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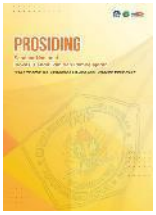
**Fakultas Pendidikan Bahasa dan Seni**
**IKIP PGRI Bojonegoro**
*Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar Imersif"*




# Enhancing Vocabulary Acquisition Using the "Fill the Missing Words" Method: A Classroom Action Research Among Grade 4 Students at SDN Ngraseh Dander Bojonegoro

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**Abstract—** This study aims to investigate the effectiveness of the "Fill the Missing Words" method in improving English vocabulary acquisition among grade 4 students at SDN Ngraseh Dander Bojonegoro. The method was implemented by combining animal-themed pictures with sentences containing missing words in learning activities. The research employed a Classroom Action Research approach conducted in two cycles involving 20 students as subjects. Data were collected through pre-tests and post-tests, observations, and interviews. The results showed a significant increase in average post-test scores from 80 in the first cycle to 90 in the second cycle, as well as an increase in the percentage of students achieving the Minimum Completion Criteria (KKM) from 75% to 95%. Additionally, student engagement and motivation improved, with 90% of students actively participating in group discussions. The study concludes that the "Fill the Missing Words" method is effective in enhancing vocabulary mastery and developing students' critical thinking skills through contextual and interactive learning.
**Keywords—** Vocabulary acquisition, Fill the Missing Words method, Classroom Action Research, Primary education, Contextual learning

**abstrak—** Penelitian ini bertujuan untuk mengetahui efektivitas metode "Fill the Missing Words" dalam meningkatkan penguasaan kosakata bahasa Inggris pada siswa kelas 4 SDN Ngraseh Dander Bojonegoro. Metode ini diterapkan dengan menggabungkan gambar bertema hewan dan kalimat dengan kata yang hilang dalam aktivitas pembelajaran. Penelitian menggunakan pendekatan Penelitian Tindakan Kelas (Classroom Action Research) yang dilaksanakan dalam dua siklus dengan 20 siswa sebagai subjek. Data dikumpulkan melalui tes pre-test dan post-test, observasi, serta wawancara. Hasil penelitian menunjukkan peningkatan signifikan pada nilai rata-rata post-test dari siklus pertama ke siklus kedua, yaitu dari 80 menjadi 90, serta peningkatan persentase siswa yang mencapai Kriteria Ketuntasan Minimal (KKM) dari 75% menjadi 95%. Selain itu, keterlibatan dan motivasi siswa juga meningkat, dengan 90% siswa aktif berpartisipasi dalam diskusi kelompok. Penelitian ini menyimpulkan bahwa metode "Fill the Missing Words" efektif dalam meningkatkan penguasaan kosakata sekaligus mengembangkan keterampilan berpikir kritis siswa melalui pembelajaran kontekstual dan interaktif.
**Kata kunci—** Penguasaan kosakata, metode Fill the Missing Words, Penelitian Tindakan Kelas, pendidikan dasar, pembelajaran kontekstual

## INTRODUCTION

Several studies have been conducted to improve students' vocabulary mastery. For example, Kurniawati et al. (2023) utilized the scrabble game to enhance vocabulary among junior high school students, while another study applied comics as a medium to facilitate vocabulary learning (Kurniawati, 2024). Similarly, Prastiwi, Tirtanawati, and Sholehuddin (2021) in their study titled "Pemanfaatan Crossword Accounting Puzzle untuk Memperkaya Kosakata Bahasa Inggris pada Siswa SMK Negeri Temayang, Bojonegoro" demonstrated the effectiveness of crossword puzzles in enriching English vocabulary related to accounting for vocational high school students. Their findings highlight the benefits of interactive and subject-specific vocabulary learning methods.

However, research on the implementation of the Fill the Missing Words method at the primary school level remains limited. Most existing studies focus on older students or subject-specific vocabulary, leaving a gap in contextually engaging methods for younger learners. Therefore, this study aims to fill this gap by applying the Fill the Missing Words method at SDN Ngraseh Dander Bojonegoro, combining visual and contextual learning to enhance general vocabulary mastery in primary students.

## RESEARCH METHODS

This study employed a Classroom Action Research (CAR) approach conducted over two cycles. The subjects were 20 fourth-grade students at SDN Ngraseh Dander Bojonegoro. Data were collected through pre-tests and post-tests, structured observations, and interviews with students and the teacher.

Each cycle consisted of planning, action, observation, and reflection. The applied learning method was "Fill the Missing Words," using worksheets containing animal pictures and sentences with missing words. Data analysis was conducted quantitatively on test results and qualitatively on observation and interview data.

## FINDING AND DISCUSSION

| SIKLUS | Rata-rata Nilai Post-Test | Persentase Siswa Lulus KKM (≥75) |
|---|---|---|
| Siklus 1 | 80 | 75% (15 dari 20 siswa) |
| Siklus 2 | 90 | 95% (19 dari 20 siswa) |

The table clearly indicates a significant improvement from Cycle 1 to Cycle 2. The average post-test score increased from 80 to 90, representing a 12.5% gain. The percentage of students meeting the KKM also rose substantially from 75% to 95%, demonstrating the effectiveness of the "Fill the Missing Words" method in enhancing students' vocabulary mastery.

This improvement is supported by contextual learning that combines images and sentences, enabling students not only to memorize words but also to understand their usage in real-life contexts. This aligns with Nation's (2001) theory emphasizing the importance of context in vocabulary acquisition, which states that effective vocabulary learning involves understanding the meaning, form, and use of words within meaningful contexts.

Observations indicated an increase in student engagement from 80% active participation in the first cycle to 95% in the second cycle. Students appeared more enthusiastic and focused during lessons. Interviews revealed that 90% of students found the method enjoyable and helpful in understanding vocabulary better.

Moreover, active student engagement and group work enhanced motivation and critical thinking skills, as supported by observation and interview results.

## CONCLUSION

The "Fill the Missing Words" method effectively improved vocabulary mastery among fourth-grade students at SDN Ngraseh Dander Bojonegoro, as evidenced by improved test scores and student engagement. This method also helped students connect vocabulary with real contexts and develop critical thinking skills.

## ACKNOWLEDGEMENTS

The author expresses gratitude to the teacher and students of SDN Ngraseh Dander Bojonegoro for their participation and to the supervising lecturers for their guidance throughout this research.

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