

IMPROVING VOCABULARY MASTERY THROUGH LEARNING CIRCUIT MODEL IN THE ENGLISH SUBJECT AT THE FIFTH GRADE STUDENTS'

Panji Maulana

E-mail: panjistkip@gmail.com

Primary Teacher Education, STKIP Sebelas April, Sumedang

Abstract

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 . This type of research is Classroom Action Research (CAR) which lasts for two cycles. Each cycle consists of planning, implementing, observing and evaluating actions, then reflecting. The subjects in this study were students in class IV C with a total of 27 students. The data in this study were obtained by using data collection techniques of written tests, observations, and oral tests. 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%. The conclusion of this study is that the Circuit Learning Model can improve the mastery of English vocabulary in fifth grade students at SDN Margalaksana IV Cilawu Garut.

Keywords: *Vocabulary Mastery, Circuit Learning Model*

INTRODUCTION

English has four skills which have to be mastered. These four basic skills include listening, speaking, reading, and writing. Before learning these four skills, the main thing students must have is vocabulary. According to Suyanto (2015: 43), the English vocabulary which needs to be learned by elementary school students in Indonesia is estimated at around 500 words. Based on the results of observations and interviews conducted at SDN Margalaksana IV , there were several problems faced by the students, especially most of them have problems in mastering English words, so that they have limited vocabulary in English. Students do not really understand the meaning of words in English, have not been able to listen and speak English words properly, and have not been able to write them in the correct spellings.

According to Suyanto (2015: 43), vocabulary is a collection of words owned by a language and it gives meaning when we use that language. Meanwhile,



according to Purwo in Yulianti (2012: 23), the mastery of vocabulary is a measure of one's understanding of the vocabulary of a language and their ability to use the vocabulary both spoken and written.

From all the above theories, it can be concluded that vocabulary is a collection of words possessed by a language. Vocabulary is a very important component and can even be called the key in learning a foreign language since the wealth of one's vocabulary also determines the quality of their language skills. With sufficient vocabulary mastery, communication will occur properly and it can also reduce misunderstandings, especially in communicating by using foreign languages. The mastery of English vocabulary which needs to be learned by elementary school students is estimated at around 500 words. The English mastery indicators can be formulated as follows: (1) Word meaning, (2) Pronunciation, (3) Spelling.

One of the learning models which can be used to improve vocabulary mastery is the Circuit Learning Model. This is described by Huda (2013: 313). Circuit Learning is a learning model which includes thinking and problem-based approaches in a form of concept maps containing images and writing, so that it becomes meaningful and memorable.

According to Joyce & Weil in Rusman (2014: 133), learning model is a plan or pattern which can be used to shape the curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or others.

Huda (2013: 313) stated that the advantages of using the Circuit Learning Model are increasing student creativity and training student concentration to focus on the concept map presented by the teacher. During the teaching and learning process, students can observe and pay attention to the materials. This will be more profound and memorable for students since they also experience themselves.

Based on the explanation above, in order that the fifth grade students of SDN Margalaksana IV can improve their vocabulary mastery, the Circuit Learning Model is used in the teaching and learning process. This has encouraged the researchers to get interested in conducting more in-depth study by proposing the title "Improving the Fifth Grade Students' Vocabulary Mastery Through Learning Circuit Model in The English Subject at SDN Margalaksana IV Cilawu Garut".

METHODS

The method used in this research is classroom action research (CAR). According to David Hopkins in Tampubolon (2014: 19), classroom action research is a form of strategy in detecting and solving problems faced by educators with concrete actions, namely through research procedures in the form of cycles (recycling). This study aims to determine an improvement in English vocabulary through the Circuit Learning Model in grade IV of SDN Margalaksana IV Cilawu



Garut. This research was conducted at SDN Margalaksana IV Cilawu Garut, located on Cikancung Street, Cilawu Subdistrict, Garut Regency. The study was conducted research from November 2018 to May 2019.

The subjects in this study were students of class IV SDN Margalaksana IV Cilawu Garut, totaling 27 students, consisting of 14 female students and 13 male students. This research was conducted in 3 cycles. Each cycle consists of 4 stages, namely planning, implementing, observing, and reflecting.

Data collection techniques used were written tests, oral tests and observations. The written test contains 10 short answer questions with a rating scale ranging from 0, 1 and 2. For example 0 = unable to answer correctly 1 = less able to answer correctly, 2 = able to answer correctly. This written test in the form of a short question is based on the theory of vocabulary mastery by Brewster in Ningrum (2014: 32) which includes word meaning, pronunciation, and spelling. The word meaning and spelling sections are used in a short written test, while the part that includes pronunciation uses oral tests. The oral test contains 5 questions with rating scales ranging from 0, 1 and 2. For example 0 = if aspects of the oral test are carried out with incorrect English pronunciation, 1 = if aspects of the oral test are conducted with a loud voice and improper English pronunciation, 2 = if aspects of the performance are performed with a loud voice and correct English pronunciation.

This research can be declared successful with a single criterion, that is if 75% of students have vocabulary mastery with the criteria of vocabulary mastery success which falls under excellent category with a range of scores from 80-100.

RESULTS AND DISCUSSION

This research starts from Zuchdi's opinion in Meidany (2012: 14) in which Zuchdi understands that vocabulary mastery is one's ability to recognize, understand, and use words properly and correctly by listening, speaking, reading and writing.

Suyanto (2015: 43) argues that vocabulary is a collection of words owned by a language and gives meaning when we use the language. The English vocabulary which needs to be learned by Elementary School students in Indonesia is estimated at around 500 words.

After conducting the action research, the researchers conducted an evaluation to gather information related to the mastery of students' English vocabulary. From the results of the tests carried out in the first cycle, it was found that the total score of students was 1,804 with the average score of 66.8. There were 15 students whose scores exceeded the specified completion criteria with a percentage of classical completeness of 55.6% and there were 12 students who had not reached the specified completion criteria. The maximum score was 90 and the minimum score was 27.



The completion criteria obtained in the first cycle had not been reached since there were several obstacles encountered, including the following: there were several steps which were not carried out during the research since the researchers were in a hurry; the researchers still could not manage the class well; there were still students who chatted and made the class noisy; when students worked on the worksheet, it was seen that students only relied on one or two of their friends to answer the questions, while the rest of the students were busy chatting, joking and just looking at their friends; on the spelling indicator, there were still many students who spelled the words incorrectly; on the pronunciation indicator, there were many students who were still unable to pronounce correctly; and on the word meaning indicator, there are many students who were still confused about the meaning from Indonesian to English and vice versa.

Implementation of the steps of the Circuit Learning Model consists of three stages, namely:

- (1) Stage one is the preparatory stage, (a) Conducting apperception. (b) Explaining the learning objectives that have been achieved by students in the learning activity of that day. (c) Delivering the scope of material and explaining the description of activities.
- (2) Stage two is the core activity, (a) Conducting questions and answers about the topics discussed. (b) Posting a picture of the topic on the board. (c) Asking questions about the attached picture. (d) Posting the concept map that has been made. (e) Explaining the attached concept map. (f) Dividing students into groups. (g) Delivering worksheets to each group. (h) Explaining that each group should fill out student worksheets and fill in parts of the concept map with their own language. (i) Explaining that the part of the concept map they are working on will be presented. (j) Presenting the concept map section that has been done. (k) Giving reinforcement in the form of praise or prizes for the results of a good presentation and encouraging those who have not got any praise or prize to try harder. (l) Re-explaining the contents of the student discussion results to strengthen students' insights.
- (3) Stage three is Closing, (a) Stimulating students to make a summary. (b) Assessing students' work.

The solution made for the improvement of cycle I and the plan that will be applied in cycle II are described as follows: the researchers tried to be calm in order to maximize every step in the Circuit Learning Model, researchers and class teachers work together to manage classrooms with seating arrangements using variations that was the style of the team consisting of 5 students on each team and applying the rules of order points that every orderly group would get points, the students with lower cognitive skill were invited to be more active in the learning process such as during



the question and answer session, to do the exercises on the worksheet, and during the presentation, to improve the spelling the researchers asked the students to write the spelling and pronounce the spelling correctly, the researchers correct the pronunciation by explaining the correct pronunciation and intonation then directly pointing out the students to know the direct response to the development. After giving an example to the students, the researchers emphasized once more and discussed deeper the indicator which still had low score that is meaning.

After making improvements from the first cycle, the researchers carried out the second cycle and obtained the total score of students was 2,306 with the average score of 85.4. There were 22 students who got the percentage of classical completeness of 81.5%, meaning that they have reached the criteria of success in the vocabulary mastery with excellent category, with a score range of 80-100. However, there were still 5 students who have not reached the specified completeness criteria. The maximum score was 100 and the minimum score was 60. By making improvements to deficiencies in the first cycle, the implementation of learning in the second cycle improves well and does not require further research.

Overall, students have been able to master the English vocabulary using the Circuit Learning Model. The comparison of students' English vocabulary mastery scores in each cycle can be seen in the following table:

Table 1 The Comparison if Students' English Vocabulary Mastery Scores in Each Cycle

Description	Pre-Cycle	Cycle I	Cycle II
Total Score	1237	1804	2306
Class Average	45.8	66.8	85.4
Percentage of Completion (%)	22.2	55.6	81.5
Total of Students who Reached the Success Criteria	6	15	22
Maximum Score	86	90	100
Minimum Score	10	27	60
Minimum Completion Criteria	80		

Further, a graphic presentation of the number of students who achieved the success criteria with excellent categories and the classical completeness percentage from pre-cycle, cycle I and cycle II is presented below.



Figure 1 The Number of Students who Achieved Minimum Completion Criteria and Classical Completion Percentage in Each Cycle



From the graph presented above, it can be concluded that there has been an improvement in each cycle. Percentage of classical students' mastery learning in pre-cycle was 22.2% with 6 students. After taking the first cycle of action, the percentage of classical learning completeness of students improved by 55.6% with 15 students, but they had not yet reached the percentage of success criteria of at least 75%. In the second cycle of action, the classical learning completeness of students improved by 81.5% with 22 students and was completed in accordance with the success criteria of vocabulary mastery with excellent category, with a score range of 80-100.

The results of the study and the acquisition of evaluation scores in the first and second cycles showed that there was an improvement in English vocabulary through the Circuit Learning Model compared to the state before the research was conducted or pre-research.

a. Discussion

Learning English by using the Circuit Learning Model can improve English vocabulary as it is seen from the results of the average score and completeness of student learning that has increased in each cycle. According to Brewster in Ningrum (2014: 23), the indicators of English vocabulary mastery are as follows: (1) Word meaning, (2) Pronunciation, (3) Spelling.

Penjuda Huda (2013: 313) stated that Circuit Learning is a learning model which is included in the thinking and problem-based approaches in the form of a concept map containing images and writing, so that it becomes meaningful and memorable. According to Huda (2013: 313), the advantages of using the Circuit Learning model are increasing student creativity and training student concentration



to focus on the concept map presented by the teacher. During the teaching and learning process, students can observe and pay attention to the materials. Therefore, the materials will be more profound and memorable for students since they also experience themselves.

There are some differences in the data of cycle I and cycle II, namely, the maximum score was 90, then after the action in cycle II, it became 100. Meanwhile, the minimum score obtained in cycle I was only 27, but after the action in cycle II, it increased to 60. Then, it can be seen that the total scores obtained by students in the first cycle was 1,804, but after the action in cycle II, it increased to 2,306. Furthermore, for the average score of the class during the first cycle was 66.8, but after taking action in the second cycle, it increased to 85.4. Then the number of students who completed in the first cycle was 15 students with a percentage of classical completeness of 55.6%, while after taking action on the second cycle students who completed were as many as 22 students with a percentage of 81.5%. The ability of mastering English vocabulary obtained by students does not all reach the expected score since there are still 5 students whose scores are below the excellent criteria for success categories of 80-100.

Indriyani (2015: 42) stated that Circuit Learning Model is one of the learning models included in the thinking and problem-based approach that has a complete component in creating an active, innovative, creative and fun learning atmosphere with the aim of maximizing the empowerment of thoughts and feelings with increasing patterns and repeat.

It can be concluded that in this study, there was "an improvement in English vocabulary by using the Circuit Learning Model in grade IV of SDN Margalaksana IV ". This is evidenced by the increased completeness of student learning at each cycle and the achievement of the researchers' pre-determined indicators at the beginning of the study.

CONCLUSION

Based on the results of Classroom Action Research (CAR) that have been conducted at SDN Margalaksana IV, in the English subject by using the Circuit Learning Model, it can be concluded that in the first cycle of action research obtained an average score of 66.8 with the acquisition of the percentage of classical completeness by 55.6%. And in the second cycle, the average score is 85.4 with the acquisition of the percentage of classical completeness of 81.5%. This indicates that there is an improvement in vocabulary mastery for students.



REFERENCES

- Huda, M. (2014). *Model – Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Indriyani, N. (2015). *Peningkatan Kualitas Pembelajaran IPA Melalui Model Circuit Learning Berbantuan Media Visual pada Siswa Kelas VB SD Islam Siti Sulaechah Semarang*. <http://li.unnes.ac.id/22090/1/1401411151-s.pdf>. (Retrieved on Saturday, 14th of October 2017 at 11.00 P.M.).
- Meidany, C. (2012). *Kontribusi Penguasaan Kosakata Dan Motivasi Belajar Terhadap Kemampuan Membaca Teks Berbahasa Jerman Peserta Didik Kelas XI Program Keahlian Animasi SMK Negeri 5 Yogyakarta Tahun Ajaran 2011/2012*. <http://eprints.uny.ac.id/9123/1/1-08203244001.pdf>. (Retrieved on Saturday, 14th of October 2017 at 10.06 P.M.).
- Perwitasari, Ningrum. (2014). *Peningkatan Penguasaan Kosakata Bahasa Inggris Materi Family Melalui Lagu Pada Siswa Kelas V SDN Piyaman II Wonosari*. <http://eprints.uny.ac.id/14041/1/SKRIPSI%20Ningrum%20Perwitasari.pdf>. (Retrieved on Wednesday, 27th of September 2017 at 10.15 P.M.).
- Shoimin, A. (2014). *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Suyanto, Kasihani K. E. (2015). *English for Young Learners*. Jakarta: Bumi Aksara.
- Tampubolon, S. M. (2014). *Penelitian Tindakan Kelas Untuk Pengembangan Profesi Pendidik dan Keilmuan*. Jakarta: Erlangga.

