

Creating Interactive Word Walls to Help
Elementary School Students' Vocabulary Mastery

Paper

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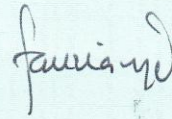
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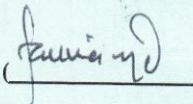
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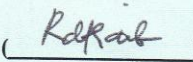
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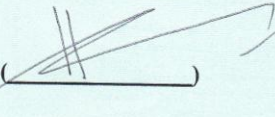
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ABSTRAK

Rani Febrina. 2016. “**Creating Interactive Word Walls to Help Elementary School Students’ Vocabulary Mastery.**” *Paper. English Department, Faculty of Language and Arts, State University of Padang.*

Meningkatnya interaksi global membuat kebutuhan untuk mampu berbahasa Inggris semakin meningkat, termasuk Indonesia. Dalam mempelajari bahasa Inggris, memahami kosakata merupakan hal yang sangat penting karena tanpa kosakata manusia tidak bisa mengungkapkan apa yang difikirkan dan memahami apa yang disampaikan orang lain dengan kata lain tidak mampu berkomunikasi satu dengan yang lainnya. Untuk menguasai kosakata Bahasa Inggris ini, siswa mulai dari tingkat sekolah dasar telah diperkenalkan dengan kosakata Bahasa Inggris dengan menggunakan berbagai macam media interaktif yang dapat membantu penguasaannya.

Salah satu media yang sangat bermanfaat bagi siswa untuk membantu penguasaan kosakata bahasa Inggris adalah *Interactive Word Walls* yang digunakan pada tingkat Sekolah Dasar. *Interactive Word Walls* merupakan media pembelajaran kosakata dimana kata-kata yang dipelajari dalam proses pembelajaran ditampilkan di dinding. Dalam makalah ini dibahas prosedur dalam membuat media ini, cara pengaplikasiannya dan manfaat menggunakan media ini.

Keywords : Kosakata, Siswa Sekolah Dasar, dan *Interactive Word Walls*

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Rani Febrina

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Vocabulary is the basic instrument of a language, without a vocabulary, no language will exist. People need vocabulary to master four basic skills in a language; listening, speaking, reading and writing. From that statement it is very obvious that mastering vocabulary is essential for a person in order to understand what others saying and to be able to express himself with words. Vocabulary mastery is a must for people in communicating each other in their daily life.

Since English became the international language in the world which allows people all over the world communicate each other, the mastery for English vocabulary also becomes crucial in order to prepare them for globalization era. Countries with non-native English speaker or treat English as second or foreign language, such as Indonesia, endeavor their people to master English. They start to learn English at young age or when they are still at elementary school which means they are at the state of young learners. As explained above, to master a language, people need to master vocabulary, as the result young learners also have to master English vocabulary to make them able to master English.

Mastering vocabulary for young learners is not an easy matter. They are very different from teenager or adult when learning. First, Young Learners

are known for their enthusiastic, energetic and confidence in learning. They tend to feel free when learning and less shy. They are not afraid of making mistakes when learning, they are very confident. And also their energetic characteristics make it hard for them to just stay and listen to teachers. They also have short-term memory; memorize things easily and also forget them easily.

The second difference is that the vocabulary they need to learn is different from adults. Young Learners are easier to catch the meaning of a simple words and connected with their daily life. They are still at the age for understanding concrete objects rather than abstracts words such as mentioned by Piaget that children are situated in a *concrete operational stage*. They commonly will easier to understand noun they can touch or see and action verbs they can perform. These simple nouns are such as *flower, table, chair* and *book* with can be represented around them. The action verbs such as *stand, walk, and jump* that they can perform easily. Abstract vocabularies such as *love* and *hate* are pretty difficult for them to understand since those words are cannot be seen or touched.

From those differences, teachers have to be aware that Young Learners need different treatment in teaching English. Teachers have to suit their teaching with learners' characteristics and needs when learning vocabulary and take advantages from those differences. They have the role as the mediator for those characteristics and needs. But in reality, teachers are still facing many obstacles in teaching English vocabulary and not able to take

advantages from Young Learners' characteristics such as enthusiastic, energetic and confidence.

The first obstacle faced by teachers is the existence of assumption that English is difficult and teachers are not able to get rid of that assumption. This assumption indirectly makes the learners do not have motivation in learning English vocabulary. The second is conventional teaching. When teaching vocabulary, teachers commonly only mentions the vocabulary, ask learners to write it in their notebook, read it again and memorize the vocabulary without any help of teaching media. The last obstacle is the difficulties face the teachers in putting learners' focus on the lesson as the teaching and learning process going on. These obstacles occur because teachers do not provide an interesting media when teaching vocabulary to Young Learners. In a simple way, they are not creative in producing media for teaching vocabulary to the students.

According to the problems above, a teacher should be able to create a media which can cope with the Young Learners' need, a media that can catch their attention and an interactive media which allows Young Learners to express themselves and get rid of the conventional vocabulary learning.

Nowadays, many media have been developed in order to help Young Learners mastering English vocabulary such as flashcard, drawing, song, realia, and *Interactive Word Wall*. The writer suggests the last one as the media that suit young learners' characteristics and needs in learning vocabulary. Interactive Word Walls are list of words that the children have

encountered in their reading and listening that can be used in their speaking and writing. These listed should be posted on the walls of the classroom (Linse, 2006:114). Besides helping learners to master English vocabulary, this media will also allow the learners to get involved in the process of creating the word walls along with their peers and teachers. *Interactive Word Walls* will also help them to memorize easily since it can be seen everyday on the classroom's wall.

1.2 Formulation of the Problem

The problem is formulated in the form of question “How the *Interactive Word Walls* will be created and used in Elementary School to help students' vocabulary mastery?”

1.3 Purpose of Writing the Paper

The purpose of writing this paper is to explain How to Create and Use *Interactive Word Walls* to Help Elementary School Students' Vocabulary Mastery.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

At last, we can conclude several things about this Interactive Word Walls. First, interactive word walls is a helpful media for Elementary School students for mastering English vocabulary. This media is obviously a big help for students in mastering English vocabulary which is considered difficult to master, especially for beginners. Elementary school students in Indonesia find it difficult to memorize English vocabulary spellings because they are not familiar with English vocabulary. This media help students to memorize this vocabulary slowly during their daily learning process since the words are put on the wall of the classroom and they are accessible to students.

Second, interactive word walls is an interesting media to be used by teacher in teaching vocabulary primarily for Young Learners. This media is presented in a colorful ways and created or arranged in many forms in the class. These factors will attract students' interest to the word walls. Colorful word walls will make students easily differentiate each words put on word walls because they are usually interested in colorful things rather than just flat word walls with monotonous colors. The arrangement of word walls which is simple and connected each other without any complicated form will also help students to master the words easily.

Last, interactive word walls is also a creative media for both teacher and students. This means, beside its' use as a media in mastering vocabulary it

will also sharpen teachers' and students' creativity during the process of creating and using it. The process of creating this media is not only done by the teacher, it is also the work of the students. Teacher guides the students to work on word walls and interact with their peers. During the process of creating this word walls, students are given the freedom to explore their creativity on word walls with the guidance of the teacher which result creative students. After creating the word walls together teacher is required to be creative in making the students able to interact with the words on the wall. The teacher should create some creative ways to make the interaction between students and words and between students and their peer.

4.2 Suggestions

In creating interactive word walls teacher has to consider some things in order to make sure this media can be use effectively without any disadvantages to the wall space and time to create the word walls. They are:

1. Select the vocabulary which is useful for learners in their daily life. It is suggested to use the high frequency words – words that occur often– in students learning process whether it is from textbook or other sources.
2. The words have to be accessible for the students. They are should be placed on wall space where students can see them from the whole class. The words also have to be large and readable from a distant.
3. Teachers have to provide many interactive activities – written or spoken activities - in every learning process which allow the students

to interact with words on the walls. These activities can strengthen students' memory on the word wall words.

4. The arrangement of the word wall has to be effective. Do not overcrowd the words at one space of the walls and use the walls space wisely since English is not the only subject needed to be learned by the students.

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