

**DEVELOPING SUPPLEMENTARY ENGLISH VOCABULARY FOR THE
FOURTH GRADE STUDENTS OF THE GOVERNMENT ELEMENTARY
SCHOOLS IN BADUNG REGENCY**

**Oleh
Ayu Wisudayanti**

**PENGEMBANGAN TAMBAHAN KOSAKATA BAHASA INGGRIS
UNTUK SISWA KELAS EMPAT SEKOLAH DASAR NEGERI DI
KABUPATEN BADUNG**

ABSTRAK

Penelitian ini bertujuan untuk (1) mengenali jenis kosakata yang disajikan untuk siswa kelas empat Sekolah Dasar negeri di Kabupaten Badung berdasarkan silabus, (2) menginvestigasi jenis-jenis materi tambahan yang seharusnya dikembangkan untuk siswa kelas empat Sekolah Dasar negeri di Kabupaten Badung, dan (3) mengembangkan materi tambahan kosakata bahasa Inggris untuk siswa kelas empat Sekolah Dasar negeri di Kabupaten Badung. Penelitian ini dikembangkan dengan menggunakan penelitian dan pengembangan yang dianjurkan oleh Sugiyono (2010). Isi dari produk penelitian berdasarkan standar kompetensi dan kompetensi dasar yang disebutkan di dokumen BNSP. Kosakata yang disajikan untuk siswa kelas empat tersebut di atas meliputi kosakata yang sesuai untuk mendeskripsikan atau kosakata di bawah kategori: (1) pengenalan, (2) benda-benda di ruang kelas, (3) anggota keluarga, (4) kegiatan di kelas, (5) pakaian, dan (6) binatang. Jumlah kosakata yang diperkenalkan adalah seratus tujuh puluh kata yang meliputi seratus enam puluh tiga kata yang tergolong pada *content words* dan tujuh kata yang tergolong pada *function words*. Materi kosakata tambahan yang seharusnya dikembangkan meliputi (1) lihat gambar dan pelajari gambar tersebut, (2) melengkapi kata-kata and mencocokkannya dengan gambar yang tepat, (3) menyusun huruf-huruf acak dan mencocokkannya dengan gambar yang tepat, (4) membuat kalimat berdasarkan gambar yang diberikan untuk setiap nomor, (5) membaca wacana dan melingkari benda-benda yang disebutkan dalam wacana tersebut, (6) mengganti gambar dengan kata-kata, (7) menemukan dan menulis kata-kata, dan (8) mengerjakan teka-teki. Produk yang berbentuk materi tambahan diujicobakan dua kali. Pertama, produk diujicobakan pada 27 siswa kelas 5 SD No. 4 Mengwitani. Hasil dari data analisis menunjukkan bahwa ada dua soal yang tidak valid dan ada beberapa soal yang tidak tergolong pada kategori sangat baik untuk index diskriminasi. Oleh karena itu, produk direvisi berdasarkan data analisa dan saran dari pembimbing dan tim ahli. Kedua, produk diujicoba di enam SD negeri di Kabupaten Badung. Hasil data analisis menunjukkan semua soal valid dan digolongkan pada kategori rata-rata dan sangat baik untuk index diskriminasi yang berarti bahwa produk tidak perlu direvisi lagi.

Oleh karena itu, produk tersebut dapat digunakan untuk meningkatkan kosakata siswa kelas 4 sebagai materi tambahan dalam belajar kosakata bahasa Inggris.

Kata Kunci: *kosakata, materi tambahan*

A. Background of the Study

Vocabulary is an important language aspect that should be mastered by the students in learning English regardless the students' levels or grades. In line of this Decarrico in Celce-Murcia (2001) states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign language. Moreover, Wilkins (1980) states that having the appropriate vocabulary, some forms of interchange of language are possible, but without the vocabulary it is impossible. In addition Dees (2003) states that if students possess an extensive and effective vocabulary they can improve their performance in school on achievement and aptitude tests and they can communicate more effectively with others. In other words, by having large vocabularies will help students to express their ideas and thoughts. Therefore, in teaching a language, teachers cannot neglect teaching vocabulary because a major aim of most teaching programmers is helping the students to gain a large vocabulary of useful words (Cross, 1991).

According to *Kurikulum Tingkat Satuan Pendidikan (KTSP)* the purpose of learning English in elementary school is to give knowledge of the language in order that the students are able to communicate in written and spoken language (BSNP documents in Ersani, 2010). In order to reach this purpose, the students should have sufficient vocabulary because it supports four language skills, namely listening, speaking, reading, and writing. This can be reached by introducing new words, practicing the words, and making clear the meanings and the ways in which each can be used. Furthermore, creating a good atmosphere in teaching learning process is also important (Scott and Ytreberg, 1990). Thus, the Ministry of Education in Indonesia has the objective that is to motivate children to learn English in interesting and fun ways (Brewster et.at, 2002). It means that the teaching learning process must be fun and secure to make the students feel comfortable in learning. In order to get this such condition, it needs enough time for the students to learn the materials well. This is because young children learn more slowly and forget things quickly (Brewster et.at, 2002). Moreover, the

ability of learning a language will reach the maximum result if it is started when the children enroll the formal education, that is elementary school, because the sensitivity of learning of a language in this age is better than the adults' (BSNP documents in Ersani, 2010). In relation with this, government, English teachers, parents, and other stakeholders should give more attention on teaching learning English in elementary schools since generally in the government elementary schools in Indonesia English is introduced for the first time when the students are in the fourth grade. In other words the foundation of learning English is in elementary school so that teachers have a major opportunity to mould the students' expectations of life in school. In addition, the book used is also important. The book should be one that can make the students interested in learning English, help them to master the material well, and help them to be able to use the target language in their daily lives. If these components are tied together, the students will enjoy learning English and be able to master the vocabulary learnt so that they can communicate by using the target language.

However, the learning materials and the time allotment for learning English in the government elementary schools are limited. First, the book used by the fourth grade students of the government elementary schools in Badung Regency was *English First: an English Book for Elementary Students*, which was a book from the government. Based on the observation of the syllabus and the book, the content of the book was matched with the competency standard and the basic competency. Unfortunately, it only provided four vocabulary exercises, namely: (1) completing the missing words, (2) listening and repeating after the teacher, (3) answering the questions, and (4) making sentences. Furthermore, the pictures of the book were black and white. In other words they were not colourful and not eye-catching. In addition, they were not authentic since the objects in the pictures were not the real objects. In order to attract the students' motivation to learn, the pictures should be clear, eye-catching, and closed to their daily lives. Moreover, the activities of learning the vocabulary were monotonous. They were completing the missing words, listening and repeating after the teacher, answering the question, and making sentences. It had very little fun activities like games that make the students interested in learning English. Shaposhvili in Ancker (2005)

argues that games can engage the students in an enjoyable and challenging activity with a clear goal. Beside interviewing the teachers the researcher also administered questioner to them to know their response toward the book used. In term of the display, the book did not have any problems, except the uncolourful pictures which were not interesting for the students. Furthermore, in term of the content there were some problems that should get attention. The problems could be seen from the result of the questionnaire in which 100% teachers disagreed that the book had the authentic materials, 83.33% teachers disagreed that the activities of practicing the vocabulary of the book were varied, 66.67% teachers disagreed that the activities let the students to integrate the other aspects of language, 50% teachers disagreed that the activities let the students to develop their creativities, 16.67% teachers strongly disagreed that the activities let the students to develop their creativities, and 50% teachers disagreed that the activities had the task that challenged which stimulated students to think critically. In addition, the result of the questioner administrated to the students toward the book used showed that they still had some problems in mastering English vocabularies. The problems could be seen from the results of the questioner in which 9.74% students strongly disagreed that it was easy to memorize English vocabulary and 33.85% students disagreed that it was easy to memorize English vocabulary, 13.85% students strongly disagreed that how to write the English vocabulary was easy and 49.74% students disagreed that how to write the English vocabulary was easy, 5.13% students strongly disagreed that they already had many English vocabularies and 50.26% students disagreed that they already had many English vocabularies, 100% students strongly disagreed that the pictures of the book were not colourful, 12.31% students strongly disagreed that the activities of the vocabulary learning of the book helped them to develop their creativities and 51.79% students disagreed that the activities of the vocabulary learning of the book helped them to develop their creativities, and 18.97% students strongly disagreed that the activities of the vocabulary learning of the book had some activities making them think critically in doing it and 41.03% disagreed that the activities of the vocabulary learning of the book had some activities making them think critically in doing it. Second, the elementary school students study English in school only

once a week with a total of 2 x 35 minutes allocated time. It is very different from junior high school students and senior high school students. The students of junior high school study English twice a week with a total of 2 x 40 minutes allocated time in a meeting and the students of senior high school study it twice a week with a total of 2 x 45 minutes allocated time in a meeting. In a personal communication with six English teachers of the government elementary schools in Badung Regency, five teachers stated that the time allocation was not enough to deliver all materials that should be mastered by the students that they needed extra time to teach English in order that they students could master the materials learnt well and use them in the daily life. They also said that they very often taught English fast just for the seek of finishing all materials, which had to be leant by the students, before the students faced the semester test. Moreover, they added that to finish the materials, they usually assumed that all students had understood the materials though there were some students had not. This is not accordance with Bielaczyc and Collins (1999) in <http://vels.vcaa.vic.edu.au/downloads/discusspapers/lcharacterdiscuss.pdf>. in which they state that classrooms are conceived as a cohesive community of learners which embodies 'a culture of learning in which everyone is involved in a collecting effort of understanding'. It means that before all students understand the materials, teacher may not move to the next material. Furthermore, the English teachers also stated that not all the students could practice the language in the class. If there was a conversation that should be practiced in front of the class, only some students had a chance to practice it. It was because the time was not enough for all students to practice the language in the class. These situations may create an unpleasant atmosphere for the students in learning. It is not accordance with the objective of Indonesia Ministry of Education to motivate children to learn English in interesting and fun ways. This objective can be reached if the teacher can build a natural language environment. Dulay, et.al (1982) states that the natural language environment appears to enhance the development of communication skills in a second language in both foreign language and host language. Unfortunately, the limitation of the time does not let the students learn English in the natural way. This situation can make students feel vulnerable in the class. It can affect their motivation to study.

Besides, they may lose their motivation to learn English. Furthermore, they may even not like English.

Looking at the problems mentioned above, it was believed that the fourth grade students of government elementary schools in Badung Regency needed supplementary English vocabulary. It is needed because formally English in government elementary schools is introduced for the first time in fourth grade. In other words, studying English in this grade is the basic for learning English that can influence the students' success to learn English in the higher grade. Therefore, the study was assigned to conduct a study on developing English vocabulary supplementary materials for the fourth grade students of the government elementary schools in Badung Regency. It was developed by using research and development proposed by Sugiyono. The final product was in the form of supplementary English vocabulary materials for the fourth grade students of the government elementary schools in Badung Regency. It aimed at helping the students to learn English vocabularies both in the class and outside of the class by themselves with fun. The vocabulary was introduced through presenting interesting and colourful pictures. Moreover, it was introduced by integrating with other skills. In other words, the vocabulary learning did not stand alone, but it dealt with other skills. Furthermore, the supplementary English vocabulary provided (1) about the book, (2) the standard of competency and the basic competence as the main soul of the content of the book, (3) map of the book as the guideline of the activities of each unit, (4) map of the vocabulary learnt, (5) vocabulary exercises, (6) grammar point, and (7) note for the teacher. In addition, the vocabulary exercises provided meaningful activities like (1) looking at the pictures and studying them, (2) completing the words and matching them with the correct pictures, (3) arranging the scrambled letters and matching them with the correct pictures, (4) making a sentence based on the picture(s) given of each number, (5) reading the text and circling the things mentioned in the text, (6) changing the pictures into the correct words, (7) finding and writing some words, and (8) doing the puzzle. These activities were designed to make the students fun in learning the vocabulary. Through these activities the students could use the words that are relevant to describe or under the category of (1) introduction, (2)

things in the classroom, (3) family members, (4) classroom activities, (5) clothes, and (6) animals actively so that they could use them in their daily lives. The vocabulary introduced was decided through the process of mapping the daily use words under the category of each topic stated in the syllabus which led to the total number of one hundred and seventy (170) words of the words that were relevant to describe or under the category as stated above. The words involved one hundred and sixty three (163) words categorized into content words and seven (7) words categorized into function words. Meanwhile, the existing book provided eight five (85) words. They were seventy eight (78) words categorized into content words and seven (7) words categorized into function words.

B. Research Method

The study was designed by using the research and development proposed by Sugiyono. The considerations of choosing this design were (1) it was relevant to the focus of the development of the product, (2) comparing with other models its steps were more straight forward indicated with identifying problems and data collection and then straight forwardly with product design, and (3) it provided more flexible steps of design validation. The study followed ten steps, namely: (1) identifying problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing 1, (7) product revision, (8) product testing 2, (9) product revision, and (10) final product. Because the population was too wide, it used multiple-stage sampling to get the sample. The sample was the fifth grade students of (1) SD No. 4 Mengwitani (Mengwi District), (2) SD No. 2 Carangsari (Petang District), (3) SD No. 2 Sibangkaja (Abiansema District), (4) SD No. 1 Kerobokan (Kuta Utara District), (5) SD No. 3 Legian (Kuta District), and (6) SD No. 4 Benoa (Kuta Selatan District). The total number of the participants was 195. In order to get the data it used three kinds of instruments, namely interview guide, questionnaire, and rubric. The data was analyzed qualitatively and quantitatively.

C. Finding and Discussion

The vocabularies, which have been provided in the fourth grade students of the government elementary schools in Badung Regency based on the syllabus, involved the vocabularies of (1) introduction, (2) things in the classroom, (3) family members, (4) classroom activities, (5) clothes, and (6) animal. The vocabulary introduced was decided through the process of mapping the daily use words under the category of each topic stated in the syllabus which led to the total number of one hundred and seventy (170) words of the words that were relevant to describe or under the category as stated above. The words involved one hundred and sixty three (163) words categorized into content words and seven (7) words categorized into function words.

The developed supplementary English vocabulary had six parts, namely: (1) preface, (2) table of contents, (3) about the book, (4) standard of competency and basic competency, (5) map of the book, and (6) six units. Furthermore, it had six units, namely: (1) Unit 1 Introduction, (2) Unit 2 Our Classroom, (3) Unit 3 My Family, (4) Unit 4 Classroom Activities, (5) Unit 5 Clothes, and (6) Unit 6 Animals. Unit 1, 2, and 3 were the units in the first semester. While unit 4, 5, and 6 were the units in the second semester. Each unit contained (1) title of the unit, (2) map of the vocabulary learnt, (3) vocabulary exercises, (4) grammar point, and (5) note for the teacher. The vocabulary exercises of the developed supplementary English vocabulary involved (a) looking at the pictures and studying them, (b) completing the words and matching them, (c) arranging the scrambled letters, (d) making a sentence based on the picture(s) given of each number, (e) reading the text and circling the things, (f) changing the pictures into the correct words, (g) finding and writing some words, and (h) doing the puzzle. All the activities were the exercises except looking at the pictures and study them. The number of the items of each exercise was five to fifteen items. Each exercise had three parts, namely: (1) the instruction in English to make the students familiar with English, (2) the example(s) to make the students easier understand the meaning of the instruction because the instruction was in English, and (3) the exercise to practice the vocabulary learnt.

The product was tried out twice. Firstly, product testing 1 was held to a smaller scope. The participants of the product testing 1 were taken out from the six schools randomly. The result was the twenty seven fifth grade students of SD No. 4 Mengwitani as the participants. The students were asked to answer the vocabulary exercises of the six units. The results of the analysis of the product testing 1 were (1) two invalid items, (2) twenty nine parts categorized into high category of reliability testing and three parts categorized into very high category of reliability testing, (3) one hundred and thirty nine items categorized into easy level of difficulty and one hundred and forty two items categorized into average level of difficulty, and (4) one hundred and forty items were not categorized into very good level of discrimination index. The items that were not in the very good level of discrimination index should be revised. The revision was done based on the result of the analysis and the suggestion given by the supervisors and the expert's judges. Secondly, product testing 2 was held to the six schools. The total number of the sample was one hundred and ninety five students of the fifth grade. The results of the product testing 2 were (1) all of the items were valid, (2) there were seven parts categorized into very high category of reliability and twenty five parts categorized into high level of reliability, (3) there were fifty five items categorized into easy level of difficulty and two hundred and twenty four items categorized into average level of difficulty, and (4) the items were categorized into average and very good level of discrimination index so that there was no revision of the product. Therefore, it can be concluded that: (1) the product was suitable to the students' level, (2) the range of the words introduced in the product was more than the range of the words introduced in the English book used, (3) the words introduced in the product were relevant with the students' culture, and (4) the product supported the class materials.

D. Conclusion

There are three conclusions drawn based on the finding. They are in the followings.

1. The vocabularies, which have been provided for the fourth grade students of the government elementary schools in Badung Regency based on the syllabus,

involved the vocabularies (nouns and verbs) that were relevant to describe or under the category of (1) introduction, (2) things in the classroom, (3) family members, (4) classroom activities, (5) clothes, and (6) animals.

2. Based on the present research the supplementary English vocabulary, which should be developed for the fourth grade students of the government elementary schools in Badung Regency, involved (1) looking at the pictures and studying them, (2) completing the words and matching them with the correct pictures, (3) arranging the scrambled letters and matching them with the correct pictures, (4) making a sentence based on the picture(s) given of each number, (5) reading the text and circling the things mentioned in the text, (6) changing the pictures into the correct words, (7) finding and writing some words, and (8) doing the puzzle.
3. The supplementary English vocabulary for the fourth grade students of the government elementary schools in Badung Regency was developed by using the research and development proposed by Sugiyono (2010). It followed ten steps, namely (1) indentifying problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing 1, (7) product revision, (8) product testing 2, (9) product revision, and (10) final product. The product was tried out twice. Firstly, it was tried out to a smaller scope by taking out one of the six schools randomly. The participants were twenty seven students of the fifth grade students of SD No. 4 Mengwitani. Because there were two invalid items and some items were not categorized into very good level of discrimination index, the product was revised based on the result of the analysis and the suggestion from the supervisors and the expert's judges. Secondly, it was tried out to the one hundred and ninety five students of the fifth grade students of (1) SD No. 4 Mengwitani (Mengwi District), (2) SD No. 2 Carangsari (Petang District), (3) SD No. 2 Sibangkaja (Abiansemal District), (4) SD No. 1 Kerobokan (Kuta Utara District), (5) SD No. 3 Legian (Kuta District), and (6) SD No. 4 Benoa (Kuta Selatan District). Because all of the items were valid and the categories of the discrimination index of the items were average and very good, the product was not revised.

In other words, the product could be used to the fourth grade students of the government elementary schools in Badung Regency.

E. Suggestion

Suggestion was given to the three parties, namely the English teachers, the policy makers, and the other researchers.

1. The English Teachers

For the English teachers, especially the English teachers of the elementary schools, it was suggested that the supplementary English vocabulary for the fourth grade students of the government elementary schools in Badung Regency be used as the supplementary materials in teaching English for the students. It is because the supplementary English vocabulary was designed based on standard of competency and basic competency mentioned in BNSP documents. Moreover, it has fun activities that can make the students enjoy learning English. The activities are (1) looking at the pictures and studying them, (2) completing the words and matching them with the correct pictures, (3) arranging the scrambled letters and matching them with the correct pictures, (4) making a sentence based on the picture(s) given of each number, (5) reading the text and circling the things mentioned in the text, (6) changing the pictures into the correct words, (7) finding and writing some words, and (8) doing the puzzle. Furthermore, the vocabulary was introduced through colourful pictures that can interest the students to learn the vocabulary. The vocabulary introduced was decided through the process of mapping the daily use words under the category of each topic stated in the syllabus which led to the total number of one hundred and seventy (170) words of the words that

were relevant to describe or under the category as stated above. The words involved one hundred and sixty three (163) words categorized into content words and seven (7) words categorized into function words.

2. The Policy Makers

The policy makers should be aware of the need of the students of elementary schools in learning English. Because the time allocation to learn English in elementary school is limited, the supplementary English vocabulary is needed to be given to the students to study English outside of the class. It is because the supplementary English vocabulary contains the activities that can be done by the students by themselves.

3. The Other Researchers

The other researchers should develop supplementary English vocabulary for a wider scope of the study in order that the supplementary English vocabulary can be applicable in the elementary schools in other regencies.