

THE APPLICATION OF USING LETTERLAND TECHNIQUE TOWARDS STUDENT'S VOCABULARY MASTERY

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ABSTRACT - Vocabulary is one of elements which is important in language learning. Teaching vocabulary requires an effective way especially for teaching children. The paper describes the application of using Letterland technique for teaching children English vocabulary. Participants are students at Elementary school of MIMA 7 Labuhan Ratu Grade 2, Bandar Lampung. It is found that there is good influence of using letterland technique towards the students' vocabulary mastery.

Keywords: Letterland, vocabulary, language learning, language teaching

1. INTRODUCTION

Language is tool that is using to communicate with the people. One of the elements that English has is vocabulary. According Yusup (2002) vocabulary is the component word to build speaking, listening, reading, writing skill. In teaching vocabulary, teachers need appropriate technique. One of techniques to teach vocabulary is Letterland. It is proved from the observation done by the writer to the second grade students in MIMA 7 Labuhan Ratu, Bandar Lampung. They do not have a lot of vocabulary, they just have a number of vocabulary mastery that makes them difficult to communicate. This research focuses on how students can improve vocabulary.

Judi Manson and Mark Wendon state that letterland is a phonic based system, this mean that children learns the actual sounds that letters make in words by using the special letterland character's name (e.g. Clever Cat 'c'). The letterland pictogram activate every learning channel, links all the things that the children love-social interaction, movement, art, craft, rhyme, directly to letter knowledge. Teaching vocabulary will be effective by using letterland technique. Why it will be effective because it can motivate students and they can memorize the words. Because letterland is new in Indonesia, so the writer only got one person who use same technique in doing research. The research was done by researcher Siti Maisyaroh, in 2007, entitled "Using Letterland as a Technique in Teaching Vocabulary to Playgroup in Pondok Indah Jakarta". The method used in this research is comparative method. The form of research used in accordance with this research is a form of survey (survey studies). The nature of this research is A Classroom Action Research. The result of this research shows that there is an improvement in the students' activity.

2. METHODOLOGY

This research is using action research. The subjects that involve are students who study at MIMA 7 labuhan Ratu, Bandar Lampung in academic year 2014/2015.

(Daryanto, 2011:1). Action research is started from the level of designing after the problems have been found in learning and teaching activity and it will be continued by action, observation and reflection.

Hypothesis is used to predict temporary answer about the question on the impact of using letterland technique towards students; vocabulary mastery at grade two in MIMA 7 Labuhan Ratu, Bandar Lampung. Therefore, on the basis of this theory, the hypothesis is formulated as follows: the null hypothesis (H_0) and the alternative hypothesis (H_a). The null hypothesis (H_0) is applied if there is no To analyze the data that got the research will use the simple formulation:

$$X: \frac{\sum X}{\sum N}$$

Notes :

X : Average Value

$\sum X$: Number of Students' Scores

$\sum N$: Number of Students

The category of mastery in learning when students can pass of kkm (the minimum of pass category) it has been fixed by this school as much as 65. Calculating of learning mastery will use *One Sample T Tes* in SPSS 16.0 (*Statistical product and service solution*). In addition to determine the investigator assessment using interval data.

Table 1: Interval of value (Fauzy, 2009)

Letter	Percent
A	80 – 100
B	69 – 79
C	60 – 68
D	50 – 65
E	≤ 49

3. RESULT AND DISCUSSION

Collecting the Students' Scores

After conducting the class about 3 until 5 meetings, the researchers have done the test (cycle 1) to determine if the students can understand the material very much or not. Form cycle 1 has been got the scores as follows:

Table 2: the result of cycle 1

No	Subjects	Scores	Letter	A	B	C	D
1	Dicky Saputra	60				1	
2	Dimas Rizky Syaputra	70			1		
3	Habib Mahesa Putra	65				1	
4	Hamdan Ilyas Maulana	40					1
5	Harvam Khosyi'ilKholis	50					1
6	M. Fadhil Prayoga	60				1	
7	M. Ukhei Affandi	70			1		
8	Muammar Hidayah	60				1	
9	Muhammad Rizaki Al-Akbar	75			1		
10	Mukhlis Saputra Farhan	50					1
11	Novely Chera	45					1
12	Reza Aditia	50					
13	Siti Holizah	65				1	
14	Azza Al Aqila	60				1	
	Total of score	820					
	Avarage of score	59			21,4%	43%	29%

Table 3: the percentage of the result cycle 1

80 – 100 = A	
69 – 79 = B	3 students or 21,4%
60 – 68 = C	6 students or 43%
50 – 65 = D	4 students or 29%

Table 4: the cycle 2 result

No	Subjects	Scores	Letter	A	B	C	D
1	Dicky Saputra	80		1			
2	Dimas Rizky Syaputra	75			1		
3	Habib Mahesa Putra	75			1		
4	Hamdan IlyasMaulana	85		1			
5	Harvam Khosyi'ilKholis	70			1		
6	M. Fadhil Prayoga	75			1		
7	M. Ukhei Affandi	80		1			
8	Muammar Hidayah	70			1		
9	Muhammad Rizaki Al-Akbar	85		1			
10	Mukhlis Saputra Farhan	70			1		
11	Novely Chera	65				1	
12	Reza Aditia	75			1		
13	Siti Holizah	80		1			
14	Azza Al Aqila	85		1			
	Total of score	1070					
	Avarage of score	76,4		43%	50%	7%	

Table 5: Percentage of result cycle 2

80 – 100 = A	6 students or 43%
69 – 79 = B	7 students or 50%
60 – 68 = C	1 student or 7%
50 – 65 = D	

Before implementing cycle 1, the researcher administered pre-test by asking the students to produce the vocabularies. The result of the test indicates that most students can not produce vocabulary. Based on the observation and interview to the students, the problem is that they are difficult to find an idea to mention the vocabularies based on pictures of letter.

In cycle 1 the researcher presented the Letter land and how can produce the vocabularies by using picture series (letter). First of all, the students are given some pictures with incomplete words. Based on the pictures the students complete the words. After that, the students are given some pictures without any clue. The students produce the words their own vocabularies based on their understanding about the pictures.

When the students were producing the vocabularies by using word that exists in *Letter Land Technique*, the writer observed the students activities. It is done to know the students motivation and their activeness in doing the task as influence of the use of picture series media. In this activity, the researcher wrote the students' development happened during the observation.

The result of the implementation of cycle 1 shows that the students' writing ability is improved, but it has not achieved the criteria of success. The minimal standard criteria of the students' mastery of vocabularies when the mean score of all the students is 65 but the result had low only about 59 in average, most of them got C. It means that the study has not been successful yet. From table above, it can be known that researchers have 14 students but students can pass score (B) only 3 students and the others get lower score.

Based on the data presented in the table above, it can be stated that the implementation of Letter Land Technique to improve the students' ability in increase vocabularies mastery is not successful yet. The criterion of success is if the mean score of the students is at least 7.00 and the students are active in the vocabularies mastery. In terms of the students' activeness in activity, the result of observation shows that some students are active, but some others are not active in the activity. Although some students show their improvement in vocabulary learning motivation and score of vocabulary, the cycle 2 needs to be conducted. This is done because some students get score under the standard which is determined. Many students get score below 7.00.

In cycle 2, researchers used Letterland Technique to present how to produce the words (vocabularies). The result shows that some students get improvements in their scores and in their activeness in producing vocabularies activity, but some others are still under the target or the criteria.

In cycle 2, the researcher still used letterland to teach vocabulary. But in this cycle, the strategy used is different from the strategy applied in cycle 1. The strategy applied is the researcher gave more examples of how to produce words by using *Letterland* technique. After the students understand and have confident, the researcher gave them again picture series, and the students were asked to produce vocabulary.

Based on the table above can be explained that only one student that failed, only got 65 if we compare most students got scores more than KKM. 7 students got B (50%) and 6 students got A (43%).

4. CONCLUSION

The study has shown that there is good influence of using letterland technique towards the students' vocabulary mastery. The technique can also motivate students in teaching learning process.

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