

Designing Vocabulary Learning Media for Junior School Students: A Theoretical Approach

Arif Bulan^{1*}, Karmila², Muhammad Yanbaqi Abidin Putra³

¹²³Pendidikan Bahasa Inggris, STKIP Yapis Dompu, Dompu, Indonesia

Email: ¹arifbulan1@gmail.com, ²kkarmila187@gmail.com, bangyan594@gmail.com

(* : Corresponden Author)

Abstrak– Vocabulary adalah salah satu komponen terpenting dalam Bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan langkah-langkah desain atau pengembangan media pembelajaran kosakata secara teoritis. Penelitian ini menggunakan metode kajian Pustaka. Metode ini menekankan pada buku teks, jurnal dan sumber lain yang relevan sebagai sumber data dan kajian teoritis. Buku teks yang digunakan dalam kajian ini adalah buku teks utama yang menjadi rujukan dalam kajian kosakata, kemudian jurnal yang dipakai dalam kajian ini juga adalah jurnal-jurnal yang relevan dan terkini yang menguak perbahasan kosakata. Hasil penelitian menunjukan bahwa desain media pembelajaran harus meliputi tahap analisis, desain, mengembangkan, implementasi and evaluasi.

Kata Kunci: Desain, Media, Pembelajaran, Kosakata

Abstract– *Vocabulary is one of the most important components in English. This study aims to describe the steps of designing or developing vocabulary learning media theoretically. This study uses the library study method. This method emphasizes on textbooks, journals and other relevant sources as sources of data and theoretical studies. The textbooks used in this study are the main textbooks that become references in the study of vocabulary, then the journals used in this study are also relevant and current journals that reveal vocabulary discussions. The results of the study indicate that the design of instructional media must include the stages of analysis, design, development, implementation and evaluation..*

Keywords: *Designing, Media, Learning, Vocabulary*

1. INTRODUCTION

Learning vocabulary makes a huge contribution to a person's ability to communicate using English. Vocabulary is one of the most important components in English. because a person's ability to speak and read in English depends on how much vocabulary he has mastered. Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Wehmeier, et al, 2005). Vocabulary is very influential on how someone will understand a reading and understand other people's speech in English, because the more a person memorizes and understands vocabulary, the easier it will be for him to understand speech and reading skills in English.

Vocabulary knowledge has always been crucial for second language learners in reading comprehension since a learner must know most of the words in a running text so as to comprehend a certain text. Therefore, inadequate vocabulary will undoubtedly influence second language learners' reading performance in a negative way. Although the exact percentage has not been established, recent research has shown the significant role of vocabulary size in reading comprehension. According to Nation (2001), learners with a vocabulary size of more than 3000 words can read with ease because in most situations it gives coverage of at least 95% of a running text. Similarly, Hu & Nation (2000) created four coverage groups (80%, 90%, 95%) by replacing some words in the text with words beyond participants' vocabulary knowledge, and found that most L2 English learners would need 98% text coverage to achieve adequate comprehension of a particular text.

The ability of a child to implement the vocabulary of the second language he acquires depends on how a child understands the new vocabulary he gets. Rivers in Nunan (1991), furthermore argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In its application, the ability to understand vocabulary is very helpful in communication using English, such as when students want

to talk to their friends using English, or when they go to places where people who use English daily use English, their vocabulary skills are very useful. or at least must bring an English dictionary. although their ability in sentence structure or grammar is still minimal, at least they understand the meaning of the words spoken by the interlocutor and themselves. In addition, based on Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge. If student cannot master and learn more vocabulary, it is the problem and difficult for them to understand the Language especially learning to speak, listen, and read. In vocabulary to support their skills, they must to mastering that.

In the context of learning, learning vocabulary requires methods that are creative, and easy to understand, as is the case in elementary school. Teaching methods are the most important thing in teaching vocabulary because creative methods can build students' enthusiasm and motivation to learn. Teaching will attract more students' attention so that it can foster student learning motivation (Sudjana & Rivai, 2015). According to (Purwaningsih and Purwandari, 2017) explains that teaching elementary school vocabulary cannot be done by providing a collection of various vocabularies to memorize because children will only feel forced to memorize everything. Children cannot be taught English independently, this makes them feel confused and maybe frustrated. Teaching English to children cannot be equated with teenagers or adults. Teachers need to know how to teach the right English to children. Teachers need to provide learning using interesting ways to make children feel enjoy the teaching and learning process. One of them is using the right method. The method is a method used to convey a learning material as an effort to achieve curriculum objectives. Children are individuals who really like having fun and playing activities, therefore the teacher needs to have a method that is in accordance with the characteristics of the child. Therefore, the selection of learning methods is very influential on students' interest in learning.

In its implementation, the teaching methods used by teachers may be less effective, so it is necessary to look for references to the use of other teaching methods such as: using the drilling/imitating method. Based on Nuryani (2018) drilling is a method that has been used in the foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. In addition, Drilling is employed to make learners get used to the word form, especially to how it sounds.

In addition to teaching methods, the important thing that can support the success of the learning process is the media. Media is a tool or means or device that functions as an intermediary or channel or bridge in communication activities (delivery and receiving of messages) between the communicator (message sender) and the communicant (message recipient). While learning or teaching (a term that is more widely known), is an effort to teach students. Learning means trying to make someone learn. In an effort to learn, communication occurs between students (students) and teachers, so that this kind of learning process is part of the communication process between humans. Although there can be direct communication between students and learning materials, there is a role for learning media (Miftah 2013). So, the notion of learning media can briefly be stated as something (can be a tool, material, or situation) that is used as an intermediary for communication in learning activities. In using learning media, the teacher should know how the criteria in determining the media for retreat are.

There are several criteria in selecting learning media, this is similar to what Sudjana and Rivai (2015) said, namely the media must be appropriate and in accordance with the learning objectives, support for learning materials, ease of obtaining media, teacher skills in using them, available time to use them, and appropriate with students' level of thinking.

With the media selection criteria above, teachers can more easily use which media are considered appropriate to help facilitate their duties as teachers. The media that can be used by teachers in teaching vocabulary to elementary school children are; (1) Visual media such as photos, diagrams, graphics, posters, and maps. Visual media is very suitable for children because it can be seen directly by children even though only through pictures and so on. (2) Audio visual media such

as film, video, and television. The use of audio-visual media is very suitable for children because it is not abstract, but can be seen and heard at the same time. For example, when a teacher teaches vocabulary (Animal), then on the video display there are pictures of animals along with how they sound and how the animals interact.

Learning vocabulary and teaching it are two things that are almost related to each other. Because when a teacher understands vocabulary well, then he will be confident to use it in learning. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

Thus, the purpose of this study is to describe the steps in the design or development of vocabulary learning media.

2. METHOD

This study uses the library study method. This method emphasizes on textbooks, journals and other relevant sources as sources of data and theoretical studies. The textbooks used in this study are the main textbooks that become references in the study of vocabulary, then the journals used in this study are relevant and up-to-date journals that reveal vocabulary discussions.

3. RESULT AND DISCUSSION

The selection of media must also be in line with the teaching materials to be conveyed to students, therefore, the teacher must know the appropriate teaching materials for students by using several instructional models. One of them is the ADDIE instructional model developed by Dick and Carry (Mulyatiningsih, 2018). The ADDIE model is an instructional process consisting of five phases, namely analysis, design, development or production, implementation or delivery and evaluation.

3.1 Analysis

In this stage, the main activity is to analyze the need to develop teaching materials in the learning objectives and analyze the feasibility and requirements of the new vocabulary learning model. Development will be carried out if the model/method used previously is no longer valid or irrelevant to the needs of students, learning environment, technology.

After the analysis is done, the teacher needs to know whether the model developed is in accordance with the requirements like a learning model. The analysis at this stage will answer several questions such as the following whether the developed media are able to overcome problems such as the difficulty of students learning vocabulary, whether the new media are in accordance with the students' vocabulary learning needs, whether the new model/method will be supported by facilities at this stage. the school where the teacher is teaching, are the teachers able to implement new models/methods for students. Because don't let the teacher make a new learning model but it can't be implemented because of the limited knowledge of the teacher himself.

3.2 Design

The design stages include several planning for the development of teaching materials including the following activities: (1) The preparation of teaching materials in vocabulary learning will be developed based on facts, concepts, principles and procedures, allocation of learning time, indicators and student assessment instruments, (2) Designing scenarios learning or teaching and learning activities with a learning approach in order to increase students' enthusiasm for learning. Because no matter how good the learning method prepared by a teacher is, if students do not have the motivation to learn, it will be in vain. (3) The selection of teaching material competencies is very necessary because the material given to students must be in accordance with the competencies to be achieved. For example, for learning vocabulary for elementary school students, it is not allowed to use teaching methods for high school, (4) Initial planning of learning devices based on subject

competencies, (5) Designing vocabulary learning materials and learning evaluation tools with a learning approach.

3.3. Develop

At this stage the teacher develops learning models/methods to determine the effectiveness in teaching vocabulary so that students are able to understand the lesson and, to achieve student learning indicators, and determine the feasibility of the teaching materials. The development of the ADDIE model is in the form of a series and realization of the design of the product at the design stage. In this case, the teacher will choose the best teaching materials according to the students' vocabulary learning needs before the implementation stage.

3.4. Implement

At the implementation stage, the teacher realizes or implements the results of the analysis, design, and development in the previous stages. Vocabulary learning methods that have been developed previously will be applied in class during teaching and learning activities. The main objectives of the implementation phase are: (1) guiding students to understand the teaching materials delivered along with the use of the media they want to use when teaching vocabulary, (2) ensuring that students will understand more easily with the vocabulary learning method that is used. new than before, (3) the teacher ensures that by using the new learning method, the ability and number of vocabulary mastered by students will increase.

3.5. Evaluation

Evaluation is the last step of the ADDIE learning system design model. At the evaluation stage, the teacher will use two types of assessment. The first is formative assessment. That is an assessment that is carried out once a week or twice a week to ensure the progress that occurs in students while using the new vocabulary teaching method. The second is a summative assessment or commonly called a semester assessment. In this assessment, the teacher will measure the ability of students for one semester and ensure that students achieve learning competency standards and experience an increase in the number of vocabulary mastered. If at the evaluation or assessment stage problems are found that occur as in the use of the previous learning method. Then a revision will be made to the learning method in order to achieve the learning objectives. The results of the evaluation will be used as a reference or feedback to compare its effectiveness with previous teaching materials.

4. CONCLUSION

In connection with the various things that have been mentioned above, it can be concluded that the design of instructional media must be adapted to the characteristics of the students, the needs of the students, and the learning objectives. In addition, learning media are designed or developed according to the analysis, design, develop, implement and evaluation steps.

REFERENCES

- Berne, J. I. & Blachowicz, C. L. Z. (2008). What Reading Teachers Say about Vocabulary Instruction: Voices from the Classroom. *Journal of The Reading Teacher*, Vol. 62, No. 4.
- Hu, M. & Nation, I. S. P. (2000). Vocabulary Density and Reading Comprehension. *Reading in a foreign language*, Vol 13, No 1.
- Miftah, M. (2013) Fungsi, dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa. *Jurnal Kwangsan*, Vol 1, No 2.
- Mulyatiningsih, E. (2011). *Penelitian Terapan: Bidang Pendidikan dan Teknik*. Yogyakarta: UNY Press.
- Nation. I. S.P. (2001). *Principle of Language Learning and Teaching Vocabulary*. New Jersey: Prentice Hall Inc.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. London: Prentice Hall.

- Nuryani. (2018). Improving the Students' Vocabulary Mastery by Using Drill Method at the Second Grade of MTS Izzatul Ma'arif Tappina Kab. Polman. IAIN Pare-Pare: Unpublished Thesis, *Central Library of State of Islamic Institute Pare-Pare*.
- Purwaningsih, D. R., Sari, R. P., & Purwandari, G. A. (2017). Implementing Thematic Songs in Seaching Vocabulary Skills to Elementary Students in Taman Baca Masyarakat Kudi Gunung Cunil Banyumas: Penerapan Lagu-Lagu Bertema dalam Pengajaran. *Jurnal Lingua Didaktika*, Vol. 11, No. 2.
- Sudjana, N. & Rivai, A. (2015) *Media Pengajaran*. Bandung: Sinar baru Algesindo.
- Wehmeier, S., Melntosh, C., Turnbull, J., & Ashby, M. (Eds). (2005). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.