

## LEARNING VOCABULARY FOR KINDERGARTEN LEVEL

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### Abstract

The research is aimed to find out the improvement of students' vocabulary. The subject of this research is eight kindergarten at Gracia MVL School 2019/2020 academic year. The objective of this research is to improve the students' vocabulary mastery. The data are gathered through quantitative data. The quantitative data are obtained in two cycles/periods of students' vocabulary scores. A pre-test, test, and post-test are conducted in the first period./ cycle one. Furthermore, the pre-test and the post-test are held in the second period/ cycle two. The result of this research has shown that there is an improvement in the student's vocabulary mastery. In the first period/ cycle one, the improvement can be seen from the mean score of pre-test 68, 25, test 78,625, and post-test 84, 25. In the second period/cycle two, the improvement can be seen from the mean score of test 81,375 and post-test 89,125. Based on the results, students have improved their vocabulary mastery and passed the Minimum Mastery Criterion. Therefore, the criteria of success are achieved.

### A. INTRODUCTION

Language is important in every aspect of our lives because it allows people to communicate in a manner that enables the sharing of common ideas with others. Language is also used to communicate among different people around the world. Language is the key to human lives. English may not be the most spoken language in the world, but it is the official language in over the world. And English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be fluent in English. Indonesia is one of the developing countries that has also set its educational curriculum to include English as a foreign language which is studied from Kindergarten school up to the university level. Learning a new language cannot be separated from the vocabulary. It means that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. The more people master vocabulary the more they can speak, read, write and listen as they want. Wilkins in Thornbury (2014:13) states that without having grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means that even if someone has good grammar, it is useless if they do not master vocabulary. In line with learning English vocabulary, English vocabulary is different from the Indonesian view from the form, including pronunciation and spelling, meaning, and word use. In addition, the way how pronouncing the word is quite different from writing. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read, and the better you will be able to

say what you want to when speaking or writing. Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. the first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicates two kinds of vocabulary namely receptive vocabulary and productive vocabulary.

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing (Stuart Webb,2009). Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary, anyone will get trouble in speaking, reading, listening, and writing. In other words, the first that is to be mastered by language learners in learning language especially English is vocabulary. Vocabulary is the basis for communication ( Krashen and Terrel, 1983: 155). Words are used to bring out the idea and how people can interact using the foreign language depends on how much the vocabulary is acquired. Children learn language by recognizing different names for different things. The beginning process of children acquiring a new language is learning the vocabulary Therefore, teaching English in kindergarten is aimed to introduce vocabulary to the students.

## **B. RESEARCH METHOD**

This study used a quantitative design. According to Leedy & Ormrod, quantitative research is specific in its surveying and experimentation as it builds upon existing theories. This method needs to provide complete research and valid finding results. The methodology of quantitative research maintains the assumption of an empiricist paradigm (Creswell, 2003). The research itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity uncovered in the collected data.

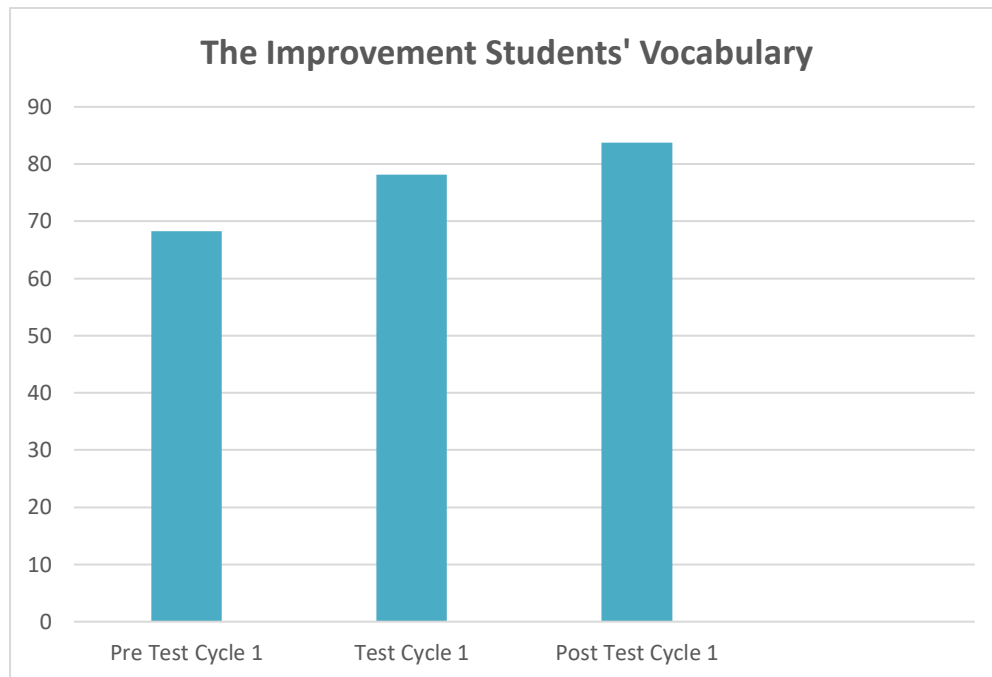
The quantitative data are taken from the mean of the student's score, in taking vocabulary tests using a natural approach. To know how the natural approach affects the student's vocabulary mastery the researcher gave tests before and after teaching the students using the natural approach. This research was accomplished in two cycles. The first cycle consisted of three steps (pretest, test, and post-test) and the second cycle consisted of two steps (test and post-test). This research is conducted in kindergarten A class at Gracia Mira Vidya Loka School. A total of eight students are participating in this research.

## **C. FINDINGS AND DISCUSSION**

This research is accomplished in two-period cycles. The first-period cycle consists of three steps (pre-test, test, and post-test) and the second-period cycle consists of two steps (test and post-test). This research is conducted in kindergarten A class at Gracia Mira Vidya Loka School. A total of eight students are participating in this research. The first-period Cycle one Wa is conducted on 5th April 2021 and the second-period cycle two wa is conducted on 19th April 2021. The data were taken from the test that the researchers have given gave to the students before the end of each period each cycle. Based on the test result in each period cycle that has been conducted, it is found that the student's score has shown improvement from the first until the last meeting.

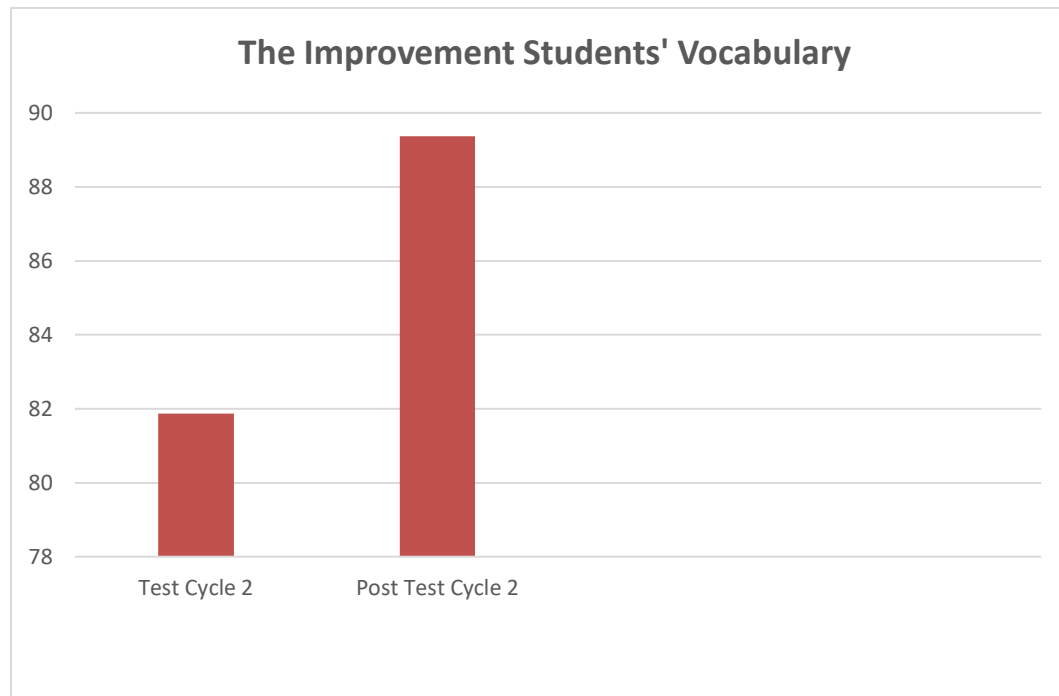
During COVID-19 pandemic. The researchers conducted online and offline observations starting on April 5th, 2021 until April 29th, 2021. The result shows that students' scores increased from the pre-test, test, and post-test in the first-period cycle and the test and post-test in the second period. cycle 2. The result of the test can be seen below table.

Figure 1. The Students' Improvement Score in the First Period/ Cycle



The data show that the test result in cycle 1 is higher than the pre-test result in cycle 1. and the post-test result in cycle 1 also is higher than the test result in cycle 1. There is an increase in students' mean scores from the students' vocabulary achievement in the pre-test to the students' vocabulary achievement in the first cycle. The mean score of the pre-test is 68,25, the mean score of the test increased to 78,125 and the mean score of the post-test increased higher to 83,75.

Figure 2. The Students' Improvement Score in the Second Period/ Cycle



The data show that the post-test result in cycle 2 is higher than the test result in cycle 2. There is an increase in students' mean scores from the students' vocabulary achievement on test cycle 2 vocabulary achievement. The mean score of the test in cycle two is 81,375 and the mean score of the post-test in cycle two increased to 89,375

Based on the result of the student's vocabulary scores, there was an improvement in students' average scores from the students' vocabulary achievement in the preliminary study or pre-test to the students' vocabulary first cycle and second cycle. The mean score of the pre-test cycle 1 is 68,25, the mean test score of the test cycle 1 is 78,625 and the mean score of the post-test cycle 1 is 84,25. While the mean score of the test cycle 2 is 81,375 and the mean score of the post-test cycle 2 is 89,125.

The students' scores show an increase which can be determined that they show progress little by little. The students' score increase in each cycle.

Table 1. The Data of the Result in Cycle 1

No	CYCLE 1	Mean

1	Pre Test	68,25
2	Test	78,6
3	Post-test	84,25

The mean score of students' score in the post-test cycle 1 is the highest. It can be inferred that the student's vocabulary by using the natural approach has improved gradually from 68,25 to 78,6 and to 84,25.

Table 2. The Data of the Result in Cycle 2

NO	CYCLE 2	MEAN
1	Test	81,375
2	Post-test	89,125

The mean score of students' score in the post-test cycle 2 was the highest. It can be inferred that the student's vocabulary by using the natural approach also improved from 81,375 to 89,125.

The table above, the result shows the increase in the student's score from the pre-test cycle 1, to the test cycle 1, to the post-test cycle 1, test cycle 2 to the post-test cycle 2. In the test cycle, 1 (pre-test) of the students who passed KKM 75 were 2 students of 8 students. (test and post-test) the students who got a score of 75 or passed KKM are 8 students out of 8 students. In the test cycle 2 (test and post-test) 8 students of 8 students up to 75 or passed KKM.

The findings of the research prove that learning vocabulary using a natural approach has improved the students' vocabulary mastery. It can be seen from the improvement of the student's score. The students' average mean score of pre-test cycle 1 is 68,25. The average mean score of test cycle 1 is 78,625 and the mean score of post-test cycle 1 is 84,25. And the average mean score of test cycle 2 was 81,375 and the score of post-test cycle 2 was 89,135.

#### D. CONCLUSION

After conducting learning vocabulary at Kindergarten A of Gracia MVL School, the researchers find that can see the improvement of the student's vocabulary has increased significantly. Related to The students' achievement, in the pre-test cycle 1. Two students have passed the Minimum Mastery Criterion (KKM) 75. In test cycle 1 after treatment, all the students got 75 scores or passed the Minimum Mastery Criterion (KKM). In the post-test cycle, 1 the student's score increased and all the students passed the Minimum Mastery Criterion (KKM). Based on the test Cycle 2 students' scores for the test and post-test Cycle 2 also have increased and passed the Minimum Mastery Criterion.

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