DEVELOPING STUDENTS' VOCABULARY MASTERY THROUGH STICKY FLANNEL BOOK FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

The objective of this research is to develop the sticky flannel book for increasing students' vocabulary mastery. The type of this research is Research and Development (R&D). The subjects were 28 learners of the fourth grade in the Minomartani 6 elementary school. The research instruments were questionnaires, interview guidelines, and observation guidelines. The products of this research are sticky flannel book as the medium and "English Time" as the student book based on the genre based approach. There are two units in the book. The title of the first unit is "Fruits" and the title of second unit is "Things in the Classroom". There are four activities revealing four language skills. The activities apply the four steps of genre based approach: BKOF, MDOT, JCOT, and ICOT. The results of expert judgment questionnaires show that the products are categorized into good media and materials, and appropriate to be used in teaching English for the fourth grade of elementary students although there were some revisions that should be done.

Keywords: vocabulary mastery, sticky flannel book, research and development

Introduction

English is an international language used by many people to communicate with each other. They do not use English to communicate but also put it as a compulsory subject in education. It has been taught in Indonesia from primary level to the advanced level. It makes the teaching English for children are intended to educate elementary students for preparing the higher level especially the Junior High School. Teaching English for children is different with adult because the psychological aspects develop based on their age. Harmer (2001: 38) states that children learn differently about from teenagers, adolescents, and adults. It influences in the teaching method, especially teaching vocabulary mastery.

Vocabulary is the basic competence for teaching and learning English in the beginning, especially in the elementary school. It is also to be connected with context of language. Vocabulary mastery means that knowledge about the words and context of language. It is very crucial to educate the young learners to figure out both of them that increase their competence in all of English aspects. Besides, there are many ways to teach vocabulary for young learners that may be applied in the classroom. The English teacher may use the media, technology, song, or games to attract the students in learning English. They will feel fun in the class.

Based on the preliminary study done by researchers, the English teacher always uses the conventional book as the students' handbook and *LKS (Lembar Kerja Siswa)* as the students' workbook. The use of *LKS* is less helpful for students because there are many written activities in the complicated from. The design of *LKS* is not interesting. Most of colors are black and white. Second, it is about the teaching method. The teacher always teaches the materials to the students using the activities in the form of the compilation. It means that the teacher tells the materials at beginning. Then, she asks the students to complete the written activities in *LKS*. Last, she gives the feedback and score in their works. Third, it is about teaching media. Sometimes, they use media in teaching and learning processes. The teacher asks the students to

bring the picture related to the topic. Then, she will tell them about the pictures in the next meeting. Those problems make the students get bored easily. They just have low motivation in learning English because the teaching method and the teaching media are not interesting.

The formulation of the research was "How to develop the sticky flannel book for increasing students' vocabulary mastery of the fourth grade students at Minomartani 6 elementary schools in academic year 2016/2017?"

Literature Review
Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt at beginning. Suharto (1986: 6) concerns that the knowledge of vocabulary mastered by students in order to able to comprehend an English passage should consist of knowledge of antonym, knowledge of derivation, knowledge of connector/conjunction, and knowledge of the way to define words in context. When we are mastering vocabulary, we do not just figure out the meaning of vocabulary but we also figure out the kind of words in the context.

Genre Based Approach

According to Feez and Joyce (1998), Genre-Based involves: teaching explicitly about the structures and grammatical features of spoken and written texts; linking spoken and written texts to the cultural context of their use; designing units of works which focus on developing skills to the whole text; and providing guided practice for the students.

Material Development

Before deciding the materials that will be developed, target needs can be defined as what the learners need to do with the target situation, while learning needs are regarded as what the learners need to do in order to learn. To discover the target needs, there are a range of tools used. The tools that are usually used are necessities, lacks, and wants (Hutchinson and Waters 1987: 55-58). There is the material design model that suggested by Nunan. Nunan says that a task consists of six components: goals, input, procedure, teacher's roles, and learners' roles (*Task-Based Language Teaching* 41-71). Designing materials need to be evaluated to find out the reliability of the materials. Tomlinson defines materials evaluation as follows:

> Materials evaluation refers to attempts to measure the value of the materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so (15).

Media

In teaching and learning process, media are needed to support or increase the learners' language development. Harmer (2007: 177) contends that object, picture and other things can be used as the media to present and manipulate the language and to involve the students in all kinds of activities. It can be said, then, that media can support the materials.

Developing Vocabulary Mastery through Sticky Flannel Book

The sticky flannel book is an educational medium that is made related to the syllabus and the result of students' needs. It is made from fabrics and carton. It consists of the pictures,

the name tags, the chunk of latters, and the mini dolls. It can be remove easily. It can also attract the students' interest through the fun activities in learning English. Advantages of sticky flannel book are that it is a big but removable medium. It also can help the student to increase their motivation, and their language skills. However, it has disadvantages such as the need of sufficient time and enough money on the process of creating it.

Method

This research belongs to Research and Development (R&D). Borg and Gall state that Research and Development is the process used to develop the educational products and validate the product by testing it. There were six steps that should be followed. The interview and questionnaire were the curial steps to figure out the need analysis related what the learners' characteristics, needs, and interests. Other essential steps were testing the product with the expert judgment and making the final draft based on the evaluation of expert judgment. So, the researchers followed those steps to develop the trusted educational product.

Discussion

There are six research procedures that have been done by researchers. Those procedures are as follows: analyzing needs, writing the course grid, developing the first draft, evaluating and revising the first draft, developing the final draft, and trying out the final draft. In conducting the need analysis, there are two essential parts of data that might be collected by researchers. They are the interview that was conducted to the teacher and the questionnaire that was conducted to the students. Based on the result of the teacher's interview, the researchers found that the fourth grade students of Minomartani 6 elementary school were practicing less of speaking English. The teacher also needed the teaching media to help her to increase their teaching performance. Based on the results of the students' questionnaire, the students wanted to be able to speak English fluently and learn various vocabularies in English. They believed that learning vocabulary could help them increase their English language skills, especially speaking skill. They also wanted to learn English language through variety of learning media because they want to increase their motivation in learning English.

In writing the course grid, it was developed based on the syllabus and the result of need analysis. There were two units. The title of the first unit was fruits. The title of the second unit was things in the classroom. The first unit used standard competence *"3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas"*. The basic competence of the first unit was *"3.1 Membaca nyaring dengan melafalkan alphabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sederhana"*. The second unit used standard competence was *"4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas"*. The basic competence of the second unit was *"4.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana"*. The format of unit design was presented as follows: the unit title, the indicators, activity I (BKOF), activity II (MDOT), activity III (JCOT), and activity IV (ICOT).

In developing the first draft, there were essential steps that are presented as follows: a) collecting the materials, b) designing the media, c) designing the layout, and d) creating the first draft of the products. In collecting the materials, there were some resources used by the

researchers. Mostly, the materials were collected through browsing from the internet. Books are also used to consider the materials that are appropriate for the young learners. In designing the media, the researchers needed more inspiration from the internet and books. The pictures that the researchers wanted were not always available in those resources, so the researchers should be innovative enough to make it on their own. In designing the layout, the researchers were not mastering in the graphic design, so it was only made by using Microsoft word. Then, the next step was creating the first draft. There were two products of this research. The first product was sticky flannel book as the medium, and *English Time* as the student book. They were developed based on genre-based approach.

In evaluating and revising the first draft, the researchers were having the experts' judgment. There were two experts' judgments who were asked to evaluate these products. The first expert was a lecturer of Sarjanawiyata Tamansiswa University and the second expert was an English teacher of Minomartani 6 elementary school. The results of expert judgment were presented as follows: 1) on the appropriateness of the contents, the experts agreed that the materials and indicators were developed based on the syllabus and the needs analysis; 2) on the appropriateness of the language, the experts agreed that the language is included in the function of language and the language is always found in daily life; and 3) on the appropriateness of the presentation, the experts agreed that the activities are suitable for the fourth grade students. The revisions were made based on the experts' judgment recommendation that should be done by researchers. Based on the results, the products were appropriate to be used for the fourth grade of elementary school.

After evaluating and revising the first draft, the results of revision were called the final drafts. The final drafts were tried out in Minomartani 6 elementary school. The researchers were as the teachers in trying out the final draft. There were 28 students in the class. The students were looking curiously when the teacher came to the class with the sticky flannel book. Because of the limited time, the researchers only tried out BKOF and MDOT in every unit. Overall, the students enjoyed the learning activities. They became enthusiastic to learn English using sticky flannel book. They followed the all activities. It was shown by their attitude to skip the break time. They looked disappointed because the class felt quickly over.

Conclusions

The result of the teacher's interview, the researchers knew that the fourth grade students of Minomartani 6 elementary school were practicing less to speak English. The teacher also needed the teaching media to help her increasing the teaching performance. The results of the students' questionnaire were the students wanted to be able to speak English and learn Vocabulary. They believed that learning vocabulary could help them to increase their language skill, especially speaking skill. They also want to learn English through media because they wanted to increase their motivation in learning English

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The result of needs analysis based on the 28 subject learners of the fourth grade in the Minomartani 6 elementary school is the students wanted to able to speak English and learn vocabulary. The teacher and students needed the interesting media to help them in teaching and learning processes. The products of this research are sticky flannel book as the medium and "English Time" as the student book based on the genre-based approach. There are two units in

the book. The title of the first unit is "Fruits". The title of second unit is "Things in the Classroom". There are four activities revealing four language skills. The activities apply the four steps of genre based approach: BKOF, MDOT, JCOT, and ICOT.

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