

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH  
EXPERIENTIAL LEARNING BY USING TOYS AT AISYIYAH  
BUSTANUL ATHFAL KINDERGARTEN KARANGAGYAR  
(AN ACTION RESEARCH)**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

One of the elements of language that cannot be separated from learning English is vocabulary. It is hard to master the four language skills without mastering or understanding a number of vocabularies, because it is fundamental in language learning. Teaching vocabulary earlier is better than teaching it later. Moreover, the general objective of English teaching in elementary school is to prepare children to have competitive value in global era and to introduce English at early ages.

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master language without mastering or understanding a certain numbers of vocabularies. There are some experts that give explanation about the importance of vocabulary. Nunan argues that the acquisition of an adequate vocabulary is essential or successful second language used because, without an extensive vocabulary, students will be unable to use the structure and function students may have learned for comprehensible communication (Nunan, 1998: 117).

The quality of Aisyiyah Bustanul Athfal kindergarten's teacher is not too good, because the teacher was graduated from senior high school. He does not take the children education faculty such as PGTK or teacher training and education to teach in the kindergarten.

Based on an observation, the problems faced in teaching vocabulary at Aisyiyah Bustanul Athfal Kindergarten Karanganyar are uninteresting material, the limited time and the equipment, and uninteresting technique. Because of the problems, students get difficulties in learning vocabulary.

Firstly, the students get difficulties in pronouncing words correctly. Pronouncing the word correctly is an important part in teaching vocabulary because incorrect pronunciation will influence the meaning of the word. Moreover by pronouncing the word correctly, it can help the students remember the word longer and identify it more readily when they hear or see it. Introducing new word, the teacher should pronounce every new word correctly and carefully, and then repeat it in chorus by the class or by individual pupils. In fact, the student still gets difficulties in pronouncing the words correctly. There are many real cases related to the students' mispronunciation, namely:

1. The students tend to pronounce the letter of the words. It can be seen when the students are pronouncing words such as *tongue*, *stomach*, *armpit*, when they learned part of body, and *three*, *eight*, etc of the cardinal number, the problem is cause not only by the differences in pronunciation system between the target language and mother tongue (Indonesia language) but also the teaching technique. In introducing the word, the teacher tends to use written form first then oral.
2. The students add the vocal sound when they find consonant cluster which does not appear in Indonesian language, for examples, when they

pronounce the words such as *arm* [a:əm], *school* [səku:l], *student* [sətuden], *study* [sətʌdi], etc.

3. The students replace the consonant sound which is difficult to pronounce with the nearest sound. It happens when the students have to pronounce the word which ends in consonant sound. For example the word *orange*, the last sound [dʒ] is pronounced by the sound [ŋ], so it becomes [orɪŋ].

Secondly, the students get difficulties in remembering and grasping the meaning of the words when they are asked to mention the vocabularies. They cannot answer them perfectly. That mistake is caused by translation method in teaching vocabulary. The teacher taught vocabulary mostly by translating the English words into Indonesian at the beginning of the lesson or translating of the material containing new words or glossaries at the end. Therefore, it can be inferred that the error in this case is because they confuse the translation with the language use, and to assume that putting across the meaning was the whole of teaching vocabulary. Moreover, the teacher never uses self-defining context, the translation of the vocabulary, opposites, pictures, and dramatization as a number ways to put across the meaning of a new words to a class.

Thirdly, the students' attention and motivation in learning vocabulary are decreasing. The students do not pay attention to the teacher's explanation. They are also easy to get bored in having the lesson. It can be seen from the responses in answering the teacher's question. They easily give up when they

get difficult exercise and the teacher never uses games, dialogues, song, and dramatization as interesting ways in delivering material.

Based on the facts above, it can be concluded that the problems in the teaching and learning vocabulary at Aisyiyah Bustanul Athfal Kindergarten Karanganyar mostly come from the teacher. The factors are: (1) the teacher is not creative to use media as aids of teaching. Dealing with teaching foreign language to children, Scot and Ytreberg (1990: 5) define that: Words are not enough. Most activities for the young learner should include movement and involve the sense. The teacher will need to have plenty of objects and toys. (2) the teacher only gives a little time to practice pronouncing the words correctly, whereas a little time to practice cannot create accurate pronunciation, especially for the beginners; (3) the technique of the teaching vocabulary that the teacher uses seems ineffective for the students. It does not give the students great motivation to learn. In other words, students are passive in learning vocabulary.

To overcome those problems, the writer decides to conduct a research to solve the problems through this study. One of the causes that are solved through this study is about the technique of delivering material that is uninteresting for the learners. Thus, the research is concentrated on the improvement of technique of teaching vocabulary during the teaching and learning process through an action research.

Here the writer tries to give solution from those problems above. The writer tries to give an alternative to teach vocabulary. The writer tries to use

experiential learning with toys to make the student give attention. With toys, the children are expected to pay attention to the teacher because the children like toys. The teacher of kindergarten has role as the collaborator in conducting the research.

Increasing vocabulary is an important task. Many kinds of instruments are used by teacher to increase vocabularies. One of the instruments is toys. Toys can be extremely important aids to vocabulary development and the presentation of new idea. It will increase the probability that students will learn more, retain better what they learn and improve their performance of the skills that they are expected to develop. Using toys, children are enthusiastic to follow the vocabulary in English lesson.

Experiential learning is sequence of events with one or more identified learning objective requiring active involvement by participants as one more points in the sequence. That's why the reason that the writer research about vocabulary mastery through experiential learning using toys at Aisyiyah Bustanul Athfal Kindergarten Karanganyar.

Based on the explanation above the writer is interested in conducting a research entitled **“IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH EXPERIENTIAL LEARNING BY USING TOYS AT AISYIYAH BUSTANUL ATHFAL KINDERGARTEN KARANGANYAR”**.

## **B. Problem Statement**

Based on the background of study, the writer states the problems of study in this research are:

1. How are the procedures of teaching vocabulary through experiential learning using toys at Aisyiyah Bustanul Athfal Kindergarten Karanganyar?
2. Does teaching vocabulary through experiential learning using toys at Aisyiyah Bustanul Athfal Kindergarten Karanganyar improve the student's vocabulary?
3. What are the strengths and the weaknesses of teaching vocabulary through experiential learning using experiential learning using toys at Aisyiyah Bustanul Athfal kindergarten Karanganyar?

## **C. Limitation of the Study**

In this research, the writer limits the problems to make the research easier. In this research the writer focuses on the teaching vocabulary through experiential learning using toys in Aisyiyah Bustanul Athfal Kindergarten Karanganyar.

## **D. Objective of the Study**

Based on the problem statement, the general objective of study in this research is to improve student's vocabulary. The specific objectives of the study are:

1. To describe the procedure of teaching students vocabulary through experiential learning using toys at Aisyiyah Bustanul Athfal Kindergarten Karanganyar.
2. To clarify whether teaching students vocabulary through experiential learning using toys at Aisyiyah Bustanul Athfal Kindergarten Karanganyar can improve the student's vocabulary.
3. To describe the strength and the weaknesses of teaching vocabulary through experiential learning by using toys at Aisyiyah Bustanul Athfal Kindergarten.

#### **E. Benefit of the Study**

The writer hopes that the study is beneficial to the readers theoretically and practically:

##### **1. Theoretical Benefit**

- a. The result of the research paper can be used as an input in English teaching learning process, especially in teaching vocabulary.
- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

##### **2. Practical Benefit**

The English teacher can use the result of the research when they teach the pupil of kindergarten in improving vocabulary.



## **F. Research Paper Organization**

To enable the writer arranging the research and to make it easy to understand, the writer divides this research into five chapters as follows.

Chapter I is introduction. It deals with background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that consists of previous study, vocabulary and teaching vocabulary, general concept of toys, and general concept of Experiential Learning, theoretical framework, working hypothesis.

Chapter III is research method. This chapter presents of type of research, setting, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, credibility of data, performance indicators, and research procedure.

Chapter IV is research result and discussion. This chapter deals with the discussion and analysis of the data that contains of the procedure of teaching vocabulary through experiential learning by using toys and does teaching vocabulary through experiential learning by using toys can improve the student's vocabulary.

Chapter V is conclusion and suggestion. This chapter relates to the conclusion research and completed by suggestion to make the research better. Bibliography and some appendixes are also enclosed within the chapter.