

USING ACROSTIC POEM TO IMPROVE STUDENTS' VOCABULARY MASTERY IN DESCRIPTIVE TEXT

Sylvia Wardani (1510231023)

Advisor¹ : Yeni Mardiyana Devanti, M.Pd

Advisor² : Indah Werdiningsih, M.Pd

English Education Program Muhammadiyah University of Jember

Jl. Karimata No. 49 Jember

Telp. 0331 336728

Email : Sylviawardani28@gmail.com

Abstract

This Classroom Action Research study attempts to improve students' vocabulary mastery by using acrostic poem. This study was conducted at the VIII grade students of SMP Plus Al Mubarak. The number of the subject of this research was 21 students. In completing the research, the researcher used vocabulary test, observation checklist and field note as the instruments of collecting the data. It was found that acrostic poem was able to improve students' vocabulary mastery. The result of this research has shown the progress in improve vocabulary mastery in each cycle. The first cycle was 66% (less than 70, not achieved the target score). The second cycle was 76% (achieved the target score) which was higher than percentage score requirement. Based on the field notes, the students were enjoy and enthusiastic during teaching and learning process in the second cycle than in the first cycle.

Key Words : Vocabulary Mastery, Acrostic Poem

INTRODUCTION

Vocabulary is one of the elements of language that should be mastered by language learners. To be able to communicate well, vocabulary plays very important roles. The language learners cannot understand what people convey orally or in written if they have difficulties in deciding a word in which as a symbol of ideas is uttered.

According to Ghazal (2007.p.84), vocabulary learning is one of the major challenges foreign learners face during the process of learning a language. Vocabulary plays an important role in language. It helps students to communicate and comprehend language well.

When students have a large number of vocabularies in their mind, they can select word easily in certain occasion. The ability to listen, to speak, to read, and to write good English is influenced by students' vocabulary mastery. The more words they know, the more easily they can express their ideas and understand oral or written words.

Vocabulary is important role in Language learning because without vocabulary we are not able to speak, produce or understanding what people say. In fact the VIII grade students of SMP Plus Al Mubarak in the 2019/2020 Academic year showed a gap between minimum score criteria with their English score. Their ability in speaking and writing is low because they have lack of vocabulary. Sometimes the students were less motivated to learn English or the teacher the media or method used by the teacher was less attractive.

In order to solve this problem, the teacher should be creative to provide fun and meaningful teaching and learning process. One of the ways to do that is teaching vocabulary through strategy.

One of the strategy to teach Vocabulary which can be used is acrostic poem. The broadest definition of Acrostic poem. According to Webster's dictionary, an acrostic poem is a composition usually in verse in which sets of letters (as a initial or final letters of the lines) taken in order to form a word or phrase or a regular sequence of letters of the alphabet.

Based on the problem above the researcher was interested to carrying a research entitled "Using Acrostic Poem to Improve Students' Vocabulary Mastery In Descriptive Text At SMP Plus Al Mubarak".

The formulation of this research can be formulated as "How can the acrostic poem improve students' vocabulary mastery?"

This research was conducted to found out "How was students' vocabulary mastery of SMP Plus Al Mubarak improved by using acrostic poem".

Based on Nunan (2003, p. 130-132) states that students who have vocabulary mastery are the students know multi word units, word families, and core meanings. Thus, when English learners know about multi word, what the meaning is, how to pronounce, and where should be implemented. They can be considered that they have good vocabulary knowledge or they have vocabulary mastery.

According to Webster's dictionary, an acrostic poem is composition usually in verse in which sets of letters (as the initial or final letters of the lines) taken in order to form a word or phrase or a regular sequence of letters of the alphabet. Acrostics poem also called Biblical Hebrew or Alphabetic Acrostic because it has same characteristic. These Biblical Hebrew or Acrostic Alphabetic begins with the initial or final letters. The design of the acrostic poems follows the rules of the acrostic poems. In terms of vocabulary, acrostic poem help the students spelling sight words.

According to Wang (2008,p.73) acrostic is one of the simplest poems for students to write because it gives students a concrete format to follow. Acrostic poem also developed students writing skill, because the students make a poem begins with initial first letters.

METHOD

The researcher choose VIII grade students of SMP Plus Al Mubarak as the subject of the reserach. This school was chosen because of two reasons. First, as informed by the English teacher in prelimanary study which was conducted on 13th July 2019, the VIII grade students of SMP Plus Al Mubarak had problem in speaking and writing skill because they have a lack of vocabulary. second, acrostic poem had never been applied in teaching and learning activity.

This research is classified as Classroom Action Research (CAR). Arikunto (2010, p.132) stated that the purposes of the CAR are to improve the effectiveness of teaching method and giving task to the students. In short, Classroom action research is a process to improve the quality of teaching and learning in education to solve students problem.

Classroom Action Research designed to solved practical in the process of teaching and learning, especially in teaching vocabulary. In this research the researcher used Classroom Action Research model which proposed by Kemmis and Mc Taggart (1988). There are two cycles to implement the action. The first cycles consisted of plan, action, observation, and reflection. Further, The second cycles consist of the improvement of the first cycles.

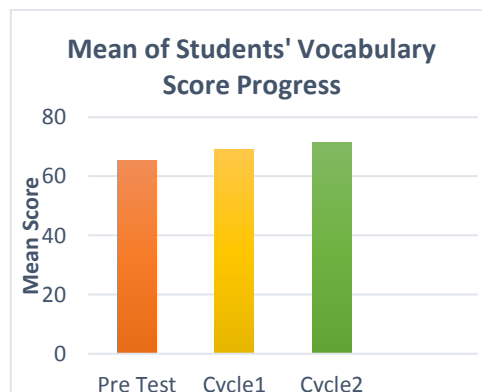
However, the steps are still the same. There were planning, acting, observing, and reflecting, but, the plan was revised and improved based on the mistakes that occurred in the first cycle. Based on Kemmis and Mc Taggart's model of Classroom Action Research, this research combined of the two steps, action and observation into one stage. It means when the action was implemented in the teaching and learning process, the researcher also did the observation directly in the classroom. In this research the researcher used the spiral model from Kemmis and McTaggart, If the result in the first cycle unsatisfied or did not reach the target score that is 70, the next cyle will be continued. On the other hand, if the result of cycle 1 has shown the satifying result from the implementation of Acrostic Poem, it does not need to continue to the next cycles. The subject of this thesis is VIII grade students of SMP Plus Al Mubarak which consisted of 21 students.

The instrument of the research used to collect the data are vocabulary test, observation checjlist, and field note. Instruments of the research can be described as a tool used by researcher for collecting data in research. According to Arikunto (2014, p . 192), instrument is tools at the time of research using a method. He also states that test is series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups.They are needed , in order to get the data for the researcher. The criterion of succes for vocabulary test is 70% of the students achieved the target score that is 70.

In this research, the researcher used content validity. The content validity test will be valid if the material and the items of the test are based on the curriculum. In this case, the materials of the test items appropriate with the materials for the first grade of Junior High School in K-13. According to Arikunto (2014, p. 211) validity is a measurement that indicates the validity level of instrument. Validity is the most important consideration in developing and evaluating measuring instrument (Arikunto, 2014, p. 225)

RESULT AND DISCUSSION

After doing the vocabulary test in cycle 1, it resulted the percentage of students' score, there were 14 of 21 students or 66% students who reached the target score that is ≥ 70 . In cycle 2, the percentage of students' score, there were 16 of 21 students or 76% students who reached the target score. The result of field notes showed that there were some improvement both teacher and students. They were active in teaching and learning process. it make them have good interaction, confidence and enjoy in the class. Most of the students are willing to come forward and present their a simple poem that have been made by students with their group.



The progress of students vocabulary test

From the diagram above we can know the progress score of vocabulary test. Before the researcher give a treatment the average score of pre test is 65,2. There is improvement after the resercher give a treatment. From the diagram above the average score of vocabulary test of cycle 1 is 69,0. After the researcher revised the acting the average score in cycle 2 is 71,4.

CONCLUSION

Based on the result of the research, Acrostic Poem is able to improve students vocabulary mastery at eight grade at SMP Plus Al-Mubarak in the 2019/2020 academic year by helping students find the suitable words, and they make a poem by imagine an animal or thing that they usually know. So the students were easier to make a poem.

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