

**DEVELOPING STUDENT'S VOCABULARY BY USING GAMES WITH
SONGS AND PICTURES (AN ACTION RESEARCH IN TK ISLAM
TERPADU *TKIT ISLAMIC CENTRE* PURWODADI – GROBOGAN)**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the teaching-learning process of English as a foreign language, student must master all of the English skills. They consist of speaking, reading, writing and listening. Mastering English in the global era is very important. English is the most widely used language in international events. Many countries use English in their affairs, such as business, politic, education, science and technology, that is why English becomes a very important language. It takes a big role in many affairs.

Due to the important role of English in all affairs, English is taught and learnt in non-English speaking countries, including Indonesia. In Indonesia English is the first foreign language. It is taught and learnt merely as one of study subjects in school. It may also be learnt for instrumental purpose that is gaining science and technology, which are mostly written in English.

Five to seven years old are the most vital years in a child development. All education, including learning a foreign language should contribute positively to that development. In teaching vocabulary to the kindergarten's student, the teacher must use effective and appropriate methods. Effective means that the method can build student's motivation in learning English. Appropriate method means that the method should be appropriate with kindergarten student's characteristics.

It will be very difficult to point out all of young children characteristic which the teacher should be aware of and take into account in the teaching process, so teacher can only draw his/her attention to the characteristics of young children which are relevant for language teaching. Teacher should be imaginative and creative to build the enjoyable teaching-learning condition based on young learners characteristic. There are several methods to create enjoyable condition for children to learn English such as games, songs, pictures, stories, dance, model making.

To teach vocabulary in kindergarten or elementary school, especially for children, is not easy. Teaching children is different from teaching adults. We must have extra power to teach them, because the children have certain characteristics and need a certain treatment. So we must give the basic vocabulary to them to make them understand English. Before continuing to the next step teacher must have preparations to teach the children.

Teacher will face too many problems when they introduce English to their students. However, for the students, they will be given something new and are different from their mother tongue. Teacher have been attempting for years to improve children's learning, trying out new ways of teaching that they hope it will be more effective. According to Brumfit (1995: 7), teacher needs the language. Basic competence is essential. However, this may pose problems in some educational traditions, especially where foreign rather than second languages are being learnt. The teacher also needs competence in primary teaching methodology.

Vocabulary is central to language and article importance to typical language learner. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. It is undeniable that learning vocabulary grows through incidental learning such as through continuous exposure to comprehensible language in reading, listening, speaking and writing exercises (Krashen, 1981: 361). Thus, meaningful and interesting instruction should of course be organized to achieve successful learning (Endang, 2001: 73).

In public places we can find some words in English. Some people are able to translate them in Indonesia. Indeed, such English words are usually learned without being taught, without being explained or drilled in the class. But in some parts, such words have many roles to be learned such as the word formation, and it can not be learned in short time. It means that vocabulary must be learned in the class and must be organized in a good teaching learning process.

The problems that teacher faces is teaching English at TKIT Islamic Centre children many crowded in classroom and can not study. The teacher often complain because children pay no attention to the teacher in class. So, the teacher teaches vocab by using games. Games help and encourage many learners to sustain their interest and work. By definition, a game is an activity with rules, a goal, and an element of fun. Game also helps the teacher to create contexts in which the language is useful and meaningful. The learners want to take a part and in order to do the game, so they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information (Wright, 1999: 1).

According to Brumfit (1995: 142), children play and children learn through playing. In playing together, children interact and interacting they develop language skill. Games provide context for play, reasons for playing and routines for playing. Games are activities that children naturally and universally engage in. There is a certain timelessness in the pleasure children find games and in how the nature of the play changes as they developed, ranging through fantasy, ritual, competition and luck. Generations of children rediscover some games and delight in playing them. Games maybe seen as a route by which children come to terms with their social environment, presenting as they do social environment, presenting as they do a social situation which is firmly governed by rules but shows out come is unknown. Piaget (1967: 80) saw children's games as the most admirable social institutions. Using games may certainly be an effective way of making repetition of language natural and purposeful for young learners. Many games involve routines and repetitive formulate, which may be part of their charm for young children who often relish the familiarity of favorite activities.

Every child enjoys games. They like interesting activities such as play, fun and cooperation that are included in games. One of the characteristics of game is that they involve repetition and repetition is basic in foreign language learning. Games can make the children do not feel bored with the lesson that the teacher explains, because the children will feel this is not just a kind of lesson but it will also entertain them to be happy and enjoy the class. That is why games are so useful and so important. It is not just because there are fun. It is partly because the fun element creates a desire to communicate and partly because games can create unpredictability.

This research focuses on developing student's vocabulary by using games through an action research in TK Islam Terpadu Islamic Centre Purwodadi. Kindergarten is a school or part of school for young children aged three to five. Islamic Kindergarten is a school for young children aged three to five that give Islamic education services. Excellent Kindergarten is a school for young children aged three to five that gives superior lessons, such as: English, Islamic excellent kindergarten is a school for young children aged three to five that give Islamic education services besides, it applies lessons such as: tahfidz, Arabic, English. In Indonesia, it is called Taman Kanak-Kanak Islam Terpadu (TKIT). TKIT Islamic centre is one of kindergartens. Moreover it can be expected as a creator of an institution of Islamic young generation and having honorable behavior. TKIT Islamic centre gives Islamic education services by using full day school, namely: the way of taking care of since morning until evening. Besides, it applies integrated curriculum that is curriculum based on competence. It means that every children's activity is conducted in school (from studying, socializing, playing, and taking a rest in the noon). So that, the students are accustomed to comfortable situation. It also creates an un boring situation for them.

The other superiority that TKIT Islamic centre has is a superior lesson, such as: tahfidz, Arabic, and English. Those lesson are presented once a week. Moreover English is presented once a week for 30 minutes each class, so the material depends on the teacher. TKIT Islamic centre has good reputation and strategic location. It also has representative building and good facilities, such as: classrooms, library, audiovisual laboratory, computer room, games room and mosque.

In this research, the writer brings forward the way of developing student's vocabulary by using games by conducting a research entitled: "Developing Student's Vocabulary by Using Games with Songs and Pictures (An Action Research In TK Islam Terpadu TKIT Islamic Centre Purwodadi-Grobogan)."

B. Problem of the Study

Based on the research background the writer formulates the problem statements as follows:

1. How is the process of teaching vocabulary by using games with songs and pictures?
2. Does teaching vocabulary by using games with songs and pictures in the teaching vocabulary improve the students vocabulary?

C. Limitation of the Study

This research has broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. Here the writer focuses on the developing student's vocabulary by using games with songs and pictures in TKIT Islamic Center Purwodadi.

D. Objective of the Study

The general objective of this research is to improve the student vocabulary. The specific objectives of the study are as follows

1. to describe the process of teaching vocabulary by using games with songs and pictures.

2. to know whether, teaching vocabulary using games with songs and pictures, can improve the student's vocabulary.

E. Benefit of the Study

1. Practical Benefit

Procedures and out comes of the research hopefully will inspire other researchers to imitate research studies with a similar theme. The result of the study could also provide teacher with information about how they should apply the proper approach to direct and facilitate students in learning English.

2. Theoretical Benefits

The finding of the research may verify the validity of the theories that appropriate teaching methods can increase students achievement in learning English.

F. Research Paper Organization

This paper organization is given in order to make the readers understand the content of the paper as follows:

Chapter I is introduction that consists of the background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is the review of related literature, which consists of previous study, developing student's vocabulary, the characteristics of young learners, nature teaching English of young learners, teaching English to children, notion of

vocabulary, types of vocabulary, teaching vocabulary, games with songs and pictures.

Chapter III is research method. In this chapter the researcher presents research method which covers description of the school, type of research, subject of the study, object of the study, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is the research finding and discussion, which consists of the process of teaching vocabulary by using games with songs and pictures, teaching by using games with songs and pictures in the teaching vocabulary improve the students vocabulary.

Chapter V is conclusion and suggestion.