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THE USE OF BILINGUAL FABLE TO IMPROVE STUDENTS' VOCABULARY (A Classroom Action Research)

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ABSTRACT

This research aims to find out the improvement of students' vocabulary after being taught by using Bilingual Fable of the sixth-grade students at SDN 5 Tentena, Poso. The method used in this research was Classroom Action Research (CAR). To analyze the data, the researcher used test, descriptive quantitative analysis. The result of this study shows that in the pre-cycle the student's average score is 42. In the first cycle the students' average score is 61, while in the second cycle the students' average score is 72. From pre-cycle, first cycle and second cycle, the average of the students score is always increasing. It can be concluded that the use of Bilingual Fable as media to improve students' vocabulary is also able to make students interest and motivate in learning process. Thus, the use of bilingual fable is effective in improving students' vocabulary.

Keywords: *Bilingual fable; students; vocabulary.*

INTRODUCTION

Foreign language mastery is an ability that must be obtained through a process. As the first foreign language in Indonesia, English has been taught since early ages exactly at elementary school for formal education. In several elementary schools, English is taught as a local content particularly from grade four to grade six (Sepyanda, 2016).

There are several reasons why teaching English at elementary school is important. First, it is widely used as a global language that covers many aspects of life. Second elementary students as young learners are in the best phase to learn English as a foreign language (Sepyanda, 2016). Then, teaching English in elementary school will help them in learning English at the next school level. Elementary school is the place to learn English for the first time; the students just learn the basic vocabulary.

In teaching English, a teacher has to know the target that should be reached. Such as for the fifth grade they have to have reached 100 words and for the sixth grade, they have to have 300 words reached (Department of Education, 1994). Learning vocabulary is not an easy thing for students, especially for young learners, because young learners have a limited ability in learning and memorize vocabulary. The students need more motivation from their teacher. Thus, the teacher must be able to motivate the students. Hamalik (2003) says that media can be used to motivate students in learning.

Using media will increase the probability that the students learn more, and the knowledge will retain better in their minds. The researcher hopes that by using media, the students will not be bored and they can learn English with full of motivation. A good teacher has some media, and she will select the efficient one in order the learners to be more interested in the lesson.

A bilingual fable is a simple animal story intended to teach a moral lesson, and it is not based on fact with two languages (English-Indonesia) and interesting animal pictures. Fables are unique for students. Fables have remained popular with young and old alike down through the centuries because they contain wisdom and are entertaining. Fables have unique characteristics that set them apart from others. So, bilingual fables are interesting media for students in the learning process.

Based on the researcher's prior observation at SDN 5 Tentena, Poso, it was found that only several students were interested in studying English, particularly the sixth grade. They are bored and still passive in the English class. It makes most of the students' vocabulary very low.

The researcher observed that the English teacher of SDN 5 Tentena, Poso, did not apply any teaching aids or media during the teaching and learning process. The teacher just used the English Learning book, but unfortunately, not all of the students had the book. This situation made the students will easy to get bored and they will say that English is a difficult subject. This is considered a significant problem since they have been in the fifth grade and still got few English vocabulary mastery to be applied in their communication. In this study, the researcher uses a bilingual fable supported by interesting animal pictures as one of the reading stories as media to solve the students' problem in learning vocabulary.

LITERATURE REVIEW

Teaching Vocabulary

Vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings (Hornby, 1995). While Ur states as follows:

"Vocabulary can be defined, roughly, as the words we teach in foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office and mother-in-law. Which are made up two or three words but express a single idea. A useful conversation is to cover all such cases by talking about vocabulary, items' rather than words." (Ur, 1996)

From the definition above, it can be concluded that vocabulary is the total number of words which are needed to communicate ideas and express the speaker's means. That is the reason it is important to learn vocabulary.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people saying. Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession.

In teaching vocabulary, the teachers have some ways to make the students memorize and support incidental word learning easily. According to Joane F, Carlisle, there are some ways to teach the word to the students:

1. Lots of talk in the classroom
2. Listening to stories or book read aloud
3. Word game
4. Modeling of curiosity about words

Bilingual Fable

Bilingual means the learning process should be held by using two languages (Nursanti, 2016). Bilingual is expressed or written in two languages. According to Chodijah in fadillah, Bilingual class is expected to build English community naturally at school. It is not only explaining the lesson by using two languages, but also can fulfill the good quality of using English in learning process. It can be said the important thing in bilingual class is how the students can use and understand English beside learning the context itself.

Bilingual fable is kind of teaching media. The use of teaching media is influenced by many factors in the teaching learning process itself. These factors can be the teacher, the material of the lessons, the conditions of the students, the objectives going to be reached, the time of the teaching learning process, and the teaching media itself.

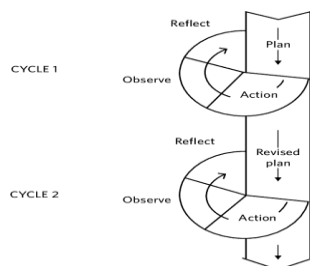
Bilingual fable can be used as a media to develop students' mastery in all of language skills. The following are some examples of activities using bilingual fable:

1. Practice reading the story aloud several times before in to the students
2. The teacher read the story, allow introduce new vocabulary
3. Give the students plenty of time to relate what they hear and see
4. Ask question to check the students' understanding
5. Make use of face and body for expressing and also mime and gesture to help students understand.

METHOD

The researcher used classroom action research. Action research is widely used in education, especially by teachers who use it to improve their teaching. Classroom action research is research of action that happens in a classroom to solve problems during teaching activities. In its implementation, this research used qualitative and quantitative methods. The qualitative method refers to the research teaching preparation, performance, and the student's classroom performance. While the quantitative method refers to the students' achievement in vocabulary test items.

The researcher conducted a CAR at the 6th grade of SDN 5 Tentena, Poso. It is located at Tentena Village. The researcher chose this place because the students got English subject and the students' vocabulary are low. In this classroom action research, the researcher conducted two cycles through a Bilingual Fable in teaching vocabulary, which is each cycle consists of four stages, they are: plan, action, observe, and reflect.



(Adapted from: Kemmis & Mc. Taggart, 2010)

Instruments that are used to collect the data are observation, documentation, and test. The data from the observation included a list of the observation teacher's activities and students' activities during the research. It will be analyzed by using the formula:

$$P = \frac{x}{xi} \times 100\%$$

P = Percentage of Score

X = Total Score

Xi = Maximum Score

The rubric used to describe the data is as follow:

Table 1
Rubric

Category	Percentage
Poor	0%-20%
Fair	21%-40%
Average	41%-60%
Good	61%-80%
Excellent	81%-100%

A test is given in every cycle to find out the improvement of the students' achievement. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of students. The formula is:

$$M = \frac{\sum x}{n}$$

M = Mean

$\sum x$ = Total of score

N = Total of students

The formula above is used to find the mean of singular data. From the result, the researcher analyzed to find the improvement of students.

FINDINGS AND DISCUSSION

Before the researcher conducted the research implementation, the researcher did a pre-research observation of SDN 5 Tentena, Poso to find out the English teaching-learning process of the sixth-grade students. Based on the pre-research observation, the researcher found problems during the English teaching and learning process, such as the students being bored, the students having difficulties pronouncing English words, and the English teacher just using the English learning book and not applying media.

Before implementing a bilingual fable, the researcher gave a pre-test to know the students' ability in vocabulary mastery. In the teaching-learning process, most of the students did not pay attention to the teacher, such as talking with another friend and playing with other friends. There were only some students paying attention to the teacher. The data can be seen in the following table:

Table 2
Observation Checklist Result from Pre-Cycle

INDICATORS	Total Students			
	Ye s	%	No	%
Paying Attention	4	40%	6	60%
Asking Question	0	0%	10	100%
Responding to the Question	2	20%	8	80%
Accomplishing Task	10	100%	0	0%
Being Enthusiastic in Class	1	10%	9	90%

$$P = \frac{17}{60} \times 100\% \\ = 28,3\%$$

Table 3
Pre-Cycle Score

No	Initial Name	Score
1	AG	50
2	AR	40
3	DNS	20
4	DBS	40
5	EF	40
6	MAM	40
7	MW	40
8	MM	60
9	VLL	40
10	YL	50
Total		420
Maximal Score		60
Minimal Score		20
MEAN		42

The average score of students in the pre-test is 42. It can be categorized as less. Based on the criterion of KKM, the students' result in the pre-cycle can be said unsuccessful because the students' scores are lower than 70.

The research implementation consists of two cycles, each cycle consists of planning, action, observation, and reflection. In the first cycle, the researcher

implemented a bilingual fable in the classroom. In the first cycle, the researcher gave *The Lion and The Mouse*. The first cycle consists of four meetings. Each meeting has different activity; in the first meeting, the teacher read the fable and discussed it with the students. In the second meeting, the students retold the stories in Indonesia and took note of the new term of words which strange to them. In the third meeting, the students read the fable one by one and the teacher corrected the students' pronunciation. At the last meeting, the students took a test for the first cycle.

During the teaching and learning process in the first cycle, the researcher observed the student's activities in the classroom starting from the first meeting till the fourth meeting. The result of the first cycle can be seen in following tables:

Table 4
Observation Checklist Result from Cycle 1

INDICATORS	Total Students			
	Yes	%	No	%
Paying Attention	7	70%	3	30%
Asking Question	1	10%	9	90%
Responding to the Question	5	50%	5	50%
Accomplishing Task	10	100%	0	0%
Being Enthusiastic in Class	6	60%	4	40%

$$P = \frac{29}{60} \times 100\% \\ = 48,3\%$$

Table 5
Cycle 1 score

No	Initial Name	Score
1	AG	60
2	AR	70
3	DNS	50
4	DBS	70
5	EF	50
6	MAM	60
7	MW	60
8	MM	70
9	VLL	60
10	YL	60
Total		610
Maximal Score		70
Minimal Score		50
MEAN		61

Based on the observation, the researcher got the important result of bilingual fable implementation in cycle 1. There is an improvement in the students' vocabulary, compared with the data obtained from the pre-test. There was an improvement in some aspects. It could be seen from their participation. Their seriousness and enthusiasm in the learning process were good enough. In reading the text, the students found difficulties pronouncing the words correctly. They were not confident to read the text loudly and ask the researcher how to pronounce the words. Sometimes the class was noisy, they preferred talking with their friend. The average score of students in the first cycle is 61. The criterion minimum score in SDN 5 Tentena was 70. Only two students passed the KKM, which means that the next cycle can be continued.

In the second cycle, the researcher needed to revise the plan. The researcher still used the short story about the bilingual fable in cycle 2. The plan in cycle 2 focused more on pronunciation and understanding the meaning of the words. The implementation of cycle 2 was revised based on the problem in cycle 1. The researcher gave motivation to the students to minimize the problem in class.

In the first meeting of cycle 2, the researcher used a story entitled *The Ant and the Dove*. In this meeting, all the students listened carefully when the researcher read the text. The fable in the second meeting was *Mouse and the Dove*. The students were asked by the researcher to read the fable and took note of the new words and they were asked to remember it. In this meeting, the students seemed afraid if the researcher asked them to read the text. In the third meeting, the researcher used the fable in the first cycle, *The Lion and the Mouse*. The students still made mistakes in pronouncing some words. At the last meeting, the students took a test for the second cycle. The students' test score in cycle 2 is better than cycle 1.

Table 6
Observation Checklist Result from Cycle 2

INDICATORS	Total Students			
	Yes	%	No	%
Paying Attention	10	100%	0	0%
Asking Question	7	70%	3	30%
Responding to the Question	7	70%	3	30%
Accomplishing Task	10	100%	0	0%
Being Enthusiastic in Class	9	90%	1	10%

$$P = \frac{43}{60} \times 100\% \\ = 71,7\%$$

Table 7
Cycle 2 score

No	Initial Name	Score
1	AG	80
2	AR	80
3	DNS	60
4	DBS	70
5	EF	70
6	MAM	70
7	MW	70
8	MM	80
9	VLL	70
10	YL	70
Total		720
Maximal Score		80
Minimal Score		60
MEAN		72

After analyzing the observation, the researcher found some differences. The differences showed in the teaching-learning process of cycle 1 and cycle 2. The activity in cycle 2 was good. It could be shown when the students joined the class. Firstly, when the researcher asked the students to read the text, they were confident in reading the text, although their spelling and pronunciation were still bad. In the next meeting student's spelling improved step by step. And then the researcher asked the students to look for the difficult words, they were so active and brave to ask the researcher.

The average score of students in the second cycle is 72. It means that the score in the second cycle can be categorized as good. And finally, most of the students' vocabulary scores passed the target of KKM 70. So, the students' vocabulary achievement is improved through Bilingual Fable.

The result shows the improvement of the students' scores after the action was given to students. The result of this research also shows that the use of Bilingual Fable in vocabulary teaching can be useful to improve students' vocabulary, objects, and additional actions succeed in improving students' vocabulary for two cycles. The findings can be concluded from observations of the teaching and learning process.

During the implementation of Bilingual Fable in cycle 1, the researcher found only few students gave attention to the researcher's explanation. Only a few students are active during the teaching and learning process. This shows that the research target has not been achieved.

During the implementation of Bilingual Fable in cycle 2, several improvements had been achieved. Students' vocabulary in cycle 2 increased and students' activeness increased. This is indicated by the majority of students paying attention to the researcher's explanation, and most of them actively participated in the class.

The action was carried out, most students became more active in the teaching-learning process. The use of bilingual Fable is new to students, so they are interested in

learning English. This helps students build their enthusiasm to learn new words. They are active during learning and the most important thing is to help students memorize and understand new words easily in interesting ways. The average score from cycle 2 (72) was higher than the average score from the pre-test (42). This shows that Bilingual Fable effectively improves students' vocabulary.

CONCLUSION

The improvement of students' vocabulary after using bilingual fable can be seen from the result of each cycle. The average score of students in the first cycle was 61 and the average score of students in the second cycle was 72. The bilingual fable was also interesting to the students. It can be seen in the result of observation checklists, in cycle 1 is 48.3% and in cycle 2 is 71.7%. It means that the majority of the students participated in the English class enthusiastically.

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