TEACHING VOCABULARY USING FLASH ANIMATION TO THE KINDEGARTEN STUDENTS OF TK KARTIKA KEDIRI IN

ACADEMIC YEAR 2013/2014

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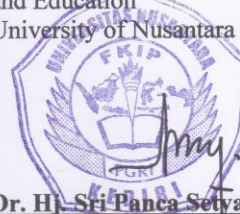
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TEACHING VOCABULARY USING FLASH ANIMATION TO THE KINDEGARTEN STUDENTS OF TK KARTIKA KEDIRI IN ACADEMIC YEAR 2013/2014

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ABSTRACT

Teofani Maya Septia. (2014): *Teaching Vocabulary Using Flash Animation to the Kindegarten Students Of TK Kartika Kediri In 2013/2014 Academic Year* English Department, Faculty of Teacher Training and English Education Faculty Nusantara PGRI Kediri University. First Advisor: Dra. Dyah Mustika R, M.Pd. Second Advisor: Sismiati, M.Pd.

Foreign Language that must be learned by the students in Elementary school up to Senior High School is English. Its purpose is to make the students understand and be capable to communicate in English. As an international language, English is often used under any circumstances and for any oral or written form. The students have difficulties in learning English. One of the reasons is because their vocabulary is limited.

This study focuses on vocabulary learning because the mastery of vocabulary will help the students to improve four language skills (listening, reading, speaking and writing). The purpose of teaching English is that students are able to communicate in English with simple vocabularies since kindegarten age. But in fact, when the teacher asked them to mention the vocabulary, there were some difficulties because they didn't know the meaning of some vocabulary. The students were bored too because the teacher never used any kinds of media. It made their interest in English decrease, moreover it was difficult to learn.

Based on the description above, the researcher tried to solve this problem through the research entitled "*Teaching Vocabulary Using Flash Animation to the Kindegarten Students Of TK Kartika Kediri In 2013/2014 Academic Year*".

The subject of the study was the students offering B class of TK Kartika Kediri. The researcher taught the students by using Flash Animation in the context of narrative text. She explained the meaning of vocabularies while the student watch simple narrative story in animation form. They learnt well and become more active, they can understand the content and make them interest to learn more.

Finally, the writer concluded that using Flash Animation to teach vocabulary could increase the students' motivation and interest in learning English. It's suggested that the teacher should use interesting technique to teach vocabulary. And for the other researchers this research should be an inspiration to use an easier strategy and reference for the same problem.

Kediri, 26th November 2013
The Writer

Key Words: Vocabulary, Flash Animation, Teaching,

CHAPTER I

INTRODUCTION

This chapter discusses some sections which relate to the study. It consists of five sub chapters; background of the research, scope of the research, research questions, purpose of the research, significances of the research and definition of key terms.

A. Background of The Problem

Language has central role in intellectual development, social and emotional aspect of the students. It is a basic instrument to communicate orally and written. According to B. Kumaravadivelu (2006:3): "language permeates every aspect of human experience, and creates as well as reflects images of that experience". Based on the statement, language can influence human daily life. Without language people can not express their feeling and this is a big problem for human life.

English plays an important role as an international language. So, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social and politics. Many people want to learn and use English for communication.

In learning English, students should master the four language skills. They are listening, reading, speaking, and writing. Those four skills are connected and empowering to one other and the component of those four skills are including grammar, structure of the language, and also vocabulary. Vocabulary is a fundamental aspect in learning English, without enough vocabulary, students will not be able to produce sentences or expressions in English language, in oral and written form. Vocabulary does not only rely on the spoken words only. Teacher should try to explain the material as clear as possible or giving the similarity with their native language.

English vocabulary is required to learn English well because many words in English language have multiple meanings. In learning English, students should be able to choose the right words and also should be able to understand a lot of vocabulary in written or oral. Because of that, this study will focus on learning vocabulary because vocabulary is the key to learn English language.

In Indonesia, English subject is given from kindergarten. In order to make the teaching English in kindergarten to be successful, it should be considered some factors such as the quality of the teacher, students' interest, motivation which are involved together in teaching and learning process. In teaching and learning process, teachers should apply interesting and

communicative way to make English teaching interesting and the students have motivation to learn English subject.

Vocabulary can be considered as a vehicle for thought self-expression, interpretation, and communication. According to Bourdons in Nunan's (1993: 24) spoken language needs the mastery of vocabulary habit. This means that the vocabulary practice takes a lot of time to fulfil the requirements of oral English proficiency, either from school or neighborhood. The fact, some students in kindergarten often find difficulties in learning vocabulary. It is because it is the first they learn how or know about the language and sometimes they can not remember the new words they have gotten. These problems make the students' lack of motivation in learning English. According to Harmer (2001: 38) "Young learners learn differently from older learner, adolescents and adults." It means that young learners have different characteristic and different way of learning from adolescents and adult.

The writer recognizes the importance of vocabulary development in preparing young children to achieve good grade in school. Kindergarten school teachers need appropriate methods to teach the students. The proportions of the materials for young learners are different from that of the adults' learners.

The way of teaching vocabulary is not the same as teaching vocabulary to adult learners. They have different motivation and characteristic. It will be difficult when the teachers can not motivate young learners intensively. Through motivation from their teachers it will increase their interest to learn better, so the students' interest in learning will be the same as their interest in playing. To find out the most suitable technique for teaching young learners need an intensive analysis, especially for the teachers. The students interest in teaching and learning process when they feel fresh with new situation in the class. By the new variation or situation in the class, students feel enjoy and they can accept the lesson or subject easily. This is the teachers' homework to find the suitable technique to increase student's motivation and enjoy in English class. The teachers have big responsibility in delivered material process which usually the teachers teaching English using new variation without leave the context and according to the material based on the syllabus. Teachers must also understand about the needs factors to teach English in Kindergarten. Rahman Aulia (2007: 3) states that teaching vocabulary here is how teachers can give a good theme to the students, the theme must make students feel happy so they will give attention all times during the teaching process. From that statement, it can be

concluded that the teacher has to look for some fun methods and themes or medias in teaching the students.

The use of appropriate media will greatly affect students' motivation and interest in learning English. One of the media is flash animation. The writer chooses flash animation because flash animations close with the children world. By using flash animation the students can learn through picture and music. This media can helps the students to focused in teaching activity and the students more easily to memorize new vocabularies, According to Donna E. Norton (1994: 311) : "Film can also stimulate language arts through creative drama, creative writing, discussion, and reading" From the statements above, the film related activities like flash animation helps the children to mastery the vocabularies.

The writer takes the B grade students of TK Kartika V as subject of the study because that class has low achievement in vocabulary and the students are still not familiar with the English language. Beside that student are difficult to understand the vocabulary because the teacher used conventional method only and it was not interesting for the students. Based on the explanation, the writer do research entitled: "Teaching Vocabulary using Flash animation to the Student of TK Kartika V Kediri Academic year 2013/2014".

B. Scope of the Research

One important thing in learning English is learning vocabulary. But to master vocabulary is not easy because it is difficult for students to remember English words. Based on the problem above, flash animation help students in learning vocabulary. So, in this research, the researcher limits the research on Teaching Vocabulary using Flash Animation To The Kindergarten Student of TK Kartika Academic Year 2013/2014.

C. Research Problem

From the explanation before, the writer formulates the problem in this research as follow:

1. How to teach vocabulary using Flash animation to the kindegarten students ?
2. What are the teachers problems in teaching vocabulary using Flash animation?
3. How is the student's response of teaching vocabulary using flash animation?

D. Purpose of the Research

Based on the problem above, the main objectives of this research is:

1. To describe the application of teaching vocabulary to the kindegarten student of TK Kartika.
2. To get information about the problems of teaching vocabulary using flash animation.

3. To know the student's response of teaching vocabulary using flash animation.

E. Significance of the Research

The research has much significance for the following persons:

1. For the teachers

The teachers adopt these technique of this research as one of teaching technique to increase the student's vocabularyin the class. The teacher can be the informer for the other English teacher to apply this technique in other school.

2. For the writer

Hopefully, the writer will be able to take benefits from this research as useful basic information for the coming English, such as the writer can apply the technique of this research for her students in the class when she becomes the English teacher.. The writer can give information for others about how to apply the techniques of this research in teaching vocabulary.

3. For the readers

The research will be able to give information about the techniques that can be applied by the teacher in teaching English.

F. Definition of Key Term

In order to give more understanding in this research, there are some key terms that should be understood. They are:

1. Teaching

According to Brown (1987 : 7) teaching means showing and helping someone to learn how to do something.

2. Vocabulary

Vocabulary is total number of word that make up the language or list of words usually alphabet order with explanations of their meaning complete than dictionary (Hornby,2000:1447). Vocabulary is words as units that were part of grammatical patterns.

3. Flash Animation

Flash animation is a animation program which created by animation software.

CHAPTER II
RIVIEW OF RELATED LITERATURE

This chapter explains about the concept of vocabulary, the importance of vocabulary, types of English vocabulary, kind of English vocabulary, teaching English vocabulary ,technique of teaching vocabulary, and teaching English vocabulary using Flash animation.

A.   The Concept of Vocabulary

Vocabulary is something that should be mastered by someone who learns a new language in order to communicate in oral and in written form.

Richard and Renandya (2002: 225) define vocabulary as follow :

> "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around then such as listening to the radio, listening to the native speakers, using the language in different contexts, reading, or watching television."

From the explanation above, vocabulary is very important and it is the basic in learning English and also the key to attract the students to be willing and able to learn more about the English language.

Hocket (in Celce-Murcia and Mc Intosh, 1978: 129) states that " vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom". According to Finnochiaro (1974: 73) "there are two kinds of vocabulary, namely active vocabulary and passive vocabulary". Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Steven Stall (2005:10) states that, "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word first into the word".

According Hornby (1976:959), "vocabulary is the total number of words that make up the language, the body of words known to a person or used in particular book,

subject, etc, and a list of word with their meaning, response which accompanies a text book in a foreign language".

From the definition, the writer can conclude that vocabulary is the bones of a language which is very important in a language.

B. The Importance of Vocabulary

Vocabulary is a basic of language. It is very important in learning a new language. In learning a new language, the earliest thing the learner needs to learn is the vocabulary. Schmitt (2000: 40) states that "vocabulary is a basic of a language ". It means it is important to be mastered first. Learners cannot speak well and understand written materials if they do not master vocabulary. Schmitt (2000:41) also states that "no matter how successfully the sound of the foreign language is mastered without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way". This is similar with the opinion from McCarthy (1990: viii), "No matter how well the students learn gammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2

just cannot happen in any meaningful way". According to the statements above, it can be said that vocabulary is necessary to create a meaningful communication.

By mastering vocabularies, the learners will be able to use a language and communicate well. In both oral and verbal conversations, all require vocabulary. Mothe (2013: 1) states that Vocabulary of a language is just like bricks of a high building. Despite quiet small pieces, they are vital to the great stucture. According to that statement, learners must have good stock of vocabulary to use language effectively. Learner will not be able to use a language or fluent in using a language if they do not know the words in that language. Language is the way to expres sthing sin both oral and written form. Someone can not learn a language without learning vocabulary.

Mothe (2013: 1) also states that "the study of vocabulary is at the center while learning a new language". It means English being a second language or foreign language, someone need to learn vocabulary in the systematic way.

Rivers in Nunan's book (2000: 117) also argued that "vocabulary is essential for successful

second language use". Thornbury (2002: 13) opines "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words."This is supported by Wilkins' opinion in Carter and McCarthy (1988: 42), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

From all of the opinion above, the writer can conclude that vocabulary is very important and it is the basic in learning a new language. Learners can communicate well if they mastered a lot of vocabulary.

C. Types of English Vocabulary

When the writer look at real use of English and other languages, it seems that a vocabulary list of words that have meaning, shape, and orientation of the consequences of our thoughts involves two kinds of divisions. One really covers all aspects of the language. This item can be general or confined wholly used for business ora ffairs. And lastly, the vocabulary used only in certain areas, while other areas are not.

Allen and Corder (1988 : 15)device the vocabulary into two major types:

A. General vocabulary that is used in all subjects.

B. Technical vocabulary that consists of words have special meaning in particular areas such as mathematics, social studies, and science.

While based on Kamil and Hiebert (2005:21) divides vocabulary into four types :

A. Oral vocabulary   : a set of words for which we know the meaning when we speak or read orally.

B. Print vocabulary   : consist of those words for which the meaning is known when we write or read silently.

C. Productive vocabulary: the set of words that an individual can use when writing or speaking. (they are words that are well-known, familiar, and used frequently)

D. Receptive/Recognition vocabulary   :   set of words for which an individual can assign meanings when listening or reading. (these

are words that are often less well-known to students and less frequent in use.

D. Kinds of Vocabulary

There are several types of vocabulary, according to Thornbury (2002: 3-12) there are at least 6 kinds of vocabulary.

1. Word classes (noun, pronoun, verb, adjective, adverb, preposition, conjunction).

2. Word families discusses about the shifting shape or affixes of word

3. Word formations. There are four types of word formation :

   a. Compounding. Ex: second-hand, typewriter.

   b. Blending. Ex: Information + entertainment = infotainment.

   c. Conversion. Ex : I always *google* every information I need. The word "google" is actually a noun but it's converted into a verb.

   d. Clipping. Ex: electronic mail = email, influenza = flu

4. Multi-word units consist of phrasal verb and idioms.

5. Collocations. This type of vocabulary can be interpreted as two or more words together.

Ex : once more, this week, once again, etc.

6. Homonyms are words that have the same form but different in meaning

E. Teaching English Vocabulary

Teaching vocabulary plays an important role in language acquisition because the vocabulary will help students to master all language skills, speaking, listening, writing, and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finochiaro,1974:38).

Furthermore, in teaching vocabulary the teacher can introduce the vocabulary list is taken from the book. Teachers use and add other relevant vocabulary with students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Lado (1994: 120-125) points out some ways to teach vocabulary to the students who are learning foreign language. Steps are as follow:

1. Hearing a word. Chance to hear the word in solution two or three repetition can be given in order that they hear to correct pronunciation.
2. Pronunciation the word. The students should be given chance to pronounce the word since it will help them remember the word longer and identify it more readily when they hear and see it.
3. Grasping the meaning. The teacher should help the student get the meaning of the word without using translation.

F. Technique of Teaching Vocabulary

Technique is implementation of strategies done by the teacher and students in classroom which is suitable with the method that is used. Teaching English vocabulary needs some technique of teaching as the way to present a material to the students. Hyde (2007) explains that, in general, no student learns with only one style; so it follows that providing a variety of activities for young students would help them to learn better.

There are some interesting techniques in teaching English vocabulary for children in the classroom, they are:

1. Story

Everyone always loves the story, whether it's children, teenagers and or adult. Telling story in the foreign language is one of the simples and richest sources of foreign language input for young learners.

2. Picture

Pictures always make the students feel interested; they will be easier to remember something when it was introduced in the form of picture.

3. Games

Everyone likes games; games can also be used as a medium of learning English. a great many kinds of games that can be used in teaching vocabulary to students.

G. Definition of Flash Animation

Flash animation is a motion program full-screen navigation interfaces, graphic illustrations, and simple interactivity. According to Philip Dens low at the society for animation study conference animation is"a motion picture made by photographing successive position of inanimate object ". It can be said that cartoon is a example of animation. And nowadays an animation is media to present and to helps explanation more clear.

It needs to know that animation and video is different. A video takes continuous motion and breaks it up into discrete frames; animation starts with

independent pictures and puts them together to form the illusion of continuous motion.

H. Teaching Vocabulary using Flash Animation

According to explanation above about a kindergarten characteristic, it is clear that teacher should find a suitable way to introduce new vocabulary to the students. The common way that teacher use in introducing a vocabulary to the student is using real object. it might be a good way because student can understand the meaning of the world by seeing directly and easily.

In this research the writer tries to present about new media to learn vocabulary, because children are very familiar with computer and they are interested in motion and colorful picture like animation, flash animation can be a good media to learn vocabulary. Meanwhile, students ordinarily more concentrate to watch motion picture and it will be easy for teacher to conduct the teaching learning process and make the students to keep attention.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the writer presents the research design, research procedure, place and time, subject of research, research instrument, technique of collecting the data, and technique of analyzing the data.

A. Research Design

Research design is a strategy to arrange the research in order to get valid data which are suitable with characteristics variable and research purpose (Arikunto, 2003:70). In other words, research design is use to guide and to carry out this research.

The research design use in this research is descriptive qualitative. Qualitative research is mostly associated with words, language, and experiences rather than measurement, statistic, and numerical figures. According to Bogdan and Biklen (1982: 13) qualitative research is the description of the data collected in the form of words of pictures rather than number. It does not use number as the report of the data. In this study, the writeris focusing on teaching vocabulary using Flash animation to the kindergarten students. The purpose of using descriptive qualitative research is to observe the matters that are related with the background of subject of the study.

B. Research Procedure

There are three steps of research procedure in this research, they are :

1. **Preparation**

    a. Consulting to the lecturer about the research title and the research questions.

    b. Asking permission to conduct a research to the teacher of TK Kartika IV about the class that will be used in observation and collecting the data.

2. **Processing**

    a. Collecting the data about the students' level in Vocabulary mastery of student in TK Kartika by interviewing the teacher and

    b. Doing some observation to know the condition of the class during teaching learning process.

    c. Applying the Flash Animation as the media in teaching vocabulary. Because the subject of the research are kindegarten students the writer chose animal as the theme.

3. **Finishing**

    In this step of the research procedure, the writer arranges the result of the research into draft before compose it in final report in the future. The data from note of observation andinterview processes then the result has analyze descriptively to find out the description about the strategy of teaching English applied by the teacher of TK Kartika.

C. **Place and Time**

   1. **Place of Collecting the Data**

    To get the data relating to the research, it is necessary to decide where the research is held. In this research, the writer decided to conduct the research in TK Kartika IV Kediri. It is located on Jln. HayamWuruk 36/84 Kediri.

   2. **Time of Collecting the Data**

    After determining the place of the research, it is necessary to decide when the research is held. The writer arranged the schedule of the research based on the activity done. The research was done from September until October 2013.

D. **Subject of the Research**

    The subject of this research was B grade students of TK Kartika IV in academic year 2013/2014. There were 2 classes in the B grade, and the writer chose B – 2 as the subject. This class consists of 22students.

E. **Research Instrument**

The research instruments in this research are observation, interview to the teacher and teaching using flash animation in teaching learning process.

1. **Observation**

According to Gay (1990: 206-208) there are two kinds of observation: participant observation and non participant observation. In the participant observation, the observer actually becomes a part of a participant in the situation to be observed. In the non-participant observation, the observer is not directly involved in the situation to be observed. In this observation, the writerused participant observation. The writer observed the situation and condition in the class to know the condition of the class during teaching learning process.

1. **Interview**

The writer conducted interview to obtain information that does not obtainduring the observation. The writer did an interview to the teacher to determine the types of methods and media that has been use by teachers in teaching English.

F. **Technique of Collecting the Data**

In collecting the data, the writer use two research techniques such as observation, interview. The writer uses it in order to obtain maximum, and valid data. Class is use to study the response of students when teachers do not use the media as well as English teacher use Flash animation as a media of learning English. After that the writer conducts interviews to know the media and techniques that has been use. The last is applied flash animation in teaching learning process to know the student response.

G. **Technique of Analyzing the data**

Data analysis is the next step after collecting the data, it is use to get the valid data about the problem. The writer prepares all the equipment needed. After finishing the research, the writer process the data, analyze and describe it. According to Bogdan in Sugiyono (2011:244) data analysis is the process of systematically searching and arranging the interview transcripts, field-notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have to discover to others.After finishing the research,

the writer process the data and describe it.

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