

**Improving English Vocabulary Through Topic-Based Learning OfThe Fifth Grade
Students At MI Al Rosyad Talang Pasuruan**

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ABSTRAK

Mengajar bahasa Inggris di sekolah dasar tidak semudah mengajar bahasa Inggris di sekolah menengah. Untuk itu tentunya cara penyajian materi harus menyenangkan dan menarik agar siswa merasa tertarik dan senang belajar. Peneliti tertarik untuk menyajikan Pembelajaran Berbasis Topik siswa kelas V MI Al Rosyad Talang Pasuruan, sebagai dasar penelitian ini. Tujuan dari penelitian ini adalah untuk mendeskripsikan prosedur pengajaran bahasa Inggris pada siswa kelas lima MI Al Rosyad Talang Pasuruan dengan menggunakan Pembelajaran Berbasis Topik dan untuk meningkatkan prestasi siswa khususnya dalam kosa kata bahasa Inggris. Untuk mencapai tujuan penelitian, peneliti melakukan penelitian tindakan. Hasil belajar memiliki hasil yang positif; terbukti bahwa berbasis topik dapat meningkatkan kosa kata bahasa Inggris dan mereka merasa senang dan lebih aktif di kelas karena mereka tertarik untuk mengikuti mata pelajaran, terutama dalam menghafal kosa kata. Oleh karena itu, pembelajaran berbasis topik hanya meningkatkan kosa kata bahasa Inggris siswa tetapi juga prestasi belajar bahasa Inggris siswa kelas lima di MI Al Rosyad Talang Pasuruan.

Kata Kunci: Kosakata Bahasa Inggris, Pembelajaran Berbasis Topik

ABSTRACT

Teaching English in elementary school is not easy as teaching English in secondary school. For this of course the way of presenting the material must be fun and interesting in order that the students feel interested and enjoys learning. The researcher is interested in presenting Topic-Based Learning of the fifth grade students at MI Al Rosyad Talang Pasuruan, as bases of this study. The objectives of this study are to describe the procedure of teaching English at the fifth grade students of MI Al Rosyad Talang Pasuruan by using Topic-Based Learning and to improved the students' achievement especially in English vocabulary. To achieve the objectives of the study, the researcher conducted an action research. The result of study has positive result; it proved that topic-based can improve English vocabulary and they felt enjoy and more active in the class because they interest to join the subject, especially in memorize vocabulary. Therefore, topic-based ones only improved the students' English vocabulary but also the achievement in learning English of fifth grade students at MI Al Rosyad Talang Pasuruan.

Keywords: *English Vocabulary, Topic-Based Learning*

INTRODUCTION

As an international language, English is very important for the students to study. It is used as a means of communication in many fields such as politics, economics, science, technology, education and culture. In connection to the importance of English, Indonesian government has determined that English is taught from Elementary School up to the higher education. It is aimed at developing the student's ability in getting and using the important information through listening, writing, speaking, and reading in English language skill. It can be used to introduce English to the students early and it is as an earlier preparation to learn in higher education.

In this research, the researcher is interested in conducting a research about vocabulary mastery to student at elementary school. Based on the observation at this school, for the English teacher vocabulary became the first priority in English teaching learning process. Yuliastuti (2009: 05) said that it is because vocabulary mastery is basic language skill. It appears in every language skills especially writing skill.

Vocabulary according to Soedjito in Muttaqien (2014: 13) can be interpreted as follows: all the words contained in a language, the wealth of words owned by a speaker or writer, words used in a field of science, and list of words arranged like a dictionary accompanied by a brief and practical explanation.

Lelawati (2018) said that Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

According to Wikipedia, Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans to be given to participants in one period of education level. In connection to the importance of English, Indonesian government has determined that English is taught from Elementary School up to the higher education. It is aimed at developing the student's ability in getting and using the important information through listening, writing, speaking, and reading in

English language skill. This regulation is based on decree of the Minister of Education and Culture, Republic of Indonesia, No. 1702/105/1994 stating that “English is taught to Elementary School students as a local content.”

Based on the curriculum, the teacher as a facilitator tries to develop strategies and techniques for teaching vocabulary in ways that are fun and in accordance with the characteristics of early childhood. Teachers in carrying out their professional authority, teachers are required to have a diverse set of abilities (competences) (Marsudi 2016: 62).

Teachers should know the most fun things in childhood. One of them is playing. Through playing, children can interact with friends, communicate verbally and also learn languages, namely adding new vocabulary from their opponents. A teacher must be good at addressing the child's need to play. Considering that children are human beings whose growth and development conditions are immature. So children are different from adults. It is hoped that classroom learning can be carried out by students and teachers more effectively, creatively and innovatively, so that students are more serious, understand and enjoy the process of

learning Indonesian language and literature in class as a learning-play activity.

Based on the researcher's observation in teaching English of the fifth grade students at MI Al Rosyad Talang Pasuruan, the researcher finds out that the mastery of English vocabulary of students is still low, although they have learnt English since in the fourth grade. We can see from the students mean score were about 52,2. It shows that the students' vocabulary mastery is poor. The causes of the problem are that: 1) the material is not interesting; 2) the limited time and the equipment; 3) the technique of delivering materials is neither suitable nor interesting. The researcher got information above from the English teacher when the researcher took the observation at MI Al Rosyad Talang Pasuruan.

Beside that the English teacher of the fifth grade students at MI Al Rosyad Talang Pasuruan also said that because of the problems above, students got difficulties learning vocabulary; Firstly, the students get difficulties in remembering the meaning of the words often appears when they do the exercises. Secondly, the students' attention and motivation in learning vocabulary are decreasing. Thirdly, the students' also easy to get bored in having the lesson. It can be

seen from the responses in doing some exercises and practices.

Based on the facts above, it can be concluded that the problems in the teaching and learning vocabulary at the fifth grade students of MI Al Rosyad Talang Pasuruan mostly come from the English teacher. The factors are: (1) the teacher is not creative to use media as aids of teaching. (2) the teacher only gives a little time to practice in pronouncing the words correctly, whereas a little time to practice cannot create accurate pronunciation, especially for the beginners; (3) the technique of the teaching vocabulary that the teacher uses seems ineffective for the students. It does not give the students great motivation to learn. In other words, students are passive in learning vocabulary.

Therefore, being creative and innovative is the teacher duty to give a good solution of those problems. The teacher should creative to selecting the material, use good strategy and also prepares supporting material to make the learning and teaching process alive and enjoyable. In addition, to make students interest to learn English vocabulary and to make the learning process fun and enjoyable, the researcher used Topic-based Learning. Finally, at the end the

students can improve their English vocabulary without any problems.

Shin and Crandall (2014) suggest five steps for a thematic unit designed over four to five lessons: 1). Choose topics that are relevant to the national curriculum standards of your context, 2). Select themes that appeal to the children in order to encourage meaningful and authentic interaction., 3). Employ subject content that is related to the children's experiences and based on the subjects they enjoy studying, for example, social sciences or on specific social situations, 4). Arrange the order of the activities to mirror real life language that is useful to the children The skills practiced should be sequenced from receptive to productive and progress from simple repetition to scaffold learning, and 5). Integrate a project into the unit to foster student-centered learning, cooperation and communicative use of the target language.

The previous study is done by Maulana (2020). She conducted a research on this study aims to improve students' vocabulary mastery in English subject by using the Circuit Learning Model for fifth grade students of SDN Margalaksana IV Cilawu Garut. She used Classroom Action Research (CAR) which lasts for two cycles.

She found in her research that the Circuit Learning Model can improve the mastery of English vocabulary in fifth grade students at SDN Margalaksana IV Cilawu Garut. Based on the result of the research conducted, it showed that the pre-cycle reached an average grade of 45.8 with percentage of classical completeness of 22.2%. In cycle I, the average grade was 66.8 with the percentage of classical completeness of 55.6%. Then in cycle II, the average grade increased up to 85.4 with percentage of classical completeness of 81.5%.

Based on the reason told above, then, the researcher determines and focuses on the study of improving English vocabulary through topic-based learning of fifth grade students at MI Al Rosyad Talang Pasuruan.

Topic-Based is not always easy to do, but we hope the result that students can master the topic as well as possible and improve students' English vocabulary. As the teacher for young learner should be make various in teaching strategist, which can stimulate students to interest in teaching learning, it is important to establish the classroom atmosphere will can motivate the student to learn as well as master the language skill. Than the teacher must be

aware of some teaching teahnique that are suitable for student.

Stalischem (2010) said that there are some steps in doing Topic Based Learning, such as; Choosing the topic, usually the teacher will decide which topic to work on, but if the students are interested in particular subject and you think they can do it in English then they try the work it into your timetable.

Next is planning time. Ideally, should decide at the long term planning stages which topic you are going to work on and how long you plan to spend on each topic. In this case, you may only want to spend one or two lessons on the particular topic. If you have not done the topic-based before then it is probably best to start off on very small scale. Taking just one lesson on topic which the students are particularly interested in.

Collecting material, once you have some idea of possible topics, you should start looking for material at once-all sorts of writer and spoken texts, pictures, objects, card, songs and ideas. We always think, we will remember our brilliant ideas, but we don't unless make a note of them. Similarly, once you've finished with a topic, make sure that all the materials you used go back into the relevant files and boxes.

The last is assessment. Since topic-based is complete in it and students have mastered the material, it gives you and students a good opportunity to assess what you've been doing. Although small children

find this types of assessment very difficult to begin with, it is well worth starting in a very casual way with the students.

RESEARCH METHOD

this study was conducted by means of classroom action research (CAR). Classroom Action Research (CAR) for English subject is to find a good strategy for teaching and learning process in order to get good maximum score in their study. In this research the researcher has a participation in action teaching and learning process, collecting and analysis data, also make a conclusion and report.

Beside that, classroom action research is characterized by problems in class and actions done to solve the problems. Arikunto (2013: 17) explained that one CAR cycle consists of four steps, namely: (1) planning, (2) implementing, (3) observing and (4) reflecting

Farhana (2019) also said that activities must be carried out by the teacher in implementing classroom action research to be in line with efforts to improve the quality of processes and student learning

outcomes are: a) observing activities study students carefully, b) analyze the needs of students, and c) adjusting the curriculum (syllabus, lesson plans, teaching materials, and so on) to needs learners.

The classroom action research was conducted at MI Al Rosyad Talang Pasuruan of fifth grade students. The fifth grade is divided into two classes, class A and class B that consist of 27-30. This study was conducted in B class. The number of students in the classroom was twenty five.h vocabulary.

The researcher prepared everything to apply the action of the research in the classroom. The researcher did some pre-observation on September 19, 2022 to know the condition of the class and know the problem of the students. On the other hand, researcher chooses topic-based to improve students' vocabulary. Therefore, the researcher needs to write the lesson plan and prepare the instrument. In this case,

researcher used instrument consists of piece of observation paper for teacher collaborator, field note, interview, and test. All of this part used the researcher as instrument to collect the data.

This research refers to the cycle on the classroom action research such as Planning, acting, observing and reflecting. In the one cycle there are 4 meetings, 3 meetings for research action in teaching learning English using Topic-based and 1 meeting for the test. If the first cycle success and get satisfactory result, so this research will be stopped and makes a report but if not, the second cycle will be continued.

The criterion of success is whether the research successful or not in English learning process. There are criteria such as the students improve their vocabulary, the students got more than 65 are 60% and the students more active and enjoy in the class. The data got from the result score test in the last meeting of cycle.

The researcher used topic-based as strategy in learning English. Therefore, the researcher must stimulate and encourage the students to interest in learning teaching. It is important to establish a good atmosphere in the class.

There are procedures to teach topic-based learning; 1) the researcher gives guidance questions including the topic to the students. The questions need long answers, not yes/no question. In this step the researcher asks the students to imagine the answer, 2) the researcher explains what will be done in the next section and the researcher asks the difficult word to students, 3) the researcher also reminds the students to memorize the vocabulary, 4) the students do the activities and 5) the students write the vocabulary during the students do the activities. If there is enough time, it can be the students read their task in front of the class.

Action is implementation of planning. If all of parts have been ready, the researcher teach subject by using topic-based for students at MI Al Rosyad Talang Pasuruan. The goal of this action is help the students to mastering vocabulary related the material. In this activity the researcher ask the teacher to help this process as collaborator.

RESEARCH AND DISCUSSION

Before doing the research, the researcher took the pre-observation on September 19, 2022. From first pre-observation, the researcher got information

that fifth grade students have two classes. They were A and B class. Then the researcher decided to choose B class because the achievement of B class was not better than A class. The researcher not only interviewed the teacher but also the students. The students at B class have problems, they were not enthusiastic to study English because they felt boring, difficult to memorize vocabulary, pronounce English, little time to practice and sometimes they are shy to ask questions. It made students less motivated. For the data reference the mean of the students' score was 52.2 but in fact, the minimum mastery learning standard at MI Al Rosyad Talang Pasuruan was 65.

Next, the researcher also took the observation on September 19, 2022. Doing interview about the competency of fifth grade students with English teacher is the first step in the pre-observation. The teacher said that the result of middle test is low only 20% who successes from the minimum mastery learning standard at MI Al Rosyad Talang Pasuruan because their understanding of English subject was minim.

Based on the statement above the researcher interpreted that the students of fifth grade need a suitable technique and

plans of action was setting up to take an improvement achievement at MI Al Rosyad Talang Pasuruan by using topic-based.

Furthermore, the researcher also interviewed the some of the students after they studied by using topic-based. The researcher chooses three people from lower score, three people from middle score and three people from high score. Based on the result, the researcher got information that most of the students interested to join and do the activities in the classroom and some of their problems was shy to ask question, didn't review their lesson at home and some of their friend disturb each other.

Based on the result above, the researcher's statement that the students felt enjoy if the strategy interesting and the media suitable with the topic. They were enjoyable to doing the activities in the class and had high motivation to study more active.

Based on the observation checklist, the student's quality learning activity in the class was improving and the student's activities more active and enjoy in the class. This situation was happened because of some factors, such as: the student's enthusiasm in learning process improve day by day, there was improvement in student's

attention to the teacher while explaining the subject, students was active in doing asking and answering the question and doing the activities, although students still confused to uses English vocabulary with right pronunciation, so the researcher keeps their cheerful and enjoyable during the teaching learning English in the classroom.

The results from the first teacher's notes showed that the advantages of teaching English by using topic-based which indicated that Some of the students were still look not interest on using topic-based in teaching English and have limited vocabulary, the students were still shy when the researcher ask to answer the question and to do the activities in front of the class, the students were paid less attention when teacher asked to repeat the word and they felt nervous. Therefore, day by day, students became more active to study and they faced no difficult to respond the teacher and the students active to open dictionary when they found the difficult word by them selves. While the result of using topic-based made the students became interested and enjoyed learning English as well as remember the vocabulary.

Test was conducted on November 16, 2022. It is an individual test, that given to

the students in the writing test form. The duration of present their answer was 30 minutes. Before the students did the test, the researcher reviewed the material. Next, the researcher gave the test to know the students achievement in learning English after using topic-based in teaching learning English. The result of the test shows that the students' lowest score was 55 and the highest score was 100, it means that the students score was 74.2. The students have improved achievement because the minimum mastery learning standard at MI Al Rosyad Talang Pasuruan was 65. The achievement improved after the students used topic-based in teaching learning English.

The used of topic-based in teaching English learning process of fifth grade students at MI Al Rosyad Talang Pasuruan was to improve the student's English Vocabulary and achievement in English learning process. It would influence the result of the study. The improvement of student's English Vocabulary and achievement by using topic-based has been successful for students of fifth grade students at MI Al Rosyad Talang Pasuruan. Therefore, the cycle II is not necessary.

According to Scott (1983) when you are concentrating on a particular topic, the content of the lessons automatically become more important. It means that it is easier to relate the lessons to the experiences and interests of your students to improve their quality in English it self. Topic-based also promotes better understanding of a lesson among students as they learn the lesson by practicing the task themselves. Besides that, topic-based also allows you to go into a subject in depth and brings out reactions and feelings in the students. Because of that, the researcher think that topic-based is suitable to improve students' English vocabulary of the fifth grade students at MI Al Rosyad Talang Pasuruan.

Finally, the implementation of topic-based in teaching English has given positive effect on the student's English Vocabulary and achievement of the fifth grade students at MI Al Rosyad Talang Pasuruan. Moreover, the students became more active and were not lazy in studying English. It is strengthened by Widodo (2005) who stated to successfully conduct English teaching at elementary schools, teaching materials and methods should be well suited each other.

Conclusion

The researcher draws the conclusion based on the study that had been done. The conclusion was focused in "improving English vocabulary through topic-based learning of fifth grade students at MI Al Rosyad Talang Pasuruan". Based on the result of analyzed data and data in observation in the class, it was concluded that the technique of using topic-based learning had improved the students' achievement, English vocabulary and more active and enjoy in the class. In the class, the students looked interested and enthusiastic when the topic-based was applied in teaching learning English.

Rogers (2022), argued that the benefits of topic-based learning such as ; Learner-centered approach promoting independent work and creative thinking, creates a 'real' need to communicate and listen, appeals to different intelligences and learning styles, caters for mixed ability in the classroom, develops 21st century thinking skills (such as the ability to interpret, estimate, compare and contrast, classify, sequence, experiment and describe processes), opportunities for us to develop our skills and knowledge as teachers, and helps to empower students for higher education.

In the process of learning English in these activities, the students felt interested and enthusiastic in learning English when topic-based were used. The students also felt enjoying when they were doing topic-based during learning English. All of the students be active participation and motivate in learning English.

Jeanne McCarten, 2007; 19 said that Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.

The implementation of topic-based has improved the students' achievement and English vocabulary of fifth grade students at MI Al Rosyad Talang Pasuruan. Based on the computation of the test, students' score was 74.2. it was proved from improvement score in the one cycle and that score was higher than the minimum mastery learning standard at that school was 65 and 83% students who successes from the minimum mastery learning standard at MI Al Rosyad Talang Pasuruan. It means that the

implementation of topic-based has positive result and improved the English vocabulary and the achievement.

To improve the students' English vocabulary and achievement as the previous line said that to successfully conduct English teaching at elementary schools, teaching materials and methods should be well suited each other. There were many kinds of technique that can be use and this study the researcher used topic-based, so by applying topic-based the students had motivation because they able to memorize the vocabulary based on the topic and then able to increase the students' mastery of English. Therefore, topic-based ones not only improved the students' English vocabulary but also the achievement in learning English of fifth grade students at MI Al Rosyad Talang Pasuruan.

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