The Effectiveness of Media-aided Fading Repetitions of Elementary Vocabulary Instruction

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ABSTRACT

This quasi-experimental study was aimed at finding out the effectiveness of a media-aided fading repetitions of elementary vocabulary instruction, a model of instruction which had been developed through an action research study (Madya, in press). This study was conducted in reference to vocabulary learning theories/research findings (Nation, 2001; Thornbury, 2001; NRTAC; (2010) and information processing theories (Kang, 2016; Lutz & Huitt, 2003). This one semester (August-November 2017) study used an experiment-control class design involving 22 interested students in a state junior secondary school in sub-district in Indonesia. The treatment was an instruction model using a set of media (cross-word puzzles, word search puzzles, semantic webs, flash cards, close exercise sheets, word-picture matching sheets) and activities (repeat after the teacher, survey and report, responding to pictures, pair work, quizz, listening and pictures, dictation), with spaced patterned repetitions. Results of the analysis of data (pre-post-test scores) showed a significant difference in gain scores between the expetimental class and the control class, with the former being higher (p= 0.01). It was concluded that the media-aided fading repetitions of elementary vocabulary instruction is an effective model of instruction.

Kata Kunci: *vocabulary instruction, media, state junior secondary*