



Analysis of Student's Needs for Media for Learning Vocabulary

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Abstract

Learning English vocabulary is very important in the development of students at school. By mastering English vocabulary, students can pronounce and intonation properly and correctly. This research is a qualitative type of research with descriptive qualitative methods and was carried out at MI Mathla'ul Anwar Sinarbetung. Data collection techniques used are observation and interviews. Data were analyzed through data reduction, data presentation and drawing conclusion. The objective of this article was to describe student's difficulties in remembering and increasing vocabulary at fourth grade students of MI Mathla'ul Anwar Sinarbetung. The population was the fourth grade students of MI Mathla'ul Anwar Sinarbetung, with the total number of the students are 22 students. The sample was 17 students taken through convenience sampling technique. The result of research showed that the students need learning media to facilitate vocabulary learning with media criteria that are uniquely designed, pictorial, fun and easy to understand.

Keywords: difficulties, remembering, and vocabulary

INTRODUCTION

English has become the most spoken language in the world, this language began to be called the mother tongue for more than 400 million people around the world. Everyday millions of people use English everywhere for their social needs. So also when people from different countries meet each other, English is the only connecting language used by them. In learning English, children experience difficulties when understanding the meaning and pronunciation. Therefore, the understanding and practice of pronunciation must be exemplified clearly and correctly. In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. Richards (2002) stated in his book that vocabulary is core component of language proficiency and provide much of the basic for how learners speak, listen and write. By mastering vocabularies, the learners will be easy to understand the language. If the learners do not how the meaning of words, they will have difficulties in understanding what they see, read and learn. To make students interested in learning vocabulary, the teacher is hoped knows about good strategies so that the students will not feel bored. The students will feel like or dislike the studies, depends on strategies to use by the teachers. In this case, te material of vocabulary, the teacher can use good strategy. So that, the students can improve their ability.

In learning English, many students face difficulties to express their ideas, minds, feelings, and experience because they sometimes lose their words to say or to write. They also miss some

information when they read or listen something because they do not understand the meaning of those words. This is importance of mastery vocabulary. Paulstonetal (1976: 55) state that the one thing that interferes most with our students' communicative competence is pitiable vocabulary and we have recently come to accept the fact that our students have been right all these years when they complained about not knowing and not being taught sufficient words. This statement reveals that vocabulary skill is very important but students are very weak in it. In this case the teacher plays an important role. The teacher of English should fine out by created an efficient and effective technique in teaching vocabulary especially in the use of learning media. Beside that, the teacher should establish condition which makes teaching vocabulary possible. Sudjana and Rivai (2013) stated the benefits of learning media in the student learning process, namely: first, learning will attract more students' attention so that it can foster learning motivation. Second, learning materials will be clearer in meaning so that they can be better understood by students and enable them to master and achieve learning objectives. Third, the teaching methods will be more varied, not merely verbal communication through the teacher's words, so that students don't get bored and the teacher doesn't run out of energy, especially if the teacher teaches every hour of class. Fourth, students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, acting out, and so on. Therefore, the teacher must be clever in choosing learning media in order to achieve learning objectives.

One of strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching media available now, so the researcher used games to improve student's vocabulary. Ramiani (2010) in her study "Assessing Vocabulary Mastery through Pictures and Sentences Matching of The Seventh Grade Students of SMP Widya Sakti Penatih in Academic Year 2009-2010". Here she stated that the use of pictures and sentences matching is a technique to improve student's ability in mastering vocabulary. The method that was used in her research is observation research by taking the data only in one meeting. We have to do more research because it is an observation research. Wiyanjani (2009), in title "Teaching Vocabulary through Cooperative Learning with Puzzle Technique to the Eight Grade Students of SMP Negeri 2 Sidemen Academic Year 2008/2009". In this paper she explained the learning process of vocabulary through cooperative learning with puzzle technique which encourage the students to find the words as many as they can diagonally, horizontally and vertically. Based on the reasons above, the writers are interested to do a research related to the problem. In this case, the writers will choose the fourth grade students of MI Mathla'ul Anwar Sinarbetung. The writers will conduct this research entitled "Analysis of Student's Needs for Media for Learning Vocabulary"

In relation to the problem above, the objectives of this research to describe student's difficulties in remembering and increasing vocabulary at fourth grade students of MI Mathla'ul Anwar Sinarbetung.

METHOD

In the process of collecting data for analysis of students need used a questionnaire which refers to qualitative methods. This type of descriptive qualitative research is often used to analyze events, phenomena, or situations socially. According to Sukmadinata (2017: 73) descriptive qualitative research is a method used to describe and give an overview of existing phenomena, both natural and human-made. Qualitative research aims to describe, and explain in more detail the problems to be studied by studying as much as possible an individual, group or an event.

Population

The population in this research in the fourth grade students of MI Mathla'ul Anwar Sinarbetung. According to Handayani (2020), the population is the totality of each element to be studied which has the same characteristics, it can be in the form of individuals from a group, events, or something to be studied. The distribution of the population can be seen in Table 1.

Table 1. Table of Population

No	Class	Students
1	4	22

Sample

The sample is part of the entire object under study and considered to represent the entire population (Notoatmodjo, 2010). In choosing the sample, the writers wrote the name of the students in the piece of paper. Sample of the research presented on Table 2.

Table 2. Table of Sample

No	Class	Students
1	4	22

The Technique for Collecting Data

In this research, the technique for collecting the data uses questionnaire and interview.

Questionnaire

The research used ready-made questionnaire as one of the instrument to collect the data. The questionnaire is a data collection technique that is done by giving questions to respondents to answer. In collecting data to obtain student needs analysis is done with interview activities, and filling out questionnaires. This questionnaire contains statements and questions related to student needs and what facilities students or schools have. This student needs analysis questionnaire was developed by focusing on student's needs for learning media, especially interesting learning media. The results of questionnaire were then analyzed using the percentage formula proposed by (Sugiyono, 2013).

$$P = \frac{f}{n} \times 100\%$$

Description:

P : Percentage of student scores

f : Frequency of student scores

n : total students

Interview

The interview is a data collection technique using question and answer that occurs directly between 2 or more people. In this study, the writers use an unstructured interview, namely, the questions asked by the writers are flexible but did not deviate from the interview objectives that had been set. The writers ask one of the English teachers at the school about the learning process

in the classroom, student's needs. Writers conduct interviews to dig up information about the attitudes, knowledge, and views of the informants regarding the problem.

Technique for Analyzing the Data

At this point, in analyzing the data, the questionnaire data, the writers analyzed each item in the questionnaire. The questionnaire had been distributed to the students in order to obtain any information of the student's needs for media for learning vocabulary. The writers used the convenience sampling in this research. According to Hartono (2004) sampling with convenience sampling is sampling which is done by selecting samples freely at the will of the researchers.

RESULTS AND DISCUSSION

RESULT

Based on the data, the researchers found some finding

- a. The first finding is the students need media for learning vocabulary that display colorful picture. This is evidenced from the results of the questionnaire in number 30 which read "I want media/learning aids that contain picture and colorful (30)."
- b. The second finding is the students need media for learning vocabulary that can be used to play while learning. This is evidenced by the result of the questionnaires on number 31 which read "I want media/learning aids that can be used to play while learning (31)"

DISCUSSION

Based on the first finding, the results of an interview conducted on Tuesday, 31 May 2022 with English Teacher of the MI Mathla'ul Anwar Sinarbetung showed that the methods commonly used by teachers were lecture and rote methods. The media used is only learning books because school facilities are inadequate, so there are no other media that can be used. The teacher's habit of increasing student vocabulary that has been learned at the end of each lesson. There are still many students who do not know basic vocabulary in English such as names of fruits, names of vegetables, names of animals, and names of objects around them. Teachers want media to memorize vocabulary that is easy to apply and easily understood by students and students are willing and happy to learn. Due to the lack of vocabulary mastery that students have, learning media is needed by them to increase their enthusiasm for learning. With interesting learning media students can easily understand it. Psychologists also argue that the period of education in elementary school is a period golden age. Providing proper education at this time has a very significant effect on learning outcomes at the next level of education. Playing makes a significant contribution on child development. When playing, children will learn and absorb everything that happens in their environment (Montessori in Sudono, 2000). This opinion implies that there is a process of development in children when children play, namely through the process of learning and absorbing.

Playing provide opportunities for children to do various things (exploration). This situation makes children find something useful for their own development. This situation can be expressed as a learning situation. That is, playing is a way for children to learn about anything, such as learning about objects, events, situations, and concepts). Some psychologists give their views on play. Playing is a process of preparing oneself to assume the role of an adult (Gross in Hyun, 1998). Playing will rebuild lost energy so that they are fresh again (Lazarus in Hyun, 1998). Playing is a vehicle for using excess energy so that children are released from pressure (Schiller & Spencer).

From some of the views that have been put forward above, it can be stated that playing is learning process, whether the child realizes it or not, the child has learned something that is quite useful for his life. Therefore, based on the results of the second finding in the interviews and questionnaires that have been given, students need learning media that can be used to play so they feel more comfortable when studying. This will trigger students' enthusiasm to learn English Vocabulary.

CONCLUSION

From the results of the research presented, the following conclusions can be drawn: Teachers need learning media to remember vocabulary that is easy to use and understand so that students are happy when learning. This is because at the school the learning media is inadequate. So usually the teacher gives vocabulary material at the end of the class by rote method.

And students also need learning media that contains colorful pictures. From the questionnaires the writers conclude that 88% of students want pictorial media. 76% of students like game media to memorize English vocabulary. With an average reason that is not to get bored, exciting and easy to remember. So it can be concluded that students need learning media to facilitate vocabulary learning with media criteria that are uniquely designed, pictorial, fun and easy to understand.

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