

**IMPROVING STUDENTS' VOCABULARY
BY USING BOOKLETS**

AN ARTICLE

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY**

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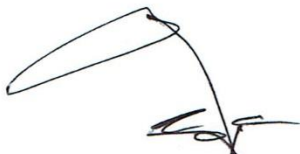
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IMPROVING STUDENTS' VOCABULARY BY USING BOOKLETS

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Abstract

The seventh Grade of *Madrasah Tsanawiyah Negeri 2 Pontianak* in academic year 2017/2018 had problems in vocabulary. It could be seen from several indicators: first, their vocabulary score was low. Second, students did not have motivation during teaching-learning process. To overcome the problems, the researcher designed a class action that was applied to the 40 students of class 7B *Madrasah Negeri 2 Pontianak*. The researcher used booklets to improve students' vocabulary. There were two cycles of action. In each cycle, the procedure of the research consists of planning, acting, observing, and reflecting. The result of the research shows that booklets could improve the students' vocabulary. Based on observation checklist, field notes, and test result, the students made improvement in vocabulary. The students could learn vocabulary easier than before. They could memorize and understand the English word easily. When the booklets are used, in the first cycle and second cycle, students were enthusiastic in joining learning activity. Students were also active as group members when they did the group work. The result of the study was that the students' progress during teaching and learning activity in cycle 1 and cycle 2.

Key Words: Improving, Vocabulary, Booklets.

INTRODUCTION

English is one of the languages in the world used by many people in a lot of countries. It is also recognized as the main language for communication with other people from different countries. Teaching English in the classroom should be managed as well as possible where the teacher should be able to create a good atmosphere of learning activity in the class as comfortable as possible.

Many students try to learn English as soon as possible so that they will not find problems in learning. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary is a critical factor in the development of students' English skills. Cameron (2001, p.71) stated

that vocabulary is among the areas of knowledge in the language and an important element in the language, it has an enormous role for students in acquiring and learning a language. McCarten (2007, p. 3) stated that "Vocabulary is one of important skills in language". We use words and arrange them together to make sentences, conversations, and discourse all things. Then, Harmer (1999, p. 3) stated that an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. The English words have to be introduced clearly to the students, so that they can comprehend them easily without mistakes. The teacher should teach and explain them

clearly to the students to make them understand.

Improving students' vocabulary by using booklet is very important to investigate because if students have limited vocabulary, it will be a problem when they learn English.

Based on the pre research in *MTs Negeri 2 Pontianak*, the researcher found most of the students having difficulties in mastering vocabulary. There are some factors that affected students in mastering vocabulary. They are: 1) the students got difficulties in memorizing the meaning of the words; 2) they got difficulties in pronouncing the words correctly or students mispronounced the vocabulary; and 3) it is assumed that the media or technique used by the teacher is not suitable enough to support the purpose of teaching. Those problems can affect students during their learning process.

In this research, the researcher wanted to solve the problems in the classroom by using booklets. The booklet is a small-sized book (half-liter) and thin, no more than 30 pages back and forth, which contains the vocabulary with colorful pictures to describe. These pictures made students easier to understand and interested to memorize the vocabulary. This booklet has been created by researcher and the researcher gave those booklets containing the materials for the students. In these booklets, researcher provided pictures, meaning, and the function of the vocabulary. The structure of the content such as books (no introduction, contents, cover) it is just a way of presenting it much shorter than a book. Hornby (2003, p. 32) argued that booklet is a small thin book with a paper cover that contains information about a particular subject.

The advantages of using booklet are, it is simple to use because the size is small and thin, it is easy for students bring anywhere. So, the media can be one of the main solutions which expected to help the teacher and students in the learning process, especially to the seventh grade students of *MTs Negeri 2 Pontianak*. Yet, the booklet has some disadvantages especially the learning. They are: 1) the teaching and learning process is slow. So that teacher should be more patient

and creative in teaching vocabulary; 2) Time and cost also a burden for researcher and teacher; 3) the students can not understand without guidance of a teacher. In this case the guidance of the teacher would be expected.

Teaching vocabulary is an activity to acquire some new words to improve the language. Before teaching the students, the teacher should consider how to present vocabulary in class, it is necessary in making lesson plan. Before presenting vocabulary, the teacher should consider the factors as the foundation in presenting vocabulary. The teacher should know how many words to present. The following factors are the level of the learners, the learners are likely familiar with the words, the difficulty of the items, teachers' ability, and the items are being learned for production or for recognition only.

There are some aspects of vocabulary that the learners master. They are form (pronunciation and spelling), grammar, collocation, aspect of meaning, and word formation. From these aspects of vocabulary, the appropriate aspects for teaching to students in Junior High School are form (pronunciation and spelling) and the meaning. It is because they are basic aspects in presenting vocabulary. Before learning the higher aspects they have to know how the words sound, how the word spells and what the meaning is. It means that before mastering the three aspects correctly, the students will get the difficulties when they learn the vocabulary by using grammar, collocation, connotation, appropriateness, meaning, and word formation.

In this research, the researcher has applied booklets as media to teach vocabulary to the seventh grade of *MTs Negeri 2 Pontianak*. This media is appropriate to improve students' vocabulary. The booklet is a small-sized book (half-liter) and thin, no more than 30 pages back and forth, which contains writings and drawings. The structure of the content such as books (no introduction, contents, cover) it is just a way of presenting it much shorter than a book.

The booklet can help students to improve students' vocabulary. This media can help students to concentrate on the lesson. The

purpose of this media is to facilitate the teacher to teach vocabulary and make students easier to learn the vocabulary.

The other purposes of booklet can be described as follows; to introduce functions and types of learning and teaching resources, to introduce strategies for effective resources development, and to provide guidance on how resources can be effectively used with examples of good practice. The teacher may prefer some classes to do the neat version of their writing on bits paper. The advantage of the booklet is that it allows for things going wrong without spoiling the whole booklet. The disadvantage of the booklet is that it means you have to deal with the glue.

The previous research using booklet has been done by another researcher, Hanani (2015), whose result showed that booklet could improve the students' reading knowledge and vocabulary. The teacher can make each booklet out of A4 paper. Fold the sheets into four, staple them down one of the long folded edges, and cut them to provide a quick, attractive sized, and twenty pages booklet. After that, the students write twenty words in the booklet. It means they have twenty new vocabularies. Then, they can apply for English skill.

According to the reason pointed out, the researcher interest to conduct a Classroom Action Research to find out the improvement of students' vocabulary by using booklets to the Seventh Grade Students of *MTs Negeri 2 Pontianak* in academic year 2017/2018. Hopefully, this research can solve the students' problem in vocabulary and improve their vocabulary.

METHOD

In this research the researcher used a Classroom Action Research (CAR), where the researcher paid more attention in teaching learning process. Burns (2010, p. 34) stated that a researcher needs to take into consideration about the purpose of his research because this will be helpful to point to the most appropriate methods that will be used. Hence, in line with the purposes of this research, the

researcher decided to apply classroom action research. This is reasonable because to improved teaching and learning process and to solved the problems found in the classroom, indeed research into classroom is needed.

The researcher used classroom action research Kemmis and Taggart model, which consists of four steps namely: planning, acting, observing, reflecting. Improvement of the problem in this research is brought about by a series of cycles. Kemis (2010, p. 278), stated that the model of action research is consist of four steps in a spiraling process.

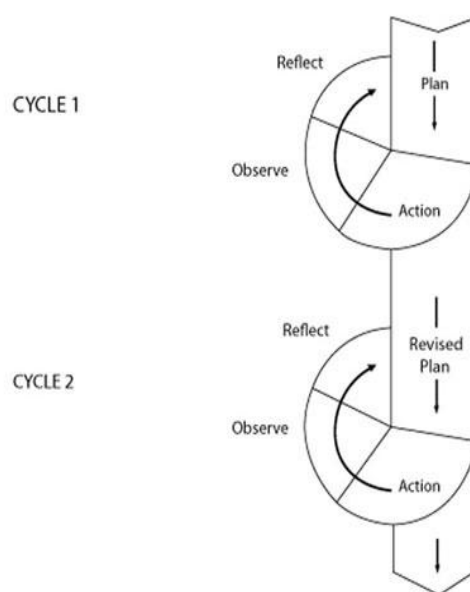


Figure 1. The Cycle of Classroom Action Research

The classroom action research design used in this research is a collaborative classroom action research. It means that the researcher collaborates with the English teacher of *MTs Negeri 2 Pontianak* as the observer and collaborator. In conducting the research, the researcher acted as an English teacher who taught English vocabulary through booklet, while the real English teacher acted as an observer or collaborator who observed the action of the research while teaching-learning activities happened in the classroom.

The Classroom Action Research using Kemmis & Taggart design consists of four phases, they are planning, acting, observing,

and reflecting, after doing four phases it can be considered as one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continued to the second cycle in line with the same concept of the first cycle.

Planning phase is all about the researcher preparation for teaching learning process. The teacher designed teaching learning activities to overcome the problem and prepared everything needed in doing research.

The second phase is acting phase. This is the implementation of planning. After preparing the lesson plan and material needed, the researcher implemented booklets in teaching vocabulary in the classroom. During teaching and learning process, the researcher roles as the teacher and applied the booklets.

The third phase is observing phase. In this phase, the researcher and the teacher collaboratively to wrote all events which was happening in the class, and also carried out observation toward implementation of the action using field note. In addition, the researcher used video recorder as the additional tool during the observation. Both field note and video recorder recorded the important things happen in the classroom. The video recorder as additional tool used by the researcher could help in recording what was not presented or missing in the field note. The process of teaching learning recorded by collaborator while the researcher is teaching vocabulary by using booklets.

The fourth phase is reflecting phase. This phase is aimed to reflect or evaluation from three phases before, it is done based on data that have been collected to hold evaluation for completed the next cycle. Thus, the reflection was able to be determined after implemented the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve. In this case the researcher gave the booklets with different material, for example “things in the house”.

The subject of this research was students at grade VII class B of *MTs Negeri 2 Pontianak* in academic year 2017/2018. The

number of students consists of 40 (forty). It is chosen based on the researcher’s experience teaching practice in that class. That is why the researcher chose students at grade VII class B of *MTs Negeri 2* as the subjects. In this research, the researcher actively participated in teaching learning process. The researcher acted as the teacher and the seventh grade English teacher acted as an observer. The collaboration has done by both the researcher and the English teacher in *MTs Negeri 2 Pontianak*.

In collecting the data, the researcher used measurement and observation technique. The measurement technique have done by conducted the test to know the students progress or students’ vocabulary achievement in every cycles. Meanwhile, the observation technique have done by using observation checklist table and field note as a guidance to notice students’ improvement in improving students’ vocabulary by using booklets.

FINDINGS AND DISCUSSION

Findings

This research was conducted in two cycles. During applying this media, the researcher and the collaborator cooperated to record the process-what actually happened in the classroom through field notes and observation checklist table. After giving the assessment, the researcher computed the students’ score and classified the mean score into the qualification. All those steps were done to obtain the research findings. To compute the class performance, the researcher used the formula of mean score.

The researcher selected the seventh grade class B of *MTsN 2 Pontianak* in academic year 2017/2018 especially in class B that they wanted to improve the comprehension or result of learning process. The researcher investigated some problems that happened in the classroom. As indicated earlier and based on the task given on the pre research, the problems were the students had a lack of vocabulary.

The researcher had made the lesson plan, teaching media (booklets), observation checklist table, and the form of fields notes.

The lesson plan and teaching media were constructed in such a way to make an effort so that the students got involved in the teaching learning process. The researcher planned to start the first cycle in the classroom action research on January 5th, 2018.

The researcher decided to use media to help students in learning the material of vocabulary. The researcher used booklet as teaching media in order to attract the students' motivation in memorizing the vocabulary and the meaning of words easily. In the first cycle consisted of one meeting. The topic which is used in the first cycle is "things in the classroom".

The acting was done on January 15th, 2018. In this research, the researcher acted as the English teacher used booklets in the teaching learning process in order to improve the students' vocabulary. Firstly, the teacher started the lesson by greeted the students with sing a song. Teacher, "Hallo, *hallo, hallo everyone, how are you today (2x). I hope you are fine like everyday (2X) and I want to say have a nice day. Hallo my students*". Students' "Hallo Sir". Teacher, "how are you today?" Students, "I am fine, Sir, and you?" Teacher, "I am fine too, thank you. I have special song for you. Would you sing together?" Students, "Okay Sir". Then, teacher and students sang together. There were three students absent. Teacher, "who is absent today?" Student, "Diyas, Shelly, and Muhammad Rifqi". Then, the teacher introduced the topic and explained the objective goals in the lesson plan.

In the modeling stage, the teacher showed a video about things in the classroom. The teacher also asked the students to repeated after the teacher. In this stage, the teacher gave some booklets to the students. The booklets consist of vocabulary, pictures, and functions of things in the classroom. Teacher asked some questions related to the materials, so that the students knew about the topic of the lesson.

The teacher drilled the words and the students practiced the words. An example, the teacher showed the booklets and said "ruler" then students practiced together, "ruler". Teacher also asked the students to pronounce the words and functions of the words fluently.

Teacher asked the students to make a sentence and asked some of them to read in front of the class. The teacher gave some rewards as the reinforcement.

Afterwards, the teacher divided the students into eight groups, each groups consist of four to five students. After that, the teacher gave a glue, blank booklets, and some pictures. Then, teacher asked them to made a booklets related to the materials. During the discussion, teacher provided instrument music and guided the students who had difficulties in that activity. The teacher gave some rewards for the winners. Teacher also gave the rewards for all students as a motivation.

Lastly, the students were asked to answer the questions individually in order to know students' vocabulary about things in the classroom. The exercise consists of three kinds of test, namely, multiple choices, fill in the blank, and matching test. Before closing the lesson, the teacher summarized the lesson. The teacher asked the students write the name of things in the classroom that they learnt at home. The teacher asked the students whether they had questions or not, but there were no students asked the question. When the time given was over, the teacher asked the students whether they were happy or not in the lesson by using booklets. The students answered "yes". Then the teacher gave some motivations, said thank you for their attention, and closed the lesson.

The observation was done to identify the implementation of booklets in improving students' vocabulary. This observation was held during the implementation of booklets in the classroom. The main aspect which was observed in the first cycle was the students' behavior when booklets were implemented.

In this stage, the teacher and the collaborator observed the result of planning, acting, and developing stages. They observed about whole process of the first cycle. In the first cycle the topic of the lesson is thing in the classroom. By observing the process and the students' participation, they tried to identify its strengths and weaknesses.

The teacher and collaborator found some students gave positive response during the

activity. In the pre activity, the students were happy when they could sing, dance, and clap hand together. The students also showed their interest when they showed the pictures from the booklets. Students answered the questions from the teacher enthusiastically.

In the first cycle, the teacher used technique drilling. The technique of drilling can help the students to get pronunciation well and it can help the students to memorize the words. During the teaching and learning process, the students were happy, very active, and interesting. It also caused the teacher gave the students a song, a video, a power point, a booklets, a dance, and some rewards. The teacher also gave the students a worksheet; arrange the words, get the meaning and functions, and the last the students must matching and showing with the booklets in front of the class. It made the situation in the class was very noisy. But, there are some students can not spell English well.

To increase the students' vocabulary, the teacher gave an exercise to the students. While working on this task, some students showed their interest by asking certain questions. The teacher tried to answer the questions and gave explanation for the students briefly and shortly. When they finished their task, they have to submit their works to the teacher.

After collecting the students' task, both the teacher and collaborator worked together to compute the individual students score to obtain the students' mean score. The result of the first cycle was unsatisfactory and it did not achieve the indicator of success point.

The score of students in improving vocabulary was still unsatisfactory. The results of students' score showed that from 37 students average 43,2 % students (whose scores were 80-100) were qualified as good to excellent, 29,8 % students (whose scores were 66-79) were qualified as average to good, 18,9 % students (whose scores were 55-65) were qualified as poor to average, and 8,1 % students (whose scores under 50) were qualified as poor. Then, the sum of students' score was divided by the number of the students to obtain the main score. The students' mean score in the first cycle is 72,

25. It was qualified "average to good". In the first cycle, 56,8 % students whose scores were under the minimum level of 75 got difficulties in improving their vocabulary. It means that the researcher and the English teacher had to think the better preparation for the next cycle.

Based on the discussion between the researcher and the collaborator, it could be concluded that the first cycle was not satisfying and it still needed much effort to accomplish the goal of model applied. It meant that the second cycle was waiting for being conducted.

There was an improvement of students' motivation. The students were enthusiastic in joining the learning activity. They enjoyed participating the lesson. Moreover, in general the students focused to the lesson and the situation in the class can be controlled.

Most all the students were active when the teaching learning process. There were some students memorized the words well. The students were enjoyed participate the lesson with booklets.

Based on the result of reflection in the first cycle, the researcher and the collaborator got a lot of inputs and information from the first cycle. From the first cycle of the implementation of booklets, some problems were found which needed to be overcome. It has been described before; there were three main problems which had to be solved. First, the students' words-spelling was still low. This problem would be solved by making more activities in spelling.

The second problem was that some students still pronounced the things in the classroom incorrectly. This problem could be done by drilling more both in individual and group. The third problem was that some students are difficult to memorize the words given by teacher. This problem could be solved by group discussion and game by using booklets. Therefore, each group member would have role in doing the task. The topic which was chosen for the group task was "this is my house".

The researcher and the collaborator attempted to cover the solutions happened in the previous meeting. The researcher and the

collaborator prepared the lesson plan, teaching media such as booklet, observation checklist table, and field notes.

The researcher and the collaborator conducted the second cycle on January 23rd, 2018. The researcher and the collaborator got a lot of input and information from the first cycle. Based on the meeting, the researcher and collaborator knew the difficulties of students and tried to prepare the materials.

In this phase, the researcher tried to increase the students' vocabulary through booklets. The teacher greeted the students by a song and checked the students' attendance. Teacher "*Hallo my students, how are you today? I hope you are fine like everyday. Always be happy, always be spirit. And now I say good morning everybody. Hallo my students, how are you today?*" Students "*I am fine, Sir. How about you?*" Teacher "*I am fine too. Who is absent today?*" Students "*There is no student absent, Sir*". The teacher also explained about the objective goals in the lesson plan. Then, the teacher also introduced the topic and explained the benefits of the material they are going to learn.

The teacher showed the booklets and power point about this is my house. The teacher pointed one by one and explained the names of room in the house and its function. The students paid attention to the teacher's explanation. Then the teacher drilled the words and the students practiced the words. For example, the teacher showed booklets and said "bedroom", then students said together "bedroom". Then, teacher asked students one by one to practiced the vocabulary.

The next activity, the teacher asked students to make a group and a group consist of 5 students. The teacher gave the students blank booklets, glue, pictures, and some sentences. The teacher asked the students to make their own booklets and stick to the pictures and sentences into the blank booklets. During the discussion, teacher provided instrument music and guided the students who had difficulties in that activity. The teacher gave some rewards for the winners. Teacher also gave the rewards for all students as a motivation.

Lastly, the students were asked to answer the questions individually in order to know students' vocabulary about things in the house. The exercise consists of three kinds of test, namely, multiple choice, fill in the blank, and matching test. Before closing the lesson, the teacher summarized the lesson. The teacher asked the students write the name of things in the classroom that they learn at home. The teacher asked the students whether they had questions or not, but there were no students asked the question. During the discussion, the teacher guided the students who had difficulties. When the time given was over, the teacher asked the students whether they were happy or not in the lesson by using booklets. The students answered "yes". Then the teacher corrected the answer together. The teacher also gave some motivations, said thank you for their attention, and closed the lesson.

In the second cycle the topic was things at home. The situation was similar to the first cycle and the students' enthusiasm was still high. In addition, in every activity, pronunciation, drilling, and spelling were also emphasized.

In the last activity, the students were asked to answer the questions. The process showed that the students were enthusiastic in learning vocabulary and tried to finish their work. Every student submitted their work to the teacher when time was over. The teacher ended the class by concluding the material together with the students.

In general, the students had better in improving their vocabulary. In addition, the result of individual students' score showed that from 40 students, 100 % students (whose scores were 80-100) were qualified as good to excellent. There was no student get the score under the minimum level. The students' mean score in the second cycle was 92, 3. It was qualified "good to excellent". The students' score was satisfactory and reached the standard of successful. This improvement was a signal that the vocabulary problem was solved.

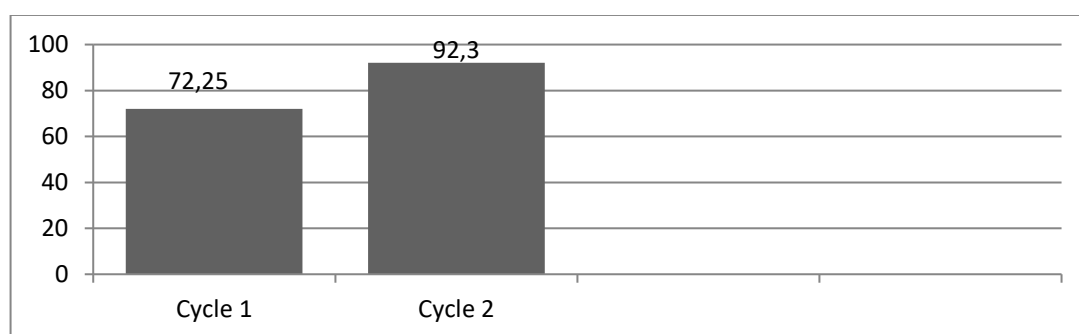
In the reflection stage of the second cycle, the researcher concluded that the second cycle of the research was successful. All the expectations of the teaching learning process

and the reflecting actions from the first cycle were improved. It can be seen from the result of students' test. The process and the students' achievement were better than the first cycle. The successfulness of the cycles convinced the researcher to stop the cycle.

The results of the two cycles indicated the improvement of students' vocabulary by using booklets. The students were able to answer it correctly and write the answer it correct

spelling. After applied the booklets, the students understood the reading given by the teacher, the students could easily memorized the vocabulary by using booklets.

The researcher concluded a diagram to show the significant of the students' mean score in the first and the second cycle as follow:



Graph 1. Mean Score Cycle 1 and 2

Discussion

This classroom action research was conducted in two cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The teacher kept monitoring and evaluating what has done in the entire process of cycle 1 to improve the result in cycle 2. The acting stage was conducted in one meeting (2X40 minutes) that was performed during the teaching and learning process. While doing teaching and learning process, the teacher needed a collaborator to observe what was happening in the classroom and to take some notes. The presence of the collaborator was to minimize the subjectively of the teacher while interpreting the data.

The data collected in the form of students' test, observation checklist, fields notes, and a video as an additional tool. From the research findings, it can be seen that the students' vocabulary increased from the first cycle to second cycle.

In this part, the researcher tried to answer the research problem. The purpose of this research is to find out whether booklets can improve students' vocabulary. There was

students' score improvement that refers to the comparison in two cycles. The improvement can be seen from the mean score 72, 25 (cycle 1) to 92, 3 (cycle 2).

Based on the students' achievement score, it was clear that the students' vocabulary increased from the first cycle to the second cycle. Moreover, the observation checklist and the field notes also showed significant improvement in teaching learning process. The students were paying more attention to the material.

In conclusion, the researcher determined that this research was satisfactory. The students' vocabulary improved significantly by using booklets. Therefore, the researcher concluded that booklets can improve students' vocabulary of seventh grade students of Madrasah Tsanawiyah 2 Pontianak in academic year 2017/2018.

CONCLUSION AND SUGGESTION

Conclusion

From the result of the research, there was improvement from the first cycle to the second cycle. In the first cycle the mean score was 72, 25 and 20 students pass the standard minimum

score. This result was unsatisfying. It was necessary to conduct the second cycle. In the second cycle, the mean score was 92, 3. The teaching learning process was improved by using booklets in teaching vocabulary. This was proved by the result of the field notes and observation checklist from the first cycle and the second cycle. A booklet is a good media to be applied in teaching vocabulary. They can easier to memorize the words. Applying booklets did not only improve students' achievement to reach the standard score used in the school, but also increased students' interest in learning vocabulary by using booklets.

Suggestion

Based on the research findings, the researcher would like to propose some suggestions to improve teaching learning process especially teaching vocabulary by using booklets. It is suggested that to English teacher to apply Booklets with Classroom Action Research, because it was proved that applying Booklets could improve students' vocabulary. The use of Booklets in teaching learning activities should be related to the topic. In improving students' recognizing the meaning of words by using booklets, the teacher should consider the appropriateness pictures. The appropriateness pictures are needed. The teacher should be able to develop a good atmosphere in the classroom, so that students learn at comfortable situation. For example make a various techniques and combine by using the booklets. For the reason the students do not feel bored.

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