

**INCREASING STUDENTS' VOCABULARY USING MULTIMEDIA:
AN ACTION RESEARCH AT THE KINDERGARTEN OF
TK DHARMA WANITA I KURIPAN PURWODADI
IN 2008 / 2009 ACADEMIC YEAR**



RESEARCH PAPER

Submitted as a Partial Fulfilment of the Requirements
for Getting the Bachelor Degree of Education
in English Department

by

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2009**

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the tools to do communication. Without language we can't convey what we mean. There are too many kinds of language in the world, and English is the most widely used. Thus, most people in the world speak English although just a little, because English language is the international language. English is the medium of communication of the people in the world, so it is very pleased to speak with people who come from other country; we can change the experience about everything such as culture, education, life style, etc.

Because of the importance, many parents in Indonesia want to prepare their children learn English earlier. Many parents in Indonesia want to make their children speak English. People believe that children are better than adults in foreign language learning (Fauziati, 2008: 70). Children acquire their mother tongue easily and pick up another language quickly, just by listening and without teaching. They acquire all of the words in their brain easily. Children learn a language by repeating regularly, they will imitate the words which are listened by repeating regularly.

Teaching children is different from teaching adults. Children have some characteristics which are different from adult namely, they like playing, whether they play alone or with their friends. Children love to talk, sometimes they tell the teacher suddenly about their experience and ask many questions

about everything which they want to know. Children like something new, they always want to know everything around them which they have never seen before.

The teacher should adapt what the children needs based on the characteristics of the children in order that they easily receive the lesson. The teacher should create interesting and joyful atmosphere when teaching English vocabulary to them. Children like playing, so the teacher should design a game which contains the material to interest them, since them like playing a game while learning. Song adds a whole dimension to children classes, and makes it easier for the children to remember words and patterns and natural chunks of language (Paul, 2003:58). Children like singing too, which can make them happy and cheerful even there is body language in the song. Body languages in a song which can help the teacher get attention from the children. Using song the children can learn vocabulary indirectly and the children pay attention to the lesson because of the body language.

Children will understand more about something if they know based on their experience. The effective technique to teach them is through media. Media as teaching aids needed to help the students' understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process (<http://peni.staff.uns.ac.id/category/education/>). Media can stimulate motivation and interest of students to the lesson, because they get experience when learning using media.

The duty of the teacher in kindergarten is to teach the students in order that they memorize and understand the vocabulary more easily. The teacher must use different methods to teach vocabulary in kindergarten because the students easily get bored and like something different or something new. Teacher in kindergarten must be creative and innovative, because children get bored more easily than adults. When they receive the material they are getting easily bored, so we must develop the method in order that they never feel bored.

Kindergarten teachers often face problems in teaching English vocabulary in kindergarten because the students are still young, so it is very difficult to get attention from them when they are noisy. They like doing suddenly whatever they want to do and never feel to do some mistakes to the teacher. It makes the teacher angry but remembering that they are still young, the teacher is not angry anymore. Some methods to get again their attention are by showing something attractive such as pictures, toys, etc.

Students in TK Dharma Wanita 1 Kuripan are interested in the English lesson because they feel happy with the lesson, but sometimes they are not interested in the lesson. The teacher seeks the reasons that the students are not interested in the lesson. Some of the reasons found by the teacher are because some students come late when they go to school, take quarrel with their friends, or get sick. It can make the students get bad mood. The students who get bad mood when teaching learning process can not learn the lesson

easily. The other reason which make the students are not interested in the lesson is they feel bored about the technique. They will be speaking with other friends because they can't understand the material and it can make the class crowded. The writer will use other technique to get attention from the students and manage the class.

Media which are used to teach in TK Dharma Wanita 1 Kuripan are limited, so sometimes they make students difficult to memorize the vocabulary. In teaching-learning process when the teacher teaches and the material for example about fruits, the teacher must show the example of that fruits. The teacher can bring the picture, the imitation of the fruits, and others. It can cause the problem for the teacher when the media are limited, because the teacher needs a lot of examples of things which are used in teaching learning process. By using multimedia the teacher can show everything what the students want to know.

Based on the problems above, the writer does research to find out the alternative technique to solve the problem which is faced by the teacher to improve the students' vocabulary and make students easier to memorize and learn vocabulary. The writer's research is entitled "INCREASING STUDENTS' VOCABULARY USING MULTIMEDIA: AN ACTION RESEARCH AT THE KINDERGARTEN OF TK DHARMAWANITA 1 KURIPAN PURWODADI IN 2008/2009 ACADEMIC YEAR".

B. Problem Statement

Based on the background of the study the writer formulates the problems as follows: Does multimedia increase the students' vocabulary at the Kindergarten in TK Dharma Wanita 1 Kuripan Purwodadi 2008/2009 Academic Year?

C. Limitation of the Study

The writer has limited the problem to make the research easier. There are many ways to teach in kindergarten but the writer only focused on the effectiveness of teaching using multimedia, that are laptop and projector. The writer uses microsoft power point program to increase students' vocabulary at TK Dharma Wanita 1 Kuripan Purwodadi.

D. Objective of the Study

In general the study aims to improve the students' vocabulary. Specifically it is:

1. to describe the teaching of vocabulary by using multimedia in TK Dharma Wanita 1 Kuripan Purwodadi
2. to know whether multimedia can increase the students' vocabulary or not at the Kindergarten in TK Dharma Wanita 1 Kuripan Purwodadi.

E. Benefit of the Study

The writer hopes that the result of the research has some benefits in teaching-learning process, especially in teaching-learning vocabulary. The benefits of both theoretical and practical are:

1. Theoretical benefit

- a. The result of this research can contribute to the development of theory of teaching English.
- b. The result of this research can be used as the reference for those who want to do research in increasing English vocabulary.

2. Practical benefit

- a. To the teacher, by using multimedia in teaching English, especially vocabulary the teacher can determine the better technique for teaching vocabulary.
- b. The result of this research will be useful for the students who get difficulty in memorizing the vocabulary.

F. Research Paper Organization

The writer works through five chapters in the research. Chapter I is introduction which covers 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 which presents previous study, concept of vocabulary, kindergarten school, characteristics of children, and concept of multimedia.

Chapter III is research method that consists of type of the research, subject of the study, object of the study, data and data source, procedures of classroom action research, method of collecting data, technique for analyzing data, performance indicator.

Chapter IV relates to the process of implementation of teaching vocabulary using multimedia in teaching learning process and the student's response to do activities.

Chapter V is conclusion and suggestion.