

## Improving English Vocabulary through Topic-Based Learning for Young Learner

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### ABSTRACT

*This study is concerned in teaching English vocabulary by using Topic-Based Learning. In teaching English as foreign language, the teacher should have many ways of presenting the materials. It is also must be fun and interesting in order that the students interest and enjoy in the English class. The objective of this research is to improve English vocabulary on young learner through Topic-Based Learning. The result of the implementation of topic-based strategy was quite surprising. This activity made the students were exciting, interesting and the situation in the class was alive and enjoyment. It proved that the result of test was high, 83% who successes from the minimum mastery learning standard. Then, the average score was 74.2. It means that by using Topic-Based Learning can affect the students' learning English especially in vocabulary.*

**KEYWORDS:** *English Vocabulary; Topic Based Learning; Young Learner.*

### ABSTRAK

Penelitian ini membahas tentang pengajaran Bahasa Inggris khususnya dalam kemampuan kosa kata dalam Bahasa Inggris menggunakan metode pembelajaran *Topic Based Learning*. Dalam pembelajaran Bahasa Inggris yang mana sebagai Bahasa Asing , Guru harus mengetahui bagaimana cara untuk menyajikan materi dengan baik. Materi tersebut harus disampaikan dengan menyenangkan dan menarik supaya siswa dapat menerima materi tersebut dengan mudah. Tujuan dari penelitian ini adalah untuk meningkatkan kosa kata dalam Bahasa Inggris pada siswa yang levelnya masih anak-anak. Berdasarkan hasil penelitian dari penerapan Topic Based Learning hasilnya cukup mengejutkan. Metode ini membuat siswa semangat, menarik dan juga suasana di kelas menjadi hidup. Itu dibuktikan pada hasil tes yang cukup tinggi yaitu 83% meningkat dari standart minimal belajar. Kemudian hasil rata-rata nilai menunjukkan 74.2.

**KATAKUNCI:** *Kosa-kata Bahasa Inggris, Topic-Based Learning, Pembelajar muda*

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## 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 (AL-Khalil, 2015). In connection to the importance of English, Indonesian government has determined that English is taught from Elementary School up to the higher education. 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 study, the researcher is interested to conduct a research about improving English vocabulary to the young learner. Based on the observation, for the English teacher vocabulary became the first priority in English teaching learning process (Decarrico, 2001). However, there are many difficulties in teaching vocabulary, especially in young learner. Based on the researcher's observation on the English teacher, the researcher found out that the mastery of English vocabulary of students was still low, although they have learnt English since forth class. It can be seen from the students mean score were about 52, 2 whereas, the minimum mastery learning standard at MI Kebokicak Dapurkejambon Jombang was 65. The causes of the problems are: 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 teacher should creative to selecting the material, used good strategy and also prepares supporting material to make the learning and teaching process alive and enjoyable (Allo, 2020). In addition, to make students interest to learn English vocabulary and to make the learning process fun and enjoyable, the researcher interested to use Topic-based Learning in this research.

According to Scott (1983) there are some reason why we do Topic-Based in the classroom; 1) When you are concentrating on a particular topic, the content of the lessons automatically become more important than the language itself, 2) Working in topic can help the learning process, 3) Topic-Based teaching allows you to go into a subject in depth and brings out reactions and feelings in the students, 4) Working on topic allows you more easily to give a personal or local touch to material, 5) Topic-Based teaching allows you to rearrange your material to suit what is happening generally at the time of teaching, 6) The amount of the time that you spend on topic can be as long or as sort as you like.

According to Aisah (2009) as a teacher, teaching elementary school is not easy like teaching adult students. The teacher needs some preparations – the varieties technique and the media – to reach the goal, motivate the students, and make them happy with their activities in the classroom. Therefore, the teacher should know about characteristics of young learner (Moon, 2005).

According to Harmer (2001) there are some of characteristics of young learner, such as; a) they respond to meaning although they do not understand the meaning of each word, b) they often learn indirectly rather than directly, c) their understanding comes not just from explanation, but also from what they see and hear, d) they generally display an enthusiasm for learning and a curiosity about the world around them, e) they have a need for individual attention and approval from the teacher, f) they are keen to talk and respond well to learning that uses themselves and their own lives, and g) they have a limited attention span.

There are many strategy that can be used by teacher to improve their students achievement because whether the students likes the subject or not can be seen in how the teacher teach in the class. One of the strategies is topic-based learning. According to Orr (2010) topic based learning is a great way for children to learn. They get engaged quickly and easily, especially if the topics are written specially for children (Bourke, 2006).

The teaching procedure of topic-based learning are; 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' activities. If there is enough time, students can read their task in front of the class.

## **METHOD**

The research design used in this study is Classroom Action Research (CAR). 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. The aim of this research is to solve the students' problem in order to improve the students' English vocabulary through topic-based learning.

The classroom action research was conducted at MI Kebokicak Dapurkejambon Jombang on fifth grade students. The fifth grade was divided into two classes, class A and class B that consist of 15-20 students for each class. This research was conducted in B class with 18 students. This research refers to the cycle on the classroom action research such as Planning, acting, observing and reflecting. The researcher prepared everything to apply the action of the research in the classroom, such as designing the lesson plan, the criteria of success and strategy then used in research by using topic-based learning.

The aim of lesson plan is to control and manage the material which will be

taught and manage the time. In this lesson plan there are some activities. The researcher should prepare the plan to maximize activities which can be done in the limited time.

Besides that, the researcher had three criteria of success such as the students improve their vocabulary, based on the minimum mastery learning standard at MI Kebokicak Dapurkejambon Jombang the students should get  $\geq 65$  are 60% and the students more active and felt enjoy in the class. Next, the researcher also prepared the instrument consist of interview, observation sheet, field note and test. When all preparation is ready, the researcher implemented the strategy that has designed before.

The result of observation related with implementation analysis from available strategy. The researcher tried to find the weakness of this research and made better. Start from first until the third meeting in teaching learning by using topic-based. Then, the students receive review and test to measure their ability.

In reflection analyzed the data (comparing the data with the criteria of success). The data analysis obtained from the result of field notes and observation of the teaching and learning process were classified as qualitative data and result of the students' test as quantitative data.

## **RESULT AND DISCUSSION**

Research findings are finished by the supporting data. This study is a Classroom Action Research carried out the action in one cycle. The activity of observing was done during the implementation of action and the situation when teaching learning process.

### **The result of the interview**

Based on the data from the interview was conducted on March 03<sup>th</sup>, 2023 by the researcher. The interview to the English teacher of the fifth grade students at MI Kebokicak Dapurkejambon Jombang, the teacher used textbook as reference in teaching and learning process so some of the students still confused and the teacher also used some of strategy because her reason was not monotonous. The teacher gave motivation to the students that they must study hard. On the other hand, the result of middle test was low only 20% who succeed from the minimum mastery learning standard at MI Kebokicak Dapurkejambon Jombang because their understanding of English subject was minimum.

Furthermore, the researcher also interviewed the some of the students after they studied by using topic-based. The researcher chooses three students from lower score, three students from middle score and three students 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.

#### **The result of the observation checklist**

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.

#### **The result of the field note**

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 and not confident 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 themselves. While the result of using topic-based made the students became interested and enjoyed learning English as well as remember the vocabulary.

#### **The result of the test**

The result of the test shows that the students' lowest score was 55 and the highest score was 100, it means that the students mean score was 74.2. The students have improved achievement because the minimum mastery learning standard at MI Kebokicak Dapurkejambon Jombang was 65.

## **DISCUSSION**

This segment discusses the research finding. It discusses the using of topic-based to improve the student's English Vocabulary and achievement. 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 itself.

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 Kebokicak

Dapurkejambon Jombang.

The objective of using topic-based during teaching and learning process of the fifth grade students at MI Kebokicak Dapurkejambon Jombang is improving the student's English Vocabulary in English subject.

After the researcher compared the criteria of success with the research finding such as test, observation checklist, field note and interview, it proved that all of the criteria were success. First, they could memorize the vocabulary than before use topic-based. Second, the result of test is high 83% who successes from the minimum mastery learning standard. And the last, they felt enjoy and more active in the class because they interest to join the subject. It proved from the result of instruments data.

Finally, the implementation of topic-based in teaching English has given positive contribution on the student's English Vocabulary of the fifth grade students at MI Kebokicak Dapurkejambon Jombang. Moreover, the students became more active and were not lazy in studying English (Sidiq, 2022).

## CONCLUSIONS

The conclusion was focused in "improving English vocabulary through topic-based learning for young learner". 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' English vocabulary. In these activities, the students looked interested and enthusiastic when the topic-based was applied in teaching learning English. All of the students be active participation and motivate in learning English.

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. It is an individual test, that given to the students in the written test form. It means that the implementation of topic-based has positive result and improved the English vocabulary.

In the end of this study conclude that using Topic based learning is a great way for children to learn because it is easy for students to memorize vocabulary and attract their interest. Therefore, the students are relax and never bored in the class during teaching and learning process although they should memorize vocabulary harder than before.

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