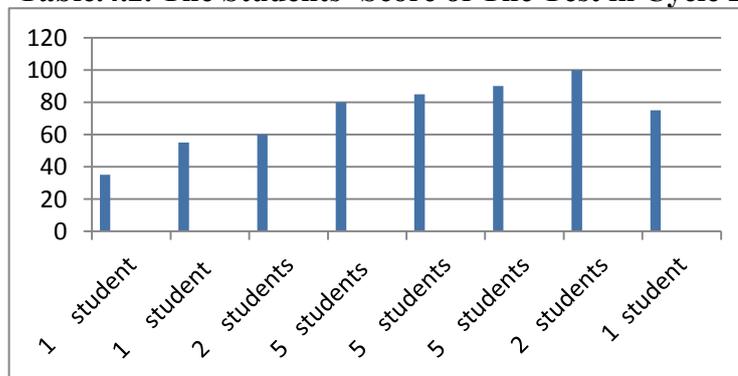
d. Reflection

Based on, the result of the observing in cycle 2. The teaching and learning had overcome the problems. The changed of the time, it had resulted a better impact. The second problem was inappropriate media in cycle 1, but in the cycle 2 was the media was began with add the picture without the meaning.

Result of the test cycle 2

To know the students' final score, it was necessary to analyze the students' vocabulary. The main reason of this activity is to know the implementation of word wall media for young learner. The Researcher made 20 questions to measure the understanding of student spelling and meaning, the questions were about related the meaning of the vocabulary in English. Student test must identify the picture and what is the meaning. If they understand the answer they can give around in that word wall.

Table.4.2. The Students' Score of The Test in Cycle 2

In this test of cycle 2 there were four students get bad score. They get score were under of the standard minimum score, the minimum score is 70. There was a student got score 35. There were a student get score 55. There

were two students get score 60. There were a student get score 75. There were five students get score 80. There was five student get score 85. There were five students get score 90. There was two student get score 100. So, this resulted that this cycle was success because it had covered the criteria of success that fifteen students passed the test the percentage was 82% of the total 22 students.
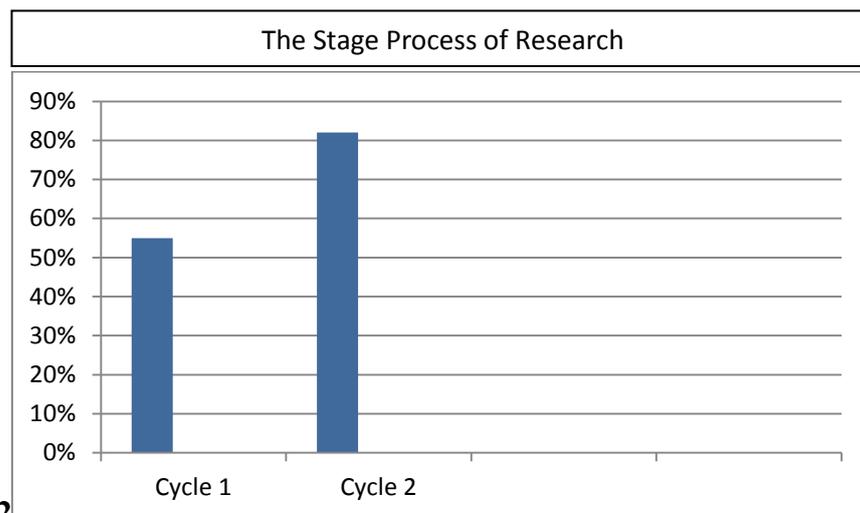
The Result of Cycle 2

Based on the analysis and result of the students' test score in the second Cycle, the implementation of word wall media for young learners was satisfied to improve the students' mastery on the vocabularies. Therefore, it could achieve the criteria of success. The second was teaching strategy, the teaching strategy also was satisfied to improve the students' mastery on the vocabularies. and the cycle 2 had met the criteria of success. So, this cycle did not need to be revised. This cycle had been success and had to be stopped.

Over All Findings

Based on the result of the vocabulary test, it was resulted that students have a significant improvement. It means that, the use of word wall media had positive impacts in teaching and learning English especially in vocabulary for young learners. From this, it was known that the students' ability in mastering vocabulary English developed better than before the media implemented.

Table.4.3. The Students' Percentage Score of The Test Both Cycle 1 and

The Stage Process of Research

Cycle 2

From the table above we know that in the cycle 1, students who can reach the criteria of success was 63%, it means that this cycle needed to be revised in order to increase the student's achievement. In the second cycle or cycle 2, it concluded that 82% of students were reached the criteria of success. It mean cycle did not need to be revised because the media and strategy of teaching covered the criteria of success that was 70% of students got 70. It concluded that this cycle could be stopped in the second cycle and the research was success.

CONCLUSIONS

This chapter discusses the conclusions and suggestions based on the result of the research in the previous chapters. The conclusions tell about the strategy of teaching vocabulary in the school by using word wall media can help student to improve student vocabulary mastery. In addition, the suggestions are directed to

English teachers and to the researchers who want to continue to do research on the same field in the future.

The media had improved the English vocabulary student. It used several steps and procedures that should be followed to make this media could be a success media for fourth grade students of MI Bahrul Ulum Kebondalem. First, the teacher gave the students vocabulary in teaching English young learning. Then, the teacher stimulated the students about the vocabulary that they have. After that, Teacher explained clearly what were vocabulary and what the spelling of the word, how the meaning of the word and so on. After that the researcher gave example of sentence to make the student understand about meaning of the sentence. Second, student answered the meaning of the sentence by helping the word wall media as key word meaning. Third, Students answered the meaning and write the answer on their book. The last, the student was showing the meaning in front of the class.

SUGGESTIONS

Based on the researcher findings, some suggestions are directed to the teachers, the students and the future researchers. First, due to the fact that the using of word wall to be a media in teaching vocabulary to young learner could improve the students' writing ability. So, this media is recommended to be used by the teachers of Elementary school Who has the same problem in teaching vocabulary to apply this media in teaching vocabulary mastery It is suggested that teachers could develop this research through teaching vocabulary to young learner workshop, English teacher's meeting and discussion, teaching English vocabulary in elementary school. Second, the future researchers who want to improve the students' vocabulary mastery especially vocabulary thing at classroom in the Elementary school as media. For the students who are interested in studying English, it would become one of way to learning meaning by using word wall media. Furthermore, it could be one of the media that made the students became more active in the class.

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