Improving Students' Vocabulary for Primary Students by Using Hello English and Booktract Software

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Abstract. The objective of this study was to investigate the improvement of student's achievement in vocabulary by using Hello English and Booktrackt. Hello English and Booktrack are good software to be applied in teaching vocabulary. By using Hello English and Booktrack, the teacher can help the students in watching, listening, understanding, and applying the use of language contextually. This study is conducted by using Classroom Action Research. The Subject of this study was all the students of grade 4B and 4C Sekolah Lentera Harapan Medan with the total number of the students was 46 students. The subjects were taught by using Hello English and Booktract. The quantitative data were taken from the mean of the students in writing test. It is shown from the improvement of the mean of student's score. The mean of students' score in Hello English in pre-test is 70.00, and posttest 86.09, the mean of students' score in Booktract in pre-test was 70.00 and the mean of students' score in post-test was 86.09. The analysis of quantitative data showed that the scores improve from the first test to the last test eventually. Furthermore, it was proved through the observation sheet and diary notes, which indicate there was an improvement in learning result through using Hello English and Booktract in teaching-learning process from pre-test to post test. Therefore, Hello English and Booktract could significantly improve the students' achievement in vocabulary. It can be suggested for English students Department, to understand the Hello English and Booktract are able to improve students' achievement in vocabulary achievement, and the English teachers, to use Hello English and Booktract in teaching vocabulary to make students more interested and enjoyable in vocabulary achievement.

Key words: Vocabulary, Hello English, Booktract.

Introduction

Language is a unique human inheritance that plays the very importance role in human's life, such as thinking, communicating ideas, and negotiating with the others. Hall and Candlin (2002: 96) say that Language is a system for communicating meaning. It is used to express their feelings, purposes, ideas, even in spoken or written way (Mohanty, 2005: 45; Siburian, 2013; Wallace, 1987). According to Lahey and Bloom (1978: 4) and Weigle (2009), a language is a code whereby ideas about the world are represented through a conventional system of arbitrary signals for communication. From the definition it can be concluded that language is a tool as tool communication to interact with other people using sound and vocal symbol where both of them can understand other.

In connection with the problem of the study, the objectives of study are formulated as follow: to ascertain whether the students' English vocabulary is improved by using Hello English, to ascertain whether the students' English vocabulary is improved by using Booktrack, to discover whether the students' English vocabulary is improved by using Hello English is higher than booktrack.

The present study only focuses on the vocabulary of the fourth grade students of SD Sekolah Lentera Harapan Medan in the academic year 2018/2019 and this study is

focused on the effect of Hello English and Booktrack as the strategies to improve students' vocabulary achievement of the fourth grade students of SD Sekolah Lentera Harapan Medan in the academic year 2018/2019.

Theoretically, the researcher hopes that this research contributes the English teacher in English teaching in vocabulary. In Classroom, firstly, it can be as guidelines for researcher and teachers. Secondly, it can be used as reference in assisting and facilitating the teacher, it can be applied for conducting more depth in vocabulary for primary students by using Hello English and Booktrack. Practically, this research result can be applied in classroom interaction in order to motivate the teachers more active and creative and then apply Hello English and Booktrack.

Communication is aprocess by which information exchanged through a common system of symbols, signs, or behavior (Arikunto, 2006; Byrne, 2002: 126-149). Written communication first emerged through the use of pictograph (Arikunto, 2010; Burns, 2010). The next step occurred when writing began to appear on paper and other media with common shared writing systems, leading to adaptable alphabets. Communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding.

Teaching Writing

Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in teaching of English (Harmer, 2003: 12; Harmer, 2004: 31; Flood et al., 2005: 98). Teaching writing is to help students to become better writers and to learn how to write in various genres using different registers. In this research, the writer focuses on recount text for the students on grade 8 junior high school at SMP Negeri31 Medan.

The Process of Writing

Writing process is the stage of the writer. He goes through in order to produce something in its final written form. This process will be affected by the content (subject matter) of the writing, the type of writing (letter, essay, novel, and report) and the medium it is written in (paper, computer word files, etc.). Nevertheless, in all of these cases it is suggested that the process has four main elements: planning, drafting, editing and final draft (Harmer, 1987: 22; Harmer, 2004: 4; Homby, 2000: 5-123).

Planning: written plan what they are going to write or type, they try and decide what it is they are going to write. Before starting write or type, they try and decide what it is they are going to say. For some writers this may involve making detail notes. When planning, writer has to think about three main issues the first is they have to consider the purpose of their writing since this will influence (among other thing) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language whether it is formal or informal. Thirdly, writers have to consider the content structure, how best to sequence the facts, ideas or arguments which they have decided to include.

Drafting: It refers to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft may be produced on the way to the final version.

Editing: (reflecting and revising): The writers have produced a draft they then, usually, read through what have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence.

More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers or editor who comment and make suggestions.

Final Draft: the writer have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in editing process, but the writer is ready to send the written text to the audience.

Mind Mapping

An author and lecturer on learning and thinking technique named Tony Buzan invented mind mapping. Mind Mapping is a graphic representation of ideas generated via brainstorming session. It shows the ideas, which are generated around a central theme and how they are, interlink. It is a tool primarily used for stimulating thought (Buzan, 2002: 62; Mohanty, 2005: 56). According to Buzan states by using mind mapping the students can throw away boring and consuming note. As Alamsyah (2009:18) explained that Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. According to Eppler (2006: 185), Mind mapping strategy is a teaching technique that requires students to draw a diagram used to outline information represented by pictures and color.

The concept of this strategy is putting one word in a centre, which is as the general idea from the mind of writer. Then, there is another word surrounding this one word, which is intended to specify the general idea. This enable students to write down many words as it is to specify the previous words that are still general. The visualization of this concept is like spider diagrams or mind webs. The advantage of using this strategy is enabling students to think what to write by having word visualization as their reference. Word visualization that are written in mind map give the students the idea what to write part by part. More than that, as mind maps consists of some pictorial information; it also enables students to activate the right side of the brain (Widura, 2008: 185).

Based on the definition the writer can conclude that mind mapping can help the students to write down many words as it is to specify from the previous words. Mind mapping is one of the strategies in teaching and learning process, which is easy to be applied in at every educational level. In teaching activity, the teacher use mind mapping in teaching and learning process.

Application of Mind Mapping

Mind mapping is a way of getting ideas together. If the students have to construct a spoken or written piece of text, the students can use mind mapping to help them in organizing the structure in a text. Here is the example of mind mapping.

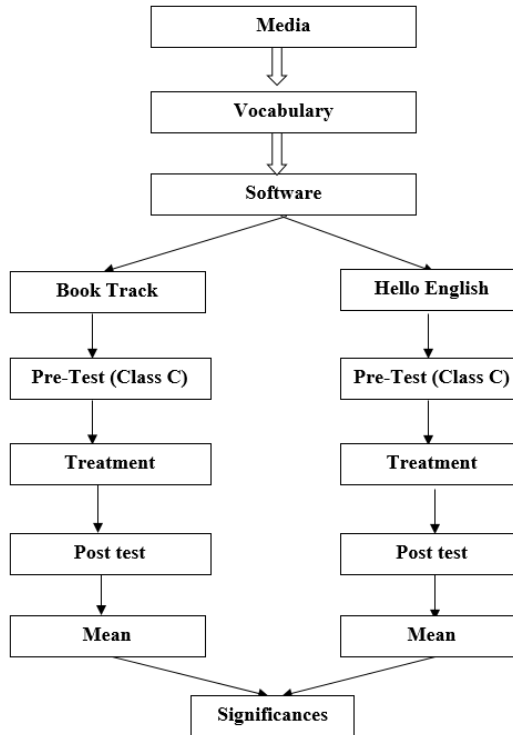The conceptual of this research is figured out as the following (Fig. 1):

Fig. 1. The Data Calculation of Experimental Group by using Hello English Conceptual Framework of the Research

Research Design

This study is conducted by using classroom action research. Classroom action research is applied in this study in order to see the improvement of students' achievement in writing argumentative (Table 1).

Table 1. Total Score of Pre-test and Posttest in Experimental group score by Applying Hello English

NO	STUDENTS' INITIAL	PRE-TEST	POST-TEST	X1 (X2-X1)	X1(x1-mx1)	X1^2
1	S-01	80	90	10	-6	36
2	S-02	60	85	25	9	81
3	S-03	88	100	12	-4	16
4	S-04	73	90	17	1	1
5	S-05	80	90	10	-6	36
6	S-06	90	100	10	-6	36
7	S-07	73	80	7	-9	81
8	S-08	40	75	35	19	361
9	S-09	86	95	9	-7	49
10	S-10	73	90	17	1	1
11	S-11	40	70	30	14	196
12	S-12	90	100	10	-6	36
13	S-13	60	80	20	4	16
14	S-14	80	90	10	-6	36
15	S-15	65	80	15	-1	1
16	S-16	86	90	4	-12	144

17	S-17	46	70	24	8	64
18	S-18	73	90	17	1	1
19	S-19	73	80	7	-9	81
20	S-20	73	90	17	1	1
21	S-21	73	85	12	-4	16
22	S-22	60	90	30	14	196
23	S-23	48	70	22	6	36
	Total (Σ)	1.610	1.980	370	2	1.522
	Mean	70.00	86,09	16,09		

Data Analysis

The table above shows that the total score in experimental group (by applying Hello English) of 23 students' pre-test is 1.610, the mean score is 70,00 and the post-test is 1.980 , and the mean score is 86,09. There are different mean scores of pre-test and post-test in experimental group and the students' scores are increased after being taught by using Hello English. The range of this data indicated that there was significant progress during teaching and learning Hello English.

Data Calculation of Experimental Group by using Book Track are presented in Table 2.

Table 2. Total Score of Pre-test and Posttest in Experimental group score by Applying Book Track

NO	STUDENTS' INITIAL	PRE-TEST	POST-TEST	X1 (X2-X1)	X1(x1-mx1)	X1^2
1	S-01	80	90	10	-5	25
2	S-02	60	85	25	-10	100
3	S-03	88	100	12	-3	9
4	S-04	73	80	7	-8	64
5	S-05	80	95	15	0	0
6	S-06	90	100	10	-5	25
7	S-07	73	80	7	-8	64
8	S-08	40	70	30	15	225
9	S-09	86	95	9	-6	36
10	S-10	73	90	17	2	4
11	S-11	40	70	30	15	225
12	S-12	90	100	10	-5	25
13	S-13	60	80	20	5	25
14	S-14	80	90	10	-5	25
15	S-15	65	80	15	0	0
16	S-16	86	90	4	-11	121
17	S-17	46	70	24	9	81
18	S-18	73	90	17	2	4
19	S-19	73	80	7	-8	64
20	S-20	73	90	17	2	4
21	S-21	73	85	12	-3	9
22	S-22	60	80	20	5	25
23	S-23	48	70	22	7	49
	Total (Σ)	1.610	1.960	350	-10	1.209

Mean	70.00	85,22	15,21		

The table above shows that the total score in experimental group (by applying Booktrack) of 23 students' in pre-test is 1.610 , the mean score is 70,00 and the post-test is 1.960 , and the mean score is 85,22 . There are different mean scores of pre-test and post-test in experimental group and the students' scores are increased after being taught by using Booktrack. The range of this data indicated that there was significant progress during teaching and learning Booktrack.

Results and Discussion

After collecting and analyzing the data, it is found that the lowest score of pre-test in control group is 42 and the highest score is 92. Then after the posttest is administered, the lowest score is not significantly improved, 42 to 60 (60- 42) is 22, it means the different of the score is 42. The highest score is significantly improved too 92 to 100, it means the difference of the score is 8. It can be concluded that the students score which taught vocabulary without strategy there is not significance improved from pre-test to post test.

The lowest score of pre-test in experimental group by applying Hello English is 40 and the highest score is 90. After post test is administered, the lowest score in experimental group is 70 and the highest score is 100 . The lowest score significantly improved, from 40 to 70(70-40) =30. It means that the difference of the score is 30. It also happens to the highest score. 90 to 100 (100-90) =10 . It means that the difference of the score is 10. The mean of pre-test is 70 and post test is 86,09 (86,09 - 70) = 16,09. It can be concluded that students' score in experimental group which taught by Hello English is significantly different, since 16,09 >15 .

The lowest score of pre-test in experimental group by applying Booktrack is 40 and the highest score is 90. After post-test is administered the lowest score in experimental group is 70 and the highest score is 100. The lowest soon significantly improved, from 40 to 70(70 -40) =30. It means that the difference of the score is 30. It also happens to the highest score,   90 to 100 (100 - 90) = 10. It means that the difference of the score is 10. The mean of pre-test is 70,00 and post test is 85,22 (85,22 – 70,00) = 15,22. It can be concluded that students' score in experimental group which taught by Booktrack is significantly different, since   15,22>15 .

The purpose of this study is to know that applying Hello English and Booktrack have significant effect on students' vocabulary achievement. Relating to the purpose of this study, the writer applied the strategies and the study found that applying Hello English and Booktrack have significant effect on students' vocabulary achievement. There was different effect between Hello English and Booktrack on students' vocabulary achievement. The writer presented the data by using tables that can be seen in chapter IV. The table showed the result of the study. In the table, the writer showed the score of students in control group and experimental group. The score of students in control group can be seen in pre-test and post-test, and then the score in experimental group by applying Hello English and Booktrack also can be seen in the table. The writer separated the table of control group, applying Hello English and Booktrack. Based on the data above applying Hello English is more significant on students' vocabulary mastery at Sekolah Lentera Harapan. It can be seen from the result of the study. By applying Hello English, the students' score in doing national examination is achieved by the students. In applying Hello English, the students are more creative and can memorize the vocabulary easily.

In conducting this research, the writer applied two major steps, those were pre-test and post-test. In pre-test the writer can give assignment to the students, get the students

'score and after that the writer will know the students' vocabulary mastery after scoring the students' answer sheets. After knowing the score of students in pre-test, the writer gives solution by applying software. After teaching the students by applying Hello English and Booktrack, the writer gives post-test to the students. The answers sheet are scored by the writer, got students' score and then it will be known that applying Hello English and Booktrack affected the students' vocabulary mastery.

Conclusion

After conducting the research, it can be stated that using Hello English and Booktrack are very appropriate to be applied by the English teacher at Sekolah Lentera Harapan in teaching English Vocabulary. English teacher must motivate the students; explain clearly about the English Vocabulary, especially for vocabulary that often found in the reading text. The findings of this study also can be made as the reference to conduct the research at Sekolah Lentera Harapan especially when other researchers want to conduct of vocabulary mastery problem. The students also can apply Hello English and Booktrack to study English vocabulary and it will be easy to understand that topics.

Based on the conclusion above, it is suggested the following:

1. English teacher should apply Hello English and Booktrack as alternative ways in teaching vocabulary, because by applying Hello English and Booktrack can make the students being creative, producing ideas, and teachers can create active learning classroom. Therefore, the teaching and learning process will not boring.

2. The students should apply Hello English and Booktrack to make students feel fun and interesting to improve the students' vocabulary mastery, because by applying Hello English and Booktrack, the students can enjoy and feel fun when learning vocabulary.

3. The readers should apply Hello English and Booktrack to improve the students' vocabulary.

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