The Use of Electronic Picture Books to Improve the Vocabulary Mastery of the Fifth Graders of SDI Surya Buana Malang

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ABSTRACT

In order to be able to communicate with people around the world, Indonesian students are required to master other languages and one of them is English. The English lesson itself starts from elementary school level. Vocabulary is one of language components that should be comprehended by the young learners since it has a big role in their learning. In preliminary study, however, it was found that the students were lack of interest in learning and it was difficult for them to memorize new vocabulary taught. In order to make the students interested in learning vocabulary, attractive media are needed to support the teaching and learning activities. Visual-based media becomes one of the interesting techniques that can be applied in class. In this study, the visual-based media used is electronic picture books since it contains interesting pictures and simple sentences in a good context.

This research aimed at investigating how electronic picture books can be used in an English classroom by answering the research question: How can electronic picture books be used to improve the mastery of new vocabulary of the fifth grade students of elementary school in SDI Surya Buana Malang?

This study was conducted in the form of Classroom Action Research (CAR). The setting of the research was a fifth grade class at SDI Surya Buana Malang. It was intended to see how electronic picture books could improve the students' vocabulary mastery in that particular class. This research used observation checklist, field note, student tests in vocabulary, and interview guide as the instruments to collect the data needed. The result of the study described the use of electronic picture books applied in one of the fifth grade classes at SDI Surya Buana Malang. There were two cycles applied in this study since the criteria of success in Cycle 1 could not be fulfilled, so that Cycle 2 was needed to be conducted. The criteria of success in this study were accomplished if 75% of the students, or 20 students, could obtained the score of 75 and showed positive attitude during the teaching and learning activities such as listening carefully to the teacher’s explanation, cooperating with their friends well, participating in the learning activities, etc.

This study has proved that electronic picture book makes the class more attractive and alive. The use of electronic picture books in teaching vocabulary can increase the students’ memorization in vocabulary. The result of the vocabulary tests conducted in preliminary study, Cycle 1, and Cycle 2 were elevated since finally the students’ score improved by using the media with suitable strategy to attract the students’ attention in learning. Hence, it can be concluded that the electronic picture books can improve the students' interest toward the English subject. They could be more active and enjoy the class while studying through a good strategy, using the electronic picture books.

Generally, the result of this study shows that electronic picture books can be used as a teaching media in teaching English as long as they are suitable with the materials that needed to be taught according to the teacher’s schedule. Based on the findings of the research, the implementation of electronic picture book which was conducted with the use of competition strategy could help improving the students’ vocabulary mastery for the fifth graders in SDI Surya Buana Malang. In Cycle 1, there mean score was 75. There were 15 students (58%) could obtain 75 or more. While, there were 42% of the students or 11 students who could not pass the minimum passing grade, 75. In Cycle 2, there were some revisions made to fix the previous method in using the media. In Cycle 2, the students’ score were improved. The students’ mean score was 80. There were 20 students (77%) who could acquire 75 or more. However, there were just 6 students (23%) who could not pass the minimum passing grade. It is because the media applied is in the form of picture books that can attract the students’ attention. It is in line with Dunn (2008) who states that children are busy exploring their world and most are keen to find out something new, particularly if it is presented in an encouraging and attractive way. Furthermore, the competition strategy could encourage the students’ attention. According to Suyanto (2009) young learners are active learner who keen on learning by doing process. Moreover, the media used is in the form of visual media so that it can help the learner to comprehend the material better. It is in line with the statement of Arsyad (2009: 91) who states that visual-based media has a big role in learning process. Visual media can also assist the learners to comprehend the material and encourage their memory. That is why the students can memorize the material given well by using the electronic picture book.

Thus, it is suggested that the classroom English teacher use more sophisticated media as the strategy in teaching English. For the headmaster, it is recommended that she provide more sophisticated equipment, such as laptop, LCD projector, and others in school to facilitate the teachers who want to improve their creativity in teaching. It is also urgent for the future researchers to develop the media since electronic picture book are rarely used in Indonesia so that the sources are quite limited.

Best Books To Improve Vocabulary. * One of the leading books on the market is called Word Power Made Easy by Norman Lewis, which has been in publication since 1949. The book assesses your current vocabulary and then advises you on areas you need to build your vocabulary. It also covers the etymology of words and teaches the reader how to use the root of words to decipher the meaning of new words based on the root of the word. Each chapter ends in a quiz so you can discern how well you are learning. And, though I think any book from the pen of a worthy writer would do justice to your vocabulary building process, there are certain books that I admire. Here’re the books that I’ve always adored and would highly recommend to you. Jane Eyre by Charlotte Bronte. The students of elementary level, especially fifth graders feel happy and enjoy their study taught by using game especially monopoly as media. By knowing many vocabularies, the students are expected to be able to master four language skills. To make students master many vocabularies is one of the teachers’ duties. (2) How is the students’ mastery on vocabulary after taught by using monopoly game? (3) Is there any significant difference between student’s mastery on vocabulary before taught by using monopoly game and after taught by using monopoly game? It could be concluded that there is the effectiveness of using monopoly game to improve the fifth year students’ mastery on vocabulary at SDI Qurrota A’yun Nfgunut Tulungagung academic year 2010/2011.