

**"Improving Mastery of Basic English Vocabulary Through Multiple-Choice Questions at
MDTA AL WASHLIYAH: A Classroom Action Research Study"**

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Abstrak

This study aims to improve the mastery of basic English vocabulary through the use of multiple-choice questions at MDTA AL WASHLIYAH. The research is conducted in the form of Classroom Action Research (CAR) with fifth-grade students as the subjects. The method used involves a cycle of planning, implementation, observation, and reflection. At the initial stage, the researcher identifies students' difficulties in understanding basic English vocabulary. Then, the researcher designs and implements a series of learning activities based on multiple-choice questions intended to strengthen vocabulary comprehension. Data is collected through pre-tests and post-tests as well as classroom observations. The analysis results show a significant improvement in students' mastery of basic vocabulary after applying this strategy. The study concludes that the use of multiple-choice questions can be effective in enhancing basic English vocabulary mastery among students at MDTA AL WASHLIYAH and recommends the implementation of this method in English language teaching practices at the elementary level.

Keywords: Basic Vocabulary, English Language, Multiple-Choice Questions, Classroom Action Research, MDTA AL WASHLIYAH, Vocabulary Mastery Improvement, Learning Strategies

INTRODUCTION

Language is learned by humans in order to communicate and to obtain information. Language is very important for humans because the main function of language is to communicate. Getting information about what is happening around the world will be easier if we learn the languages most widely used by people around the world. It is a fact that English is the dominant language used by more and more people from different countries to communicate and exchange ideas. That is, you like it or don't like learning English, but there is no choice to avoid it. In order to survive amidst the wave of globalization, English must be mastered as a communication medium.

English is an international language, or can be called a Lingua Franca (link language) which requires students to be able to master this foreign language. As a Lingua Franca, English is the most widely used language, even though some of them do not use it as a first or even second language. Indirectly, mastery of English is beneficial for students as a means for them both in the world of education and in the world of work.

English is the most widely spoken language in the world where it is the mother tongue of more than 400 million people around the world and every day millions of people use English at work, life and socially. English has four language skills that learners must learn and master. The four English language skills are listening, reading, writing and speaking. Apart from that, English has three language components which include grammar, vocabulary and pronunciation.

Mastery of foreign languages has an important role in improving knowledge. In our country, foreign language teaching has long been taking place in Islamic educational institutions such as schools, madrasas, Islamic boarding schools and other educational institutions ranging from ibtidaiyah to tertiary level. In general, foreign language teaching methods in Islamic educational institutions are more oriented towards grammar and translation methods.

One of the efforts to improve the quality of human resources in the academic world is by mastering a foreign language, namely English. Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills.

As controller and director of the process, guiding the direction of development and growth of students, teachers are human servants of God with Islamic aspirations who have matured spiritually and physically and understand the development needs of students for their lives in the future. Teachers not only transfer the knowledge that students need, but also transfer Islamic values into students' personalities so that they are established and integrated and color their behavior in everyday life.

Teaching is an activity carried out in conveying learning material to students. In the implementation of education, the word teaching is understood to have the same meaning as teaching, so teaching and teaching are transformation activities (knowledge, attitudes, experiences, etc.) from teachers to students. This activity requires quite heavy moral responsibility, because the success or failure of education and teaching really depends on the teacher's responsibility in carrying out their duties. In line with this, it must also be understood that teaching is a teacher's effort to convey learning material to students with the aim that the lesson can be understood, appreciated and put into practice.

Learning English is the main subject that is definitely taught, from elementary school to university. He teaches students English language skills, both active and passive. It not only teaches grammar but also covers its various social uses in native-speaking communities.

In the context of Indonesian society, especially those based on Islam, the process of learning English often creates confusion among students. Some Muslims believe that English is the language of infidels. This cannot be blamed because most of the countries that use English as the language of instruction in daily life have a majority non-Muslim population. Therefore, they also reminded that learning English must be 'pure' in the sense that there is no hidden agenda to replace Islamic values with western values.

In the midst of various global changes and international communication needs, English language skills have become an important skill. Islamic schools, which have distinctive curricula and a focus on religious education, face unique challenges and opportunities in integrating English into their curricula. Madrasah Diniyah Awaliyah is an Islamic educational institution that provides religious education and basic skills to students. The Madrasah Diniyah Awaliyah curriculum tends to emphasize religious and moral teaching. English language

teaching at Madrasah Diniyah Awaliyah can be significantly different compared to other public schools.

English teaching methods at Madrasah Diniyah Awaliyah are often influenced by views about the importance of foreign languages in the context of Islamic education. Some educators argue that mastery of English is not only important to open academic and professional opportunities but also to understand and interact with the outside world without ignoring religious values. On the other hand, there are concerns that the focus on English could divert attention from religious lessons that are considered more basic.

The concept of effective English teaching at Madrasah Diniyah Awaliyah requires an approach that integrates the language curriculum with Islamic values. Limited resources are one of the main challenges in teaching English at Madrasah Diniyah Awaliyah. Many Islamic schools face problems in terms of facilities, teaching materials and teacher training. Apart from that, external factors such as support from the school, parents and community also play an important role in the success of English language teaching.

METHOD

The design of this research is classroom action research with a cycle model. There are four stages in each cycle, namely: (1) action planning, (2) action implementation, (3) class observation and (4) action reflection. This research procedure will be shown in more detail below:

a. Action planning

At this stage, there are several activities that researchers must carry out in preparation for the next stage, namely selecting material, preparing learning plans and English comprehension tests for cycles 1 and 2, determining success criteria, and student worksheets.

b. Implementation of actions

This research will be carried out in two cycles if necessary. One meeting per cycle. The implementation of the action will be carried out based on the learning plan that the researcher developed previously. Researchers introduce and teach the basics of English. And an English

comprehension test will be carried out when the researcher has finished teaching. Implementation of actions in cycle 2 will be carried out when the English language test results in cycle 1 have not reached the target of success. Actions in cycle 2 will be carried out by revising several necessary aspects that hindered the success of actions in the first cycle.

c. Class observations

In this research, the observation process was carried out during the learning process which focused on student participation. Since this classroom action research was carried out in two cycles, this means that observations were carried out twice. Observations in this research were carried out using an observation checklist. These aspects are listed below:

- 1) Students pay attention to the material taught by the teacher.
- 2) Students ask several questions based on the material that has been taught.
- 3) Students answer the teacher's questions.
- 4) Students work on worksheets containing practice questions given by the teacher. Students who meet at least the 3 indicators above are categorized as active students.

d. Reflection of action

The main goal of this stage is to find out whether the given action was successful or not. The research is successful if it reaches the standard percentage, namely 70%. To obtain data, the researcher gave an English comprehension test to students to evaluate the students' English comprehension and the researcher used an observation checklist to evaluate students who were active in the teaching and learning process and then the researcher measured it. To analyze student English comprehension test data and student participation, researchers used the data analysis formula:

$$F = \frac{dd}{D} \times 100\%$$

Notes:

F: Percentage of active students (observation checklist); percentage of students who scored ≥ 80 (English comprehension).

d: Number of active students (observation checklist); the number of students who scored ≥ 80 (English comprehension).

D: Number of subjects

After reflecting, the researcher examines the results in detail to look for alternatives or other solutions to solve the problems faced by students, which will be used as consideration for carrying out cycle 2 if cycle 1 is not successful.

The subjects of this research were class V students of Mda Klambir 5 Kampung for the 2024/2025 academic year, totaling 19 students. Researchers carry out actions and observations, which focus on action planning, classroom observations and reflection. The research is said to be successful if 70% of students achieve the target score, namely ≥ 80 and 70% of class V students actively participate in the teaching and learning process.

FINDINGS AND DISCUSSION

Findings

This part describes the result of the research that contains of the result of mastery of basic English vocabulary test and students' active participation during the learning process in cycle 1 and 2.

Table 1. Improvement in Vocabulary Comprehension and Student Participation from Preliminary Study to Cycle 2

	Preliminary Study	Cycle 1	Cycle 2
The Percentage of the students who got ≥ 77 in the multiple-choice vocabulary test	58,9%	78,7%	92,9%
The percentage of the students who were active in the classroom during	50%	70,7%	98%

the teaching and learning process			
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Table 1 above shows the improvement of fifth grade students in listening comprehension and active participation during the teaching and learning process of listening from the preliminary study to cycle 2 in percentage form.

1. Cycle 1

The percentage of students who were active in cycle I was 70.7% (13 students). And it is also known that the percentage of students who scored ≥ 77 was only 78.7% (15 students).

It can be concluded that the percentage of students who scored ≥ 77 in cycle I and students who were active during listening learning by answering papers with multiple choice questions had not met the percentage of minimum completion criteria in this study (70%).

Based on the results of reflection, it was found that there were two factors that might affect the results of the action in cycle 1 related to the low percentage of students (78.7%) who scored ≥ 77 as follows:

1. New vocabulary was introduced simply.
2. Inadequate knowledge of the vocabulary in the multiple-choice questions.

1. Cycle 2

The score conversion to measure student scores was the same as cycle 1. The percentage of students who scored ≥ 77 was 92.9% (17 students). This percentage is higher than the percentage in cycle 1 (78.7%). The actions in cycle 2 were conducted after revising the actions in cycle 1. The revisions were as follows:

1. New vocabulary should be introduced by giving careful explanations and fishing using methods so that the vocabulary can be easily remembered.
2. adequate provision of knowledge and provide direction so that they can easily remember the vocabulary words

The percentage of students who were active in cycle 2 was 98% (17 students). This percentage is higher than the percentage of active students in cycle I (78.7%). It can be concluded that the percentage of active students has increased. And the percentage of basic vocabulary comprehension test in English cycle 2 was 92.9% (18 students) who scored ≥ 77 . This means that the percentage of students who scored ≥ 77 on the test increased from 92.9% to 98%. Therefore, from the data that researchers obtained in cycle 2, it can be concluded that the percentage of students who scored ≥ 77 and students who actively participated during the learning process had met the minimum percentage requirement in this study (70%). And from the results of the reflection carried out in cycle 2, it is known that all research targets have been successfully achieved. Therefore, the action was stopped.

Discussions

The findings from the two cycles of the study indicate a significant improvement in student engagement and understanding of basic English vocabulary after revisions were made in the second cycle. In the first cycle, new vocabulary was introduced in a simplified manner, which proved insufficient in enhancing student comprehension. This is evident from the low percentage of students who achieved a score of ≥ 77 and the relatively low engagement rate of 70.7%. The issue was compounded by the students' limited knowledge of the vocabulary tested in the multiple-choice questions.

In the second cycle, the teaching methods were revised to include more detailed explanations and effective strategies for helping students retain new vocabulary. The provision of adequate knowledge and clearer guidance also contributed to improved student understanding. As a result, there was a notable increase in both student activity and performance. The percentage of active students rose to 98%, and the percentage of students scoring ≥ 77 increased to 92.9%.

The changes implemented in the second cycle highlight the importance of adaptation and continuous improvement in teaching strategies to achieve better outcomes. The revisions proved successful in enhancing student engagement and comprehension of the vocabulary being taught,

demonstrating that adjustments in teaching methods can have a positive impact on learning results.

CONCLUSIONS AND SUGGESTIONS

The study highlights that revisions in teaching methods led to significant improvements in both student engagement and vocabulary comprehension. In the initial cycle, the method of introducing new vocabulary in a simplified manner, combined with inadequate support for students' prior knowledge, resulted in less effective outcomes. Specifically, only 78.7% of students achieved the desired score of ≥ 77 , and the engagement rate was 70.7%.

In contrast, after revising the approach in the second cycle, which included more detailed explanations and effective teaching strategies, there was a notable increase in performance and participation. The percentage of students scoring ≥ 77 rose to 92.9%, and the engagement rate increased to 98%. These findings confirm that targeted adjustments in teaching methods can significantly enhance student performance and involvement.

For future practices, it is crucial to continue using detailed and interactive methods for introducing new vocabulary. Regular assessments and feedback should be integrated to promptly address any learning gaps. Active learning techniques should be incorporated to maintain high levels of student engagement. Teachers are encouraged to pursue ongoing professional development to stay informed about effective teaching strategies. Additionally, providing extra support for students who need additional help with vocabulary comprehension can further improve learning outcomes.

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