The Development of Standard Vocabulary Mastery Based on Storybooks

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Abstract – **The aim of this study isto describe the effectiveness of the results of developing standard vocabulary mastery based on storybooks for fifth grade students of Primary School NurulHasanahTembung.This research is a development research by using development model of Sugiyono. The subject of the research development of standard vocabulary mastery based on the storybook is the validator and fifthgrade students and the object of this study is a storybook that is implemented to students in improving standard vocabulary mastery. This research instrument is a test, observation and questionnaire validation. The results of this study indicate that the results of expert validation on storybooks used to develop students' standard vocabulary mastery, aspects of language feasibility assessment get an average score of 4 and an average score of 3.8 for aspects of content feasibility assessment, so the two validation results are included in good category. Thus, it can be concluded that the storybook ofThe History of Owls is suitable to be used to develop the standard vocabulary mastery of fifth grade students. Furthermore, the effectiveness of the results of the development of standard vocabulary mastery is based on storybooks, which before the development process is in the sufficient category with an average score of 68.23 and then it increases to 80.12 and this is in line with the results of observation after the development where it is 80.76 with good category.**

Keywords – Development, Standard Vocabulary Mastery, Storybook

I. INTRODUCTION

In education, language is human's basic knowledge. Similarly language teaching is the core and foundation for other subjects, especially for primary school students. Indonesian language learning in primary schools aims to improve students' ability to communicate effectively, both verbally and in writing with based on the context and situation. The role of teachers in this regard is very important, because to be able to develop language learning and achieve maximum results [1]. The quality of one's language skills depends very much on the quality of the vocabulary that they have or the words mastered. If one has much vocabulary, they will have more skill in speaking. Indonesian vocabulary is the developing vocabulary based on current development, so that Indonesian vocabulary always experiences very rapid development with the development and advancement of technology.

The development of vocabulary means placing new concepts in a better order or in additional sequences and arrangements. To be able to express ideas, both orally and in writing requires the choice of the right words. Someone who has a lot of vocabulary mastery is assumed to have no difficulty in putting ideas into writing [2]. sometimes communication can be effective althought the vocabulary is limited [3]. In daily life, the problem of vocabulary continues to be reproduced, expanded because Indonesia language is important, both form and meaning.The importance of vocabulary learning in improving and developing the ability of student's language leads to vocabulary learning which must be done seriously and directed [4]. This is because in reality there are still many students who have difficulty learning Indonesian. This difficulty is very clear when they learn four language skills caused by the low vocabulary skills.

The quality of one's language skills clearly depends on the quality of the vocabulary they have because the richer a person will be vocabulary, the more skilled the person will be in language [5]. The development of vocabulary goes beyond adding new words to the treasury of student learning. The development of vocabulary means placing new concepts in a better order or in additional sequences or arrangements, without grammar very little can be conveyed, without vocabulary nothing can be conveyed [6]. Absorption of vocabulary plays an important role in the use of language. The structure that has been learned can only be conveyed through effective communication if used with the right choice of words.

That is why it needs to know that vocabulary is a collection of words from a language that can improve aspects of children's language development.Vocabulary is the lexicon, namely (1) the language component that contains all information about the meaning and usage of words in language; (2) the wealth of words that a speaker, writer, or language has; (3) a list of words arranged like a dictionary, but with a brief and practical explanation, so it can be concluded that vocabulary is a wealth of words that are used as a benchmark for language skills, insight of used

words, and the accuracy in using it in the context of sentences [8].

The Ministry of National Education has anticipated the level of vocabulary mastery that must be mastered by students at every level of education. The curriculum for primary schools demandeds that vocabulary mastery for primary school is 3500 words, 9000 words for junior high school and 12.000 words for senior high school (Ministry of Education and Culture, 1994). Then, in the competency-based curriculum (Ministry of National Education, 2000) there is a change where elementary graduates are 9,000 words, junior high school graduates are 15,000 words and senior high school graduates aree 21,000 words. Therefore, students are required to enrich their vocabulary so that it is easier to understand reading and present their ideas in writing. Thus, vocabulary mastery can improve language skills.

Vocabulary in education is more directed to standard vocabulary because standard vocabulary is a word that is orrally or in writing based on standardized rules. The standard rules can be spelling guidelines, standard grammar, and dictionaries [9]. The standard word is used in the context of the standard variety, both oral and written. Based on languae standardization, standard language is the language that is in written, vocabulary and grammar based on the results of language standardization. From an information point of view, standard language is the variety of languages used in communicating about science. It can be concluded that the standard vocabulary is the words commonly used in formal or official situations whose writing is based on the standardized rules. Standard or not of a word can be seen from pronunciation, spelling, grammatical and nationality [10].

Nowdays, cultural influences and the current development can increase the number of vocabulary but the vocabulary used is not based on spelling. That is why developin a standard vocabulary mastery is needed so that children are able to distinguish words that are good and true that must be used in the school environment or living environment. In this case, the role of the teacher is needed in developing standard vocabulary mastery so that children can use appropriate words to spelling. Vocabulary also relates to cognitive abilities so that when they want to develop child's standard vocabulary mastery must be adjusted to the level of child development [11]. To develop standard vocabulary mastery, children must use media. One of the media that can be used to develop a standard vocabulary is a picture storybook that has been standardized from a language center so that it can motivate children to read the book.

Explains that illustrated storybooks have undoubted educational values. Extensive use with illustrations, a light storyline with realistic characterization attracts all students of various ages [12]. The story of picture can be used by teachers as an interest generator, developing vocabulary, and reading skills. Pictorial story books are books that are equipped with pictures that serve as decorators and story supporters that can help the process of understanding the

storybook. Through illustrated storybooks, students are expected to easily receive information and descriptions of stories to be conveyed, but not all storybooks can be used to develop students' standard vocabulary. The storybook must also have good criteria, namely that it can provide additional positive value to the reader, and is delivered in simple language, easy to read, the writing is as if want to share to the readers, not patronize, and the writing style is not too much and uses standardized language, not use foreign terms too much.

Developing standard vocabulary mastery is not only reading material, but also the correct teaching techniques, so that the standard vocabulary mastery can increase. The teacher must have the ability in this matter.state that there are four ways to understand standard vocabulary, namely: (1) Form; (2) Pronunciation ; (3) Word Meaning and (4) Usage is to learn how to use standard vocabulary, or more precisely the use in sentences [13].

Vocabulary understanding related to the cognitive domain which consists of the ability to remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6). This can be explained that Remember is the ability of a person to produce the right information from memory. Understand is the ability of a person to interpret or interpret information from various teaching materials or experiences. Apply (apply) is a person's ability to implement a procedure. Analyze (analyze) is divided into three elements, namely, differentiating (differentiating), namely the ability to distinguish parts of the whole structure in an appropriate form, organizing (organizing), namely the ability to identify elements together into structures that are interrelated and attributing (give a symbol) that is the ability of students to mention the point of view, the value or purpose of a proposed problem [14].

II. METHOD

The approach used in this study is the Research and Development (R & D) approach which is a process or steps to produce a particular product, and test the effectiveness of the product. Added that the research steps in the R&D approach are ten steps of research, including: 1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revisions, 6) product trials, 7) product revisions, 8) usage trials, 9) product revisions, 10) mass production [15].

The subject of research on the development of standard vocabulary mastery based on the storybook is the validation and of fifth grade students. While the research object is a storybook implemented for fifth grade students SD SwastaNurulHasanahTembungin improving standard vocabulary mastery.

Instrument used to obtain research data using test instruments, observation sheets and expert validation sheets. The test instrument used is a standard vocabulary mastery test. Observation sheets are used to determine the development of students 'standard vocabulary mastery while

the expert validation sheet is used to find out the validation results conducted by experts regarding the development of students' vocabulary mastery based on the storybook.

Data collection techniques using tests, observation techniques, and validation sheets. This test is used to obtain data about students' standard vocabulary mastery before and after the development of vocabulary mastery based on story books. Observations are made during the teaching and learning process by using storybooks to obtain data on students' vocabulary development. Observations were made by the researchers themselves. Validation sheet contains an explanation given by the validation about the feasibility of the reading material used in developing student vocabulary.

III. RESULT AND DISCUSSION

The Research result obtained at each stage of development are presented as follow.

A. Designing Development of Standard Vocabulary Mastery Based on Storybook

The process of designing vocabulary development based on storybook for fifth grade students of SD SwastaNurulHasanahTembung regency consists of several stages, namely requirement analysis phase, data collection and product design design. Needs analysis phase is done by observation and test. From the observation of the learning that the researcher did show that the teacher only introduced the opposite words and equations of words (synonyms and antonyms), the students were asked to search and find the equations of a word, then copy in the notebook, and count the many words written. But the reality in the field in the implementation of learning that occurs, the learning is still conventional, namely the implementation of teacher-centered learning, based on teacher handbook material so that students are less active, and not confident, and less creative and have not utilized various media as a source of learning.

From the results of observations of researchers on the course of the learning process found some conditions that need to be followed up for the sake of refinement, among others:

1. Teacher learning step less systematic
   This is because teachers in teaching are not guided by a lesson plan prepared before teaching. When teachers start learning, the teacher has not explained the goals / indicators to be mastered by the students. This needs to be conveyed to the teacher even though verbally. That way at least the students will understand what they have to accomplish. Teacher-centered learning. Teachers have not been able to develop and use various learning media so that students are active in learning activities.
2. There is still a lack of utilization of learning media and variation of methods by teachers.
   The lecture method becomes the teacher's primary choice and dominates learning. The student's active role is only visible when they respond together when asked

by the teacher. So than it is necessary to do learning innovation. With so created a fun learning atmosphere. Learning in a fun atmosphere will be easy to accept and the ability that is expected to be easily achieved.

3. Opportunities and attention for less intelligent children in the management of learning are still ignored.
   That is, when teachers hold group work, teachers have not set up a seat that allows children to work freely. All group members are in a row of seats. So, the child sitting on the edge is not very clear with the task to be done. As a result, this child lacks the opportunity to complete the task. Plus they are children who still have difficulty in understanding the meaning of a word. Meanwhile, clever children in one group, will dominate the work. While the child who is busy working is not free because he was sitting in the middle and pressed by other friends. This situation sometimes cause displeasure in children. Children who work the task to feel themselves capable, while the less clever children feel inferior because he does not understand. Such circumstances clearly do not support the learning process in children. Therefore, group formation needs to be arranged in such a way that when a child's working group of children can see the tilis board, see the teacher, and see the friends of the group members to communicate.
   Teachers do not give opportunities to children who areless clever. That is, children who are less clever are not given the opportunity to do. They just sit and look. Instead this should not be too long left. Teachers should give direction to children who are smarter to give opportunities and help to friends who can not be like himself. Thus there is an interaction between students and students. They share knowledge and experience. Children who are less clever may have difficulty in understanding the meaning / meaning of a word. But if the opportunity is there, and other friends want to help, coupled with the guidance of teachers then little by little the child progress and difficulty can be overcome.
4. The students' happiness has not been maximally developed.
   Many study materials were taken from the teacher's handbook. This is done by the teacher because when trained students' knowledge about vocabulary all the students do not have handbook of student / material, students pay attention to teacher and book desired by teacher.
   From the conditions found by researchers in the process of learning this vocabulary can be concluded, during this learning is still centered on the teacher. Teachers are still lacking in the use of varied media and methods that can create a conducive, more lively and enjoyable learning environment. Services and attention of teachers in children, especially those who have difficulty still felt less. The child does not have any experience on the meaning / meaning of the word.
   Based on this, it is necessary to strive for learning innovation in order to optimize the participation of students

so that it is active and productive, creating a learning atmosphere full of spirit and achieving meaningful learning outcomes for students. After the observation is done, the next step is to provide a vocabulary test. This test is given as a first step (pre-test) to know the mastery of vocabulary students before using the storybooks.

From the results of the test standard vocabulary mastery the students obtained before using the storybook are in the sufficient category with an average of 68.23 with the lowest value obtained by students is 43 and the highest value is 84.Based on this, the researchers conclude that the standard vocabulary mastery of students is still low and the need for compilation plans to develop students vocabulary mastery by using storybook. Steps for developing vocabulary mastery by using storybooks starting from the selection of books that correspond to the level of development of high-class students.

For that, the development design made by researches is to device story consists of 9 episodes, the researcher divides the episode into five meetings. With the first meeting discussing the basic vocabulary contained in the story book, the second meeting about the ending vocabulary, the third meeting about the prefix vocabulary and the ending and what the fourth and fifth meetings, students look for new vocabulary in the story.When students understand this, students must write down each vocabulary learned in a sentence.

B. The Results Of Expert Validation of The Development Plan for Standard Vocabulary Mastery Based On Storybook

The material which is the final product in this development research is then submitted to the expert lecturer for validation so that it can know what it is weaknesses and strengths. Based on the results of the validation will get the level of feasibility of the products that have been produced. Validation is carried out using the five scale score criteria guidelines.

The calculation of the validity of the aspects of the feasibility of the average score of the validation of the language is 4 in the good category while the content aspect gets an average score of 3.8 and is included in the good category. So, it can be concluded that the aspects of language feasibility and content feasibility score well so that the book of The History of Owlsdeserves to be used to develop students' standard vocabulary mastery.

In this case the validation is not only an expert lecturer but students as a whole are also the assessors of the storybook's feasibility. When the storybook was tested on five students getting an average score of 3 with good categories and for all students in all aspects of the assessment got an average score of 4.5 with a very good category. So it can be concluded that the storybook of the History of Owlsdeserves to be used as a medium to develop standard vocabulary mastery.

C. The Effectiveness of the Results of Developing Standard Vocabulary Mastery Based on Storybook

To determine the effectiveness of developing standard vocabulary mastery based on storybookfor fifth grade students Nurul Hasanah Tembung . The data focuses on the results of observations and test results. Retrieval of data using observation techniques aims to determine the learning situation in the classroom. The classroom learning situation is observed to find out how learning materials are used by students and teachers during the learning process. Researches use observation guides to observe every aspect that occurs in the classroom.

From the result of observations made, obtained score and percentages of each indicator of student activity as presented in the following table:

Score	Average
3149,99	80,76

The average score of student activity obtained during the teaching and learning process after the development of standard vocabulary mastery through the storybook is in good criteria. For test scores after developing vocabulary mastery based on the storybook, it was found that the lowest value obtained by students was 60 and the highest score was 95, with an overall average score of 80.12 in the good category.

Score	Average
3125	80,12

The results of the calculation explain that the average value of standard vocabulary mastery is in a good category which is in line with the observations after development.
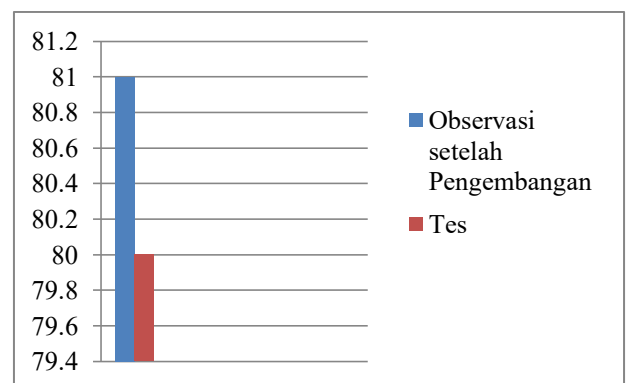

Fig. 1. Comparison of observations after development and testing

IV. CONCLUSION

Based on the results of research and discussion, it can be concluded that (1) The design of the development of standard vocabulary mastery based on storybooks is made based on information related to the student's description in the implementation that the students' standard vocabulary mastery is in the sufficient category with an average of 68.23 (2) The results of the validation show that the storybook originating from the history of owlsworth it used as a source to develop standard vocabulary mastery (3) Storybooks can improve standard vocabulary mastery and get average grades in good categories that are in line with the results of observations after developing using storybooks.

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