

IMPROVING STUDENT'S VOCABULARY THROUGH SPELLING CARDS STRATEGY

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Abstract

According the learning process that had been done to the first grader of SDN Banjarsari Buduran Sidoarjo, almost all students can not present a good performance in learning vocabulary. To answer the research question, the writer holds an experimental research to apply "Spelling Cards Strategy" in the teaching vocabulary. The research method that was used in this research was a classroom action research which consisted of cycle 1 and cycle 2. The students average score increased almost significantly, from 25 students average score from the first cycle was 68,8 and the average score of students in the second cycle was 77,4. It showed that the use of "Spelling Cards Strategy" could improve student's vocabulary. The mastery learning of students in the first cycle was 60% increase in the second cycle was 88%.

Key Words : *Vocabulary, Spelling Strategy, Card.*

Abstrak

Dari hasil proses belajar mengajar yang telah dilakukan pada siswa kelas Satu SDN Banjarsari Buduran Sidoarjo, hampir seluruh siswa belum dapat menunjukkan performa yang baik dalam belajar kosakata. Untuk menjawab pertanyaan penelitian ini, penulis melakukan percobaan penelitian dengan menerapkan Strategi Kartu Eja pada pembelajaran kosakata. Metode penelitian yang digunakan dalam penelitian ini yaitu Penelitian Tindak Kelas, dengan terdiri dari 2 siklus. Rata-rata nilai dari 25 siswa meningkat cukup signifikan, dari siklus 1 yang menunjukkan angka 68,8 dan di siklus 2 menjadi 77,4. Hal itu menunjukkan bahwa penggunaan Strategi Kartu Eja dapat meningkatkan kosa kata siswa. Penguasaan pembelajaran siswa pada siklus pertama sebesar 60%, meningkat pada siklus kedua menjadi 88%.

Kata Kunci : *Kosa Kata, Strategi Mengeja, Kartu.*

Introduction

English at elementary school level is taught as local content to serve the need of the local community. At this level students learn English for the first time, so they just learn the simple English patterns including vocabulary, grammar, etc. The aim is to equip students with the ability to read, listen, speak, and write simple materials in English base on their interest and development level with vocabulary authority level more less 500 words (GBPP Mulok SD, 2001:1).

Teaching for students of elementary school is not same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. Elementary school teachers need appropriate methods to teach the students.

According the learning process that had been done to the first grader of SDN Banjarsari Buduran Sidoarjo, almost all students can not present a good performance in learning vocabulary. They just focus on learning mean and how to pronounce of vocabulary. Usually the students understand about mean of the vocabulary but most of them can not write the word well. Sometimes they write the word like what they hear in good pronunciation whereas it's different in letter composition letter in a word. From that pieces can use as classroom action research to improve students vocabulary through spelling strategy to the first grader of SDN Banjarsari Buduran Sidoarjo. By using spelling card strategy the writer hopes that it can help the students easy to study vocabulary.

Spelling is the act or process of writing word by using the letters conventionally accepted for their formation orthography. According to the Wikipedia understanding, spelling is writing or stating the letter and diacritics of a word. Spelling strategy is a chosen method to learn and remember spelling using one or all of the senses including the eyes, ears, hands and lips. Teaching vocabulary through spelling strategy by using card is more interesting and simple to do. As young learners, the first grade of elementary school still fresh to introduce with new material in learning process. So we should introduce them with a well content. To improve student's vocabulary through spelling strategy we can use something that familiar with them, or may be use from their toys.

This research aims to improve the students spelling by using cards to the first grader students of SDN Banjarsari Buduran Sidoarjo. Statement of the problem in this reaearch, can spelling using cards improve student's vocabulary to the first graders students of SDN Banjarsari Buduran Sidoarjo?

RESEARCH METHOD

The research method that was used in this research was a classroom action research which consisted of cycle 1 and cycle 2. The subject of this research conducted to the first grade of SDN Banjarsari Buduran Sidoarjo in the 2014-2015 school years, consists of 25 students with the following caption:

Table 1: List of Students

Sexs	Numbers
Male	13
Female	12

This research planed by using Spiral Model from Kemmis and McTagget (Wriatmaja dalam Pramujiono, 2005:66) with several cycles. Each cycle activity included (1) planning (2) implementation (3) observation (4) reflection.

In planning, the actions which plan to improving vocabulary through spelling strategy by designed in to lesson plan (RPP). In the lesson plan designed the steps of spelling strategy as detail to increase student's ability in spelling vocabulary, make observation form, and spread the inquiry to the teacher and the students.

Based on plan action 1 which already designed in lesson plan (RPP), for next, it's implemented by English teacher in real lesson at the classroom. When the actions go on, the researcher observed.

Observation and evaluation executed in conformity with the plan. By execute the observation has known, is it appropriate or not with the plan, or there are change appropriate with certain situation, and how the improvement of the students ability in spelling vocabulary after given the problematic in implementation of cycle 1.

Reflection of data which got from the result of observation in action 1 has been processed and analyst. Furthermore, it's evaluate, discussed to find the advantage and the weakness which need to repair in implementation of cycle 1. Result of the evaluation made to design the action plan of cycle 2.

Data Collection Technique In this classroom action research, the researcher used two kinds of instrument in gathering the data. The researcher observes the events in classroom during teaching learning process from beginning until the end. To observe, the researcher

used observation checklist. The research focused on 4 elements, those were: accuracy, fluency, pronunciation, and memorize. It gave the researcher to know the student's ability, and also the researcher known how effectively spelling cards strategy. In this classroom action research, the researcher conducted some test to known the progress of the student's vocabulary through spelling cards strategy. The researcher gave some tests that were:

- a. Games (how to know the student's enthusiastic)
- b. Individual test (oral and arrange the letters)
- c. Final test

Student values were analyzed to find the class average and the percentage of students who reach the standard minimum score. Every cycle was done by giving an evaluation from about the test at the end of each cycle. From here the data analysis technique was taken.

- **To assess the test or tests formative**

In knowing the average of the student's score, the researcher used the following formula:

$$\bar{X} = \frac{\sum X}{\sum N}$$

By: \bar{X} = average value

$\sum X$ = total of all students score

$\sum N$ = amount of students

- **For mastery learning**

$$P = \frac{\text{Students who pass the study}}{\text{Amount of Students}} \times 100\%$$

FINDING

To began the first cycle, the researcher gave simple test to the students in oral and writing test, and the result of the test was not satisfied yet, because the average score of the test only 68, whereas the standard score (KKM) was 70, it based on intake, supported effort, and difficulty level of the material. So, the researcher decided to used "Spelling Cards Strategy" to solve the problem.

The teacher introduced “Spelling Cards” to the students, explained and showed how the “Spelling Cards” is used. The teacher told students that he would use “Spelling Cards Strategy” to increase their vocabulary. All of the students were interest with those. Then, the teacher invited them to practice by arranged the words with “Spelling Cards”. The teacher gave test in order to know the student’s vocabularies by using “Spelling Cards”. The result was showed and the detail report about the result of the cycle 1.

Table 2: The result of test in cycle 1

No	Name	Criteria				Total	Category
		1	2	3	4		
		25	25	25	25	100	
1	A Adita Maulana Ilham	10	10	15	20	55	Less
2	Allenza Duta Rafael	15	15	20	25	75	Good
3	Achmad Faizun	15	15	15	25	70	Good
4	Achmad Rifki	10	10	15	20	55	Less
5	Asfa Fikria salsabila	20	15	25	25	85	Good
6	Damar Ardiansyah	15	10	20	25	75	Good
7	Davina Naurellia Putri W.	15	10	15	20	60	Enough
8	Elsa Febriani	20	15	20	25	80	Good
9	Indira Zahra Sunniyah	15	15	15	25	70	Good
10	Inez Reviana Syahrani	15	15	15	25	70	Good
11	Kaila Safitri Az Zahra	15	15	15	20	65	Enough
12	Kinanti Aulia Hapsari	15	20	20	25	80	Good
13	Moch. Rizky Ramadhan	15	10	15	20	60	Enough
14	M. Ar Rafi Hibrizi	15	15	15	15	60	Enough
15	M. Daffa Irfani	10	15	10	15	50	Less
16	M. Ihza Refandika	15	20	15	20	70	Good
17	M. Sokhin Hidayatulloh	15	15	15	20	65	Enough
18	Mulia Hakim	10	15	15	25	65	Enough
19	Naomi Oktavia	10	10	10	20	50	Less
20	Nur Qolbita Choirunnisa	15	20	20	25	80	Good
21	Rachmadhyra Elsha Nasswa	15	15	20	20	70	Good
22	Rifka Aulia Mahendra	20	15	20	25	80	Good
23	Rizka Dwiyantri	15	15	20	25	75	Good
24	Willyandi Kurniawan P	15	15	20	25	75	Good
25	Yanuar Ryan Sulistiyono P	20	15	25	25	85	Good
TOTAL						1720	

$$\bar{X} = \frac{1720}{25} = 68,8$$

Percentage of students who reaches minimum achievement

$$P = \frac{\text{Students who pass the study}}{\text{Amount of Students}} \times 100\%$$

$$= \frac{15}{25} \times 100\% = 60\%$$

Table 3: Recapitulation formative test results in cycle 1

No	Illustrations	The result of cycle 1
1	The average value of test	68,8
2	The number of students who pass the study	15
3	Percentage of mastery learning	60%

Moreover, the reflection of cycle 1 that was given to the students, students seemed like the application by using “Spelling Cards Strategy” to improve their ability in learning vocabulary. Students also stated that there was any improvement for their vocabulary. But there were 10 students stated that they still got a difficulty to do the tasks that were given to them, and percentage of the result was only 60% still far in number 80% which reach as minimum achievement.

In the second cycle, the teacher arranged the lesson plan (RPP) in cycle 2, it hoped can improve the students vocabulary after in cycle1 was not satisfied. the teacher gave the individual test in order to know the student’s vocabularies by using “Spelling Cards” in cycle2. The teacher gave random card to arrange by the students in to a word. And then the teacher get the students score accordingly their accuracy, fluency, pronunciation, and memorize based on the scoring guide. The result was also showed and the detail report about the result of the cycle 2 can be seen below.

Table 4: The result of test in cycle 2

No	Name	Criteria				Total	Category
		1	2	3	4		

		25	25	25	25	100	
1	A Adita Maulana Ilham	20	15	15	20	70	Good
2	Allenza Duta Rafael	20	20	20	25	85	Good
3	Achmad Faizun	20	15	20	25	80	Good
4	Achmad Rifki	15	20	20	20	75	Good
5	Asfa Fikria salsabila	20	25	25	25	95	Exellent
6	Damar Ardiansyah	20	20	20	25	85	Good
7	Davina Naurellia Putri W.	20	15	20	20	75	Good
8	Elsa Febriani	20	20	20	25	85	Good
9	Indira Zahra Sunniyah	15	15	20	25	75	Good
10	Inez Reviana Syahrani	20	20	20	25	85	Good
11	Kaila Safitri Az Zahra	15	15	20	20	70	Good
12	Kinanti Aulia Hapsari	20	20	20	25	85	Good
13	Moch. Rizky Ramadhan	15	20	15	20	70	Good
14	M. Ar Rafi Hibrizi	15	15	15	20	65	Enough
15	M. Daffa Irfani	20	15	15	15	65	Enough
16	M. Ihza Refandika	20	20	20	20	80	Good
17	M. Sokhin Hidayatulloh	20	15	15	20	70	Good
18	Mulia Hakim	15	15	15	25	70	Good
19	Naomi Oktavia	15	15	15	20	65	Enough
20	Nur Qolbita Choirunnisa	15	20	20	25	80	Good
21	Rachmadhyra Elsha Nasswa	15	20	20	20	75	Good
22	Rifka Aulia Mahendra	20	20	20	20	80	Good
23	Rizka Dwiyanti	20	20	20	25	85	Good
24	Willyandi Kurniawan P	20	15	20	25	80	Good
25	Yanuar Ryan Sulistiyono P	15	20	25	25	85	Good
	TOTAL					1935	

$$\bar{X} = \frac{1935}{25} = 77,4$$

Percentage of students who reaches minimum achievement

$$P = \frac{\text{Students who pass the study}}{\text{Amount of Students}} \times 100\%$$

$$= \frac{22}{25} \times 100\% = 88\%$$

Table 5: Recapitulation formative test results in cycle 2

No	Illustrations	The result of cycle 2
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1	The average value of test	77,4
2	The number of students who pass the study	22
3	Percentage of mastery learning	88%

DISCUSSION

After the researcher implemented “Spelling Cards Strategy” in teaching vocabulary, the researcher got the data. It was analyzed of each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research.

In cycle 1, the students who got 80 still low. It was only 15 students who reached the CMA. It means that the students who got 80 still not more than 60%. The reason of it, that the students spelling ability in learning vocabulary still low.

In the second cycle, the researcher was still used “Spelling Cards Strategy”, the researcher gave a new strategy which was planted in cycle 1. The students enjoy in learn by several game, they enjoy on use “Spelling Cards”. Cycle 2 also showed the result. The result of the test increased significantly. The class average was increase, and percentage of CMA increase from 60% to 88%.

Based on the analysis of data obtained, the used “Spelling Cards Strategy” in teaching vocabulary could help students to understand and to make easier in learning vocabulary. So, this classroom action research in the implementation of “Spelling Cards Strategy” to improve the student’s vocabulary at first grades students of SDN Banjarsari Buduran Sidoarjo.

CONCLUSION AND SUGGESTION

By using “Spelling Cards Strategy” on learning vocabulary could improve student’s learning activities to the first graders of SDN Banjarsari Buduran Sidoarjo in the academic year 2014-2015. Based on the calculation result after getting all of the treatment using “Spelling Cards Strategy”, the students average score increased almost significantly.

This study is useful for English teacher to teach vocabulary. However, there are many media to be used in teaching learning process, but “Spelling Cards Strategy” is a good alternative media of teaching vocabulary. “Spelling Cards Strategy” can be used to design interesting technique activities when they learning vocabulary. “Spelling Cards Strategy”

could help the students in memorizing and understanding the structure of word write, so that “Spelling Cards Strategy” can be applied easily.

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