



Introduction English Literacy through Vocabulary Memorization in Students

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ABSTRACT

Indonesia, with a population of 278,696,200 as of July 4, 2023, is ranked as the fourth most populous country in the world. Lacking official school permits and high education fees, they often continue their education at guidance centers, such as the one in Subang Mewah, Selangor. One of the main problems faced is the low achievement of literacy among elementary school students, especially in memorization skills. The lack of emphasis on teaching vocabulary hinders the development of students' English language skills. This research aims to improve students' literacy skills in English by implementing environment-based vocabulary learning methods that are relevant to students, in order to improve their understanding of the English language. This study uses a qualitative approach with a vocabulary teaching method that connects words with everyday objects, such as household items and objects in the classroom. Data were collected through direct observation and interviews with students regarding their interests and engagement in learning. After the application of the method, students show increased enthusiasm in learning English vocabulary. They are more interested in mastering the basics of English and show a greater curiosity about the language. Learning vocabulary that connects to students' environments is effective in improving their literacy in speaking and listening. This method not only improves language skills but also arouses students' interest in English. This research can be a reference for educators and education policy in developing innovative literacy strategies, especially in the context of education abroad for Indonesian students studying abroad, such as in Malaysia. The application of context-based methods can improve the overall quality of English language learning.

INTRODUCTION

Good education is education that is in accordance with current developments, of course, every student is needed to be able to adapt to the environment wherever they are (Boud, 2012; Gardner, 2021; Tomlinson, 2014). Things related to good and correct language skills and these abilities can be achieved in one way, namely memorizing vocabulary, especially English vocabulary, considering that English is an international language since it was inaugurated in the 18th century (Afzal, 2019; Djumadi et al., 2023; Maisyaroh, 2019; Rumbouw, 2021; Sari et al., 2021).

Literacy is one of the effective ways to foster students' ability to think critically. According to (Elizabeth Sulzby, 1986) Literacy is the language ability possessed by everyone

in interacting "reading, speaking, listening and writing" in a different style according to their purpose. Thus it can form the ability to think critically (Farhaeni & Martini, 2023).

Some parts of the world use English as their main language, because English is a universal language that is very important to learn at least it can be used in communication. English is one of the subjects that should be mandatory in the elementary school curriculum so that they can learn the basics of English before going to a higher level. Learning and being able to communicate with English is one of the skills that are needed when you want to communicate with outsiders. This is because English is very broad for its use (Maduwu, 2016).

One way to understand English is to memorize the meaning of vocabulary, with the ability to memorize the meaning of words, it will make it easier to learn English (Arochman et al., 2023; Bai, 2018; Khamees, 2016; Simamora & Oktaviani, 2020). Vocabulary is not taught independently but uses other language skill combination techniques such as writing, listening and dictating pronunciation. Giving vocabulary by grouping the vocabulary according to certain objects related to the student's environment in order to build interest first so that students are happy to do it. Vocabulary itself is the main basis in learning English in order to master language skills well so that you can achieve 4 English skills, namely writing, reading, speaking and listening. (Yasin & Auliya, 2011).

Education is a right for every Indonesian child, including Indonesian children who follow their parents to become immigrants in Malaysia. SB Subang Mewah under the auspices of Sekolah Indonesia Kuala Lumpur (SIKL) has more than 35 students, consisting of students in grades I – VI SD, being one of the efforts to equalize the right to education for school age. This service activity in increasing the memorization of English vocabulary focuses more on grades IV – VI (Ratri, 2018).

Real Work Lecture (KKN) is a form of community service carried out by students with a multidisciplinary approach at a certain time and place (Aji et al., 2023; Kurniarahman, 2023; Maming & Patintingan, 2023). The KKN program lasts for approximately 24 days and is held in Subang Mewah, Selangor, Malaysia, specifically at the guidance studio. This initiative is fully supported by the Embassy of the Republic of Indonesia (KBRI) by involving Sekolah Indonesia Kuala Lumpur (SIKL) The establishment and development of SIKL is driven by the ideals to realize the vision of implementing education for Indonesian children with special needs in the Selangor region, Malaysia. This provides space for Muhammadiyah students throughout Indonesia to participate in cooperation activities called KKN Kemitraan International. This program is carried out once a year. This community service aims to help Indonesian children in Malaysia who lack literacy, one of which is in English, especially in the ability to memorize vocabulary because local educators rarely provide the memorization method, so this teaching aims to increase students' vocabulary better in terms of literacy skills in good and correct English.

Previous research has highlighted the important role of literacy in improving students' language skills, particularly in English vocabulary mastery. For example, Yasin & Auliya (2011) discuss the importance of vocabulary memorization as a means of facilitating language learning, stating that the ability to memorize words contributes directly to comprehension and fluency in English. However, this study focuses more on traditional vocabulary memorization techniques, without considering how context-based learning and environmental relationships can increase student engagement. In addition, Ratri et al. (2018) emphasized that vocabulary should not be taught separately, but should be integrated with other language skills such as writing and listening. Although this approach supports a more comprehensive understanding, this study does not discuss in depth the impact of making vocabulary learning relevant to students' daily experiences. This gap is particularly important, especially for students in diverse educational environments, such as in Subang Luxuki, Malaysia, where cultural and environmental factors can significantly affect learning.

This research aims to improve students' English vocabulary mastery through a context-based learning approach, which strengthens the relationship between language learning and the student environment. With a focus on students at Sekolah Indonesia Kuala Lumpur, the study aims to improve their overall literacy skills and provide them with the tools to more effectively interact with English. The results of the research are expected to provide benefits to educators and policymakers by offering new methods in teaching vocabulary that can be applied in various educational contexts, especially for Indonesian immigrant children in Malaysia. The wider impact of this research will contribute to more effective English learning for non-native speakers, improving their communication competence and academic performance (Hikamudin et al., 2019).

IMPLEMENTATION METHOD

Introduction to English literacy through memorization of vocabulary with interaction and teaching methods by grouping vocabulary according to certain objects based on the author's own experience in order to build interest first with the aim that students improve their English literacy skills based on knowledge and academic knowledge obtained at the university level and self-taught learning.

Before starting teaching, there are three steps: (1) investigation; (2) preparation; and (3) action (Pramanik et al., 2021).

- 1) Investigation: In this stage, students first make observations in the form of an internal interview with the founder who is also the student's English teacher, including what materials have been taught and their abilities in the Guidance Studio.
- 2) Preparation: This stage is also carried out by adjusting the existing schedule as well as preparing materials and planning so that the implementation to be carried out runs well.
- 3) Action: while this stage is the stage of implementing activities in accordance with the plan and preparation of materials in the introduction of English literacy with vocabulary memorization techniques in students of the Subang Mewah Guidance Studio, especially grades IV - VI .

In the data analysis, at the investigation stage, interviews and observations were analyzed to identify the main themes regarding the challenges in teaching students' vocabulary and literacy skills. The quality of teaching was analyzed by looking at the effectiveness of the methods used by teachers in improving student literacy. Preparation data is analyzed to ensure the suitability of the material taught with the needs of students, as well as the effectiveness of the teaching media used to support student understanding. At the action stage, teaching outcomes are analyzed by comparing students' abilities before and after teaching, and evaluations are carried out through quizzes or tests to assess the improvement in students' vocabulary comprehension. This data provides an overview of the impact of object-based teaching methods on improving students' English literacy skills at the Subang Mewah Guidance Studio.

RESULTS AND DISCUSSION

This activity was carried out to the community using the interaction method in the introduction of English literacy through memorization of English vocabulary (Cucu Eliyawati, 2005). Learning English vocabulary provides the ability in literacy to facilitate communication according to the purpose of the activity. Language proficiency is very determined by the number of vocabulary mastered and vice versa, if vocabulary mastery is lacking, it is difficult

to interact and communicate. The difficulties in question are such as being difficult to convey things that want to be conveyed such as ideas, thoughts, and intentions to others (Diana, 2019).

We found this problem in the students of the Subang Mewah Guidance Studio. Students have a vocabulary that is still lacking in English even though they have lived for a long time in a predominantly English-speaking country.

This activity was carried out, with the aim of introducing literacy through memorization of English vocabulary in students of the Subang Mewah Guidance Studio, especially in grades IV – VI. The several stages of implementation are: (1) planning stage, (2) implementation stage, and (3) evaluation.

Planning

This stage regarding activities to the community is the preparation of the English learning schedule to be carried out, the preparation of vocabulary materials that they will memorize related to the objects around them, namely: Home, classroom, cardinal direction, numbers 11 – 30, verbs and adjectives.

In this case, it is also observed in advance about the conditions related to vocabulary that students know for English learning that are needed in this activity.

Based on interviews conducted by students with educators, especially English lessons at the Subang Mewah Guidance Studio, students get that students' problems in understanding English are the lack of knowledge, let alone memorization of English vocabulary that students have.

Implementation

This stage is an introduction related to English literacy and memorization of English vocabulary in students of Sanggar Subang Mewah. Students act as teachers in learning, preparing and providing new English vocabulary for students. The types of vocabulary given at the Subang Mewah Guidance Studio, especially grades IV – VI, are types of noun vocabulary, verb vocabulary, and aptitude vocabulary as many as 20 words. This teaching and learning process lasts for 2 hours and 30 minutes for the memorization store which is held on Tuesdays – Thursdays for 4 weeks in August at 08.30 – 10.00 MYT. We provide memorization in the form of English vocabulary with the aim of literacy for them.

The English vocabulary that we provide is as follows:

- a) Vocabulary of objects, such as house vocabulary (door, window, bedroom), etc., classroom vocabulary (chair, paper, whiteboard), etc.
- b) Vocabulary traits, such as (friendly, sweet, beauty, smart), etc.
- c) Verb vocabulary, such as (walk, cook, wash, run, write, read, etc).

This action is done by grouping them as many as 20 vocabulary words by writing them on the board along with the meaning of each word, after which they pronounce it out loud in front of the students in the classroom and make them model it in the same way of pronunciation.



Figure 1. We wrote new vocabulary for students in grades IV – VI in the same room



Figure 2. We explained and pronounced the students after writing, with them imitating the same words

That way, vocabulary memorization can be known simultaneously by imitating the pronunciation used, as well as making the ability to communicate with each other between teachers and students better. Students not only learn new words, but also how to pronounce them correctly (Fitriyani et al., 2023). This will help them speak more confidently and clearly. In addition, the interaction method carried out can strengthen the understanding and active use of language.

Evaluation

The last stage that is no less important is to evaluate based on the achievement of the learning objectives carried out. This includes checking students' memorization as well as how to pronounce them so that they can know their vocabulary memorization in order to make the English literacy of students in grades IV – VI improve, as well as providing simple formulas

(S / subject + P / predicate + O / object) in making sentences so that English vocabulary is better known for its use and not forgetting to give the best value to their ability in memorizing and making simple sentences so that they also know themselves in the understanding of learning English literacy.

These are some of the stages of introducing English literacy through memorization of vocabulary to students of the Subang Mewah Guidance Studio, Selangor, Malaysia with the interaction method carried out by students of the English Language Education study program, Faculty of Teacher Training and Education, University of Muhammadiyah Bone.

CONCLUSION

Community activities carried out by students from the English Education study program at the Faculty of Teacher Training and Education, University of Muhammadiyah Bone show that the introduction of English literacy through memorization of vocabulary with the interaction method, students succeed in helping students understand and apply vocabulary in sentences. Providing grades and direct feedback to students also plays an important role in increasing their motivation and understanding. As a result, students can remember and make sentences well and correctly according to the formula taught, besides that they also feel less tense and are more likely to relax during the teaching and learning process and show that the English skills of memorizing students' vocabulary are better than before.

Teaching English so that literacy in the field of international languages is not easy even though the students of the Subang Mewah Guidance Studio located in Malaysia where this country is known as one of the countries where most of the languages themselves have been mixed with English, even so, the students of the Subang Mewah Guidance Studio are still somewhat lacking in vocabulary memorization so we students provide interaction learning methods that make the learning process also more to have a better impact.

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