

## TEACHING VOCABULARY TO YOUNG LEARNER THROUGH COPS AND SOLDIERS GAME

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**Abstract :** The purpose of conducting this research is to improve student's vocabulary mastery by teaching using Cops and Soldiers Game at first grade students of extracurricular English class of SD Islam Al-Azhar 21 Pontianak in academic year 2013/2014. This research was conducted through A-Pre Experimental design to solve the problems that happened in the class, which was students' lack of vocabulary. The subject of this research was the first students of extracurricular English class of SD Islam Al-Azhar 21 Pontianak in academic year 2013/2014 which consists of 18 students. The research finding showed that Cops and Soldiers Game improves the students' vocabulary mastery. The result of the post test revealed that the mean score was 73.33 while their mean score in pre-test was 58.05. It indicated that Cops and Soldiers Game had improved students' vocabulary mastery on first grade students of extracurricular English class of SD Islam Al-Azhar 21 Pontianak in academic year 2013/2014. In conclusion, Cops and Soldiers Games could improve students' vocabulary mastery.

**Keywords :** Teaching vocabulary, Cops and souldiers game

**Abstrak :** Tujuan penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dengan menggunakan permainan *Cops and Soldiers* pada siswa kelas 1 SD Islam Al-Azhar 21 Pontianak dalam kelas ekstrakurikuler Bahasa Inggris Tahun Akademik 2013/2014. Penelitian ini dilakukan dengan model pre-eksperimen untuk menjawab masalah yang terjadi di kelas, dimana siswa kurang dalam penguasaan kosakata. Subjek penelitian ini adalah siswa kelas 1 SD Islam Al-Azhar 21 Pontianak dalam kelas ekstrakurikuler Bahasa Inggris Tahun Akademik 2013/2014 yang terdiri dari 18 siswa. Hasil penelitian menunjukkan bahwa *Cops and Soldiers* dapat meningkatkan penguasaan kosakata. Hasil dari posttest menunjukkan nilai rata – rata siswa 73,33 sementara nilai rata – rata siswa saat pretest 58,05. Ini menunjukkan bahwa *Cops and Soldiers* telah meningkatkan penguasaan kosakata siswa kelas 1 SD Islam Al-Azhar 21 Pontianak dalam kelas ekstrakurikuler Bahasa Inggris Tahun Akademik 2013/2014. Kesimpulannya, *Cops and Soldiers* dapat meningkatkan penguasaan kosakata siswa.

**Kata Kunci :** Mengajar Kosakata, permainan *Cops and Soldiers*

For the past few years, teaching English as a foreign language has been extended to reach at a very young level regarding the needs of developing human

resources. This means that English is taught from the early age, with the expectation that students will get more exposure and acquire the language skills for the better results. However, teaching English to young learners need extra effort because it is more than just passing information. Teaching English to young learners is guiding, nurturing, and facilitating young learners for their activities in learning and understanding knowledge, skills and information of English. (Lyne Cameron: 2001) Teachers need to understand how to make the classroom as a place of learning and not just a classroom for the students to learn during the teaching learning process. Teacher should make various activities and attractive materials. Moreover, when teaching young learners, teachers constantly need to improve students' participation in the classroom, arouse the student's curiosity, improve the pattern of thinking and focus the students attention on the problem faced by them. Therefore, the students will enjoy the teaching learning process and achieve maximum result.

Since English is a new subject for most elementary school students, the teachers have to make them interested in it. Interest is an important factor to make them pay attention to the subject. Teaching English to elementary school students is different from teaching English in higher level. At elementary schools, the students learn from the person from their surroundings. As said by Scott and Ytreberg (1993:11) that "children response well surroundings, which are pleasant and familiar." It means that physical surroundings are important to support the success of teaching English.

Along with this, vocabulary takes an important role for young learner in learning the target language, in this regard English. Harmer (1993 cited in Katerina, 2009) said that if language structures are the skeleton of language, then the vocabulary is the vital organ and the flesh. It is the basic of a language production and one of the elements besides structure, pronunciation and spelling that support four skills (listening, speaking, reading and writing). As it helps young learner to understand meaning of words, vocabulary mastery plays important role in communication activity. Without knowing vocabulary, it is impossible to communicate clearly.

However, learning vocabulary is not easy for young learners. Priyasudiarja cited in Erna Kusumawati (2001) said that English vocabulary is frequently becoming a difficult part to learn because of its big numbers. Teacher needs to be more creative. He or she should use many methods of teaching because they help students to maintain their interest and motivation. Without an appropriate technique, learning vocabulary will be boring although the teacher has prepared a good useful material for the learners. The teacher may use many tools as media of teaching to improve teaching learning process.

At their ages, it is good if they study many vocabularies which are used in daily communication. Yet, the vocabulary that is taught must be appropriate with the subject in elementary school, in order to make the students be able to communicate with their friends although in a simple form. For young students,

vocabulary learning is relatively easy as the words they need are concrete and available around them. The closest things are the things that they can see, touch, taste and play. That is why without resorting to translation or complicated explanation, the students cannot easily get the meaning of the words.

In fact, the common problems in English language learning are that the students have difficulties to memorize the vocabulary in case of writing it. Most of the students fail to recall the vocabularies immediately when the teacher ask them to write it down in a paper. According to Tacao (2008:10) “When obtaining new information, most of it is forgotten immediately, after which the process of forgetting slow down”. Hadfield (1998) sounded the same, stated that it is not straightforward to remember the word, especially in writing it; for young learners, it takes a lot of effort to keep them. Consequently, young learners need extra time to memorize the new words both in spoken and written form

In line with the theories above, the problem is found in SD Islam Al-Azhar 21 Pontianak where the writer takes the research. In daily language teaching, the students at SD Islam Al-Azhar 21 Pontianak are taught vocabulary through memorizing the words given by the teacher on the blackboard. However, the words are absolutely different from their mother tongue, so the students are easily get bored and tend to play while they are learning in the classroom. Based on researcher experience, most of the students could remember the vocabulary well. But when it comes to writing, they failed to write the correct words. It happens because the teacher emphasize only on their speaking, therefore the student only get used to know on how it is pronounced. For example, some of them write “iraser” instead of “eraser” and “brum” instead of “broom”.

In relation to this, the problems can be overcome by using games, one of them is Cops and Soldiers Games. Cops and Soldiers Games is a game which is played by two big groups of a classroom, and it aims to attract students’ attention in learning vocabulary. The researcher decided to use this game, because the students will enjoy their activity in the classroom, and avoid them from getting bored. Moreover through Cops and Soldiers Game, the student may memorize the words that of surroundings. In this research, the writer intended to conduct a Pre-Experimental research to first grade students of SD Islam Al-Azhar 21 Pontianak. The writer chose this level because she considers that they are still beginner and Cops and Soldiers Game has not been applied yet in the classroom before. The teacher only uses the glossary technique in teaching vocabulary without using this media. The writer hopes this research can be useful to the teachers, especially school teacher, who wants to improve their knowledge of Teaching Vocabulary through Cops and Soldiers Games. Having explained the problems of this research in the previous section generally, the writer formulates the problems of the research as follows. How effective is the use of cops and soldiers game in teaching vocabulary for young learner students of SD Islam Al-Azhar 21 pontianak?

Language teaching is any activities carried out by teacher in classroom, which is intended to give students knowledge or skills that can be in writing, listening, speaking or reading. Teaching is a complex task, not only giving information to the students. Teaching can be defined as all conscious effort aims to give possibility to the students to learn and to meet the objectives of learning. Brown (1980:7) says that teaching is showing or helping someone to learn how to do something, gaining knowledge, and causing to know or to understand. Chauhan (1979) defines teaching as a process of transferring ideas, knowledge, skills, and facts from the teacher to the learners.

Moreover, teaching is about interacting with students and allowing them to discover learning and an appreciation for it. Accosta (2002) cited in Erna Kusumawati (2001) stated that interacting with students means that teachers must begin a classroom environment that encourages learning, which means it is warm and safe, where students are excited in learning. In addition, to increase the student's knowledge, teaching should be useful and effective. Sunal (1990:31) cited in Helena Fourisa stated that effective teaching means the teacher is able to select and implement a teaching strategy that is appropriate to the curricular goal and the information processing capabilities of the students level.

According to the above ideas, teacher should apply the appropriate technique in teaching activities. Klein (1993) stated that teacher could combine teaching techniques in class as variation and insert fun material and activities to create an enjoy situation. In addition Tosta (2001) cited in Yuliana (2007) suggested that one of key elements of success in a foreign language class is the possibility for that class to be not only instance for learning, but also a moment of fun. The activities such as playing and doing actions already contain a significant fun element and that creates the joyful in foreign language class must have.

Vocabulary can be defined as the total number of words in a language; it is used and understood by certain person, making up a particular language such as in science, technology, literature and so forth. It is also the collection of words a person knows and uses in speaking or writing. Vocabulary cannot be ignored. It is worth nothing to master the grammar or rules if the speakers do not have enough vocabularies to express his ideas. Words may have board of meaning and they also have different form for the same meaning. According to The Division of Students Affairs at Virginia Tech (2003:1); learning vocabulary is an ongoing process. It continues throughout of live.

Fisher and Terry (1982:98) said that: "Words are the units of speech of language. Words are experience names, and our stock of words influences our view, our perception and conception of the world. Vocabulary development is a matter of seeing conceptual relationships, putting handles on objects and ideas so we can manipulate them effectively. Our ability to name things sharply influences the extent of our cognitive skill". Vocabulary is the biggest component of language (Uzerman, 1998:20). Vocabulary acquisition is increasingly viewed as crucial to

language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning vocabulary is often observed as a boring and difficult activity in learning process.

Elfreida (2005:40) says that “Increasing the size of one’s vocabulary, also called vocabulary building”, it is generally considered to be an important part of both learning a language in which one is already proficient. Vocabulary is the knowledge of meanings when listening or reading. It is very important for us to know the vocabulary to increase the vocabulary mastery. In short, vocabulary is a large group of words that have meaning and that are used by people to communicate both in oral and written. In this research, vocabulary as part of speech that is used by the researcher is noun. So, the researcher only discusses what noun is. Noun is the one of the most important part of speech. A noun is a word that is used for a person, place, or things. Examples: Girl, school, bread, mouse, etc.

In teaching English vocabulary, the language material to be given is words. Words are symbols for ideas. These ideas formulate knowledge and knowledge is gained largely through the words. Teaching vocabulary for children is considered difficult. According to Cameron (2001), teaching vocabulary to young learners really needs an extra efforts and strategies. Although there are many kinds of technique that can be used to teach the children, but the teacher also should consider and be aware of various things and problems that may be faced in teaching vocabulary to the students. The teacher is better to use an appropriate technique in teaching vocabulary to the students, such as the use of teaching aid or media for teaching.

In teaching vocabulary to young learners, teacher must use interesting media that is appropriate with material and students’ need. Arsyad (2002: 15) adds that media have function as an aids in teaching learning process that can influence the atmosphere and situation in the class. Teacher needs to make the atmosphere the class more enjoyable and interesting. Hotma (2000:14) stated that “the reason why we need teaching aids in a teaching learning process is very obvious because there a lot of advantages can be gained from them. The advantages of teaching aids are engaging the students’ motivation and building a good interaction”.

An interesting media can capture the students’ interest and attention. It also will activate the class. They will be more effective because they do not only listen to the teacher explanation but also they could watch observe and enjoy the teaching aids, which are being used. In this case the students understand the lesson clearly and easily, this further more will motivate them to study harder. What the students have learned earlier before are reviewed in the teaching aids through a more interesting way. This activity trains the memory of the students to retain the earlier learning. The students are encouraged in their learning process due to the teaching aids which will chase the boredom away. The old media of teaching that make the student feel bored replaced by the interesting teaching aids. So a relaxing atmosphere of classroom creates the situation to stimulate the students to improve

their study. Proper media can save a lot of time in teaching learning process because the teacher does not have to set up a situation or condition related to the object or material any longer. It is already within the teaching aids. Teaching aids are helpful tools for teaching in a classroom or with individual learners. A teaching aids is a tool used by teacher, facilitator to help learners improve their skill, illustrate or reinforce a skill, fact or ideas and, fears or boredom, since many teaching aids are like a games.

Games, movie, picture are among the media which are used in teaching learning process, in conducting the research, the researcher would like to use games, that have been chosen approximately to the target learner grade. A better interaction between teacher and students can be achieved. The communication between them is more effective therefore the teaching learning process can be attractive and light up. The use of games during the lesson can motivate the students to work more on the vocabulary item.

## **METHOD**

Experimental method is a method for research to establish causal relationships between variables, as the basic way to search for scientific truths (Creswell, 2002). In accordance with the problems, the appropriate method to be used in this research is Pre experimental Design or single group pretest and posttest design. This design is written  $O1 \times O2$ , which indicates  $O1$  is pretest is given to the sample of research;  $x$  means they are given the experimental treatment and  $O2$  means the posttest. Furthermore, according to Cohen, Luis et al (2005:212). In experimental design, there are three stages of research procedures that conducted by the researcher. The first stage is signed as  $O1$  that implies the value of pretest. The second stage is signed as  $X$  that implies the treatment of teaching and the last stage is designed as  $O2$  that implies the value of posttest. In conducting this research. The writer applied the treatment to the students once. It is regarding the first purpose of the research.

Based on Cohen (2005:221), "a population is the total of all individuals who have certain characteristics and are of interest to a researcher." The study will be conducted in SD Islam Al-Azhar 21 Pontianak. There are 2 classes for first grade of SD Islam Al-Azhar 21 Pontianak. Each class consists of 18 students. Based on Cohen (2005:221), "a population is the total of all individuals who have certain characteristics and are of interest to a researcher." The study will be conducted in SD Islam Al-Azhar 21 Pontianak. There are 2 classes for first grade of SD Islam Al-Azhar 21 Pontianak. Each class consists of 18 students.

Choosing and using the appropriate technique to collect the data of research is very important. In this research, the writer will use measurement technique as the technique of data collecting. The tool of collecting data in this research is written test in form of fill in the blank. For scoring the students test, each right answer is score 1. The high score is 100 and the low score is 0. The instrument in the research

is functioned as one of the tools of data collecting. The instruments in pre experimental study are pre-test and posttest items. Before these test items were given to the research target (1<sup>st</sup> grade students class B of SD ISLAM AL-AZHAR 21 PONTIANAK) ,these items were checked first through try out to another class of the same grade ( class A). The try out is done in order to find whether the instruments are valid and reliable enough to be tested or not. The procedures of doing that instrument analysis of the test validity, test items analysis and reliability.

## **FINDINGS AND DISCUSSIONS**

### **Finding**

The main research findings mean all the data which were collected from the sample of research. In this case it is the first grade students of SD ISLAM AL-AZHAR 21 PONTIANAK. The data were taken from the pre-test and post-test as the quantitative data. Achievement as the quantitative data finding. Before computing the item analysis, the writer divided the students into two groups: those are high level group (HG) and low level group (LG). The dividing of the groups is available. Before the writer did the analysis of the achievement of the target students, the writer found the result of students' pre-test and post-test score. Based on the data the writer did analysis on the students' individual score, average score (mean), interval score, and the significant of students' score of pre-test and post-test. The students' individual score of pre-test and post-test the score can be seen clearly in the table 5. The students' individual score of pre-test is in column  $x_1$  and the students' individual score post-test in column  $x_2$ . The students average (mean) score of pre-test and post-test analysis from all the students score on pre-test and post-test, the writer found the mean as follow:

The students' average score of pre-test

$$\text{Formula } \bar{x}_1 = \frac{\Sigma x_1}{n}$$

$$\bar{x}_1 = 58.05$$

The students average score of post-test

$$\text{Formula } \bar{x}_2 = \frac{\Sigma x_2}{n}$$

$$\bar{x}_2 = 73.33$$

Interpretation Based on the result of the mean score of pre-test and post-test, it is clear that the pre-test is classified “poor to average” criteria while post-test is classified as “average to good”. The students’ interval score of pre-test and post-test after having the mean for both pre-test and post-test. The writer calculated the students interval score between the students pre-test and post-test.

$$\begin{aligned} \text{Formula} \quad Md &= \bar{x}_2 - \bar{x}_1 \\ Md &= 73.33 - 58.05 \\ Md &= 15.28 \end{aligned}$$

The significance of students’ interval score of pre-test and post-test analysis. The significance of students’ interval score of pre-test and post-test can be seen through the t-test computation. The score result from this computation is described as follow:

$$\begin{aligned} \text{Formula} \quad t &= \frac{md}{\frac{\sqrt{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}}{n(n-1)}} \\ t &= 6.64 \end{aligned}$$

Based on the result of computation above, the writer found that the value of t-test is bigger than the t-table. The calculation of t-test indicates “6.64” which is bigger than the t-table al 20 df (degree of freedom) that is “2.086”. In conclusion, there is a significant difference between the mean score of pre-test and post-test. In order to know how significant cops and soldiers game in teaching vocabulary, the writer took the formula of effect size.

$$\begin{aligned} \text{Formula} \quad ES &= t \sqrt{\frac{1}{n}} \\ ES &= 1.46 \end{aligned}$$

A research finding which has the effect size value above than 0.8 is classified as the high or effective research finding. In other words, cops and soldiers game had been proved by the measurement technique of data collecting as a good media for teaching vocabulary. These findings also gave the answer for the hypothesis testing. Hypothesis testing. Based on the result of significant difference, it can be concluded that Cops and Soldiers Games increase vocabulary mastery of the first grade extracurricular students of SD ISLAM AL-AZHAR 21 PONTIANAK IN ACADEMIC YEAR 2013/2014. Therefore, the null hypothesis (HO), which stated that “Cops and Robber Game is not effective for teaching vocabulary to young learners students of SD Islam Al-Azhar 21 Pontianak” is rejected and the alternative hypothesis is accepted.



## **Discussion**

Based on the data analysis and research findings, the cops and soldiers game is a good media to increase the students' vocabulary mastery. In pre-test, given in April 17<sup>th</sup> 2014, it was found that half of students had poor vocabulary mastery. 9 students from 18 students got low scores below the standard (less than six point five). It means their vocabulary mastery is poor. The mean of pre-test is 58.05. It means most of 18 students got score 58 in the pre-test.

In April 24<sup>th</sup> the first treatment was held, the material was about animals. The students were taught vocabulary by using cops and soldiers game. In this first treatment, all students were interested in learning vocabulary. They said that it was something new for them in learning vocabulary in the school. They showed their good responses and happy feeling in learning at this session.

In second treatment April 31<sup>th</sup> the topic was about food and drink. The writer tried to make the condition more enjoyable. After treatments by using cops and soldiers game, the writer gave post-test to the students to know their mastery of vocabulary after studying through cops and soldiers game. Their score in post-test were better than their scores in pre-test.

In the post-test the mean of the students score was 73.33 while their mean score in pre-test was 58.05. It indicates the students' vocabulary mastery increases. Therefore significant development of student's vocabulary mastery after teaching through cops and soldiers game. The null hypothesis of this research is rejected and the alternative hypothesis is accepted based on the calculation of t-test that is higher than t-table. From the effect size calculation (1.46) that is higher than (0.8), it is clear that Cops and Soldier Game increase the students mastery of vocabulary significantly.

Cops and Soldiers Game also has attracted students' attention in learning English vocabulary in the class. They did not become bored in learning. Even they focused on the teaching learning process. The reason why Cops and Soldiers Game increase the vocabulary mastery of the students because it contains many images. Beside of that, all the vocabularies are around the students so they able to remember those easily. The language skill the students acquired were not only one but more since the variety media allows it to combine reading, writing, speaking and listening in single activity. The result of media combination conveyed more information. (Warschaver 1996, p.112)

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the analysis on pre-test and post-test result, it can be concluded. The use of Cops and Soldiers Game in teaching vocabulary significantly increases the student vocabulary mastery. It is provide from the mean score revealed by the results of students in post-test (73.33), which is bigger than the mean score of students score move positively from "poor to average" to "average to good" criteria.

The alternative hypothesis of this research is accepted and the null hypothesis is rejected. The effect size (1.46) and classified into high. It means the students vocabulary mastery increase significantly, especially on nouns.

### **Suggestions**

Based on the conclusion above, the writer would like to give some suggestion as follows. This research aimed to know the effectiveness of Cops and Soldiers Game in teaching vocabulary to young learners. During the activity, the researcher found that the disciplines of the students in taking turn to play game contributes to the successfulness of the game hence it is essential for the teacher to make sure that all the member of the group gets his or her turn in playing the game. The teacher should be clever in creating a conducive situation and keep the atmosphere fun. The use of cops and soldiers game should be maintained frequently and recommended to the English teacher, especially to teach young learners in order to make them learn better and interested in learning English.

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