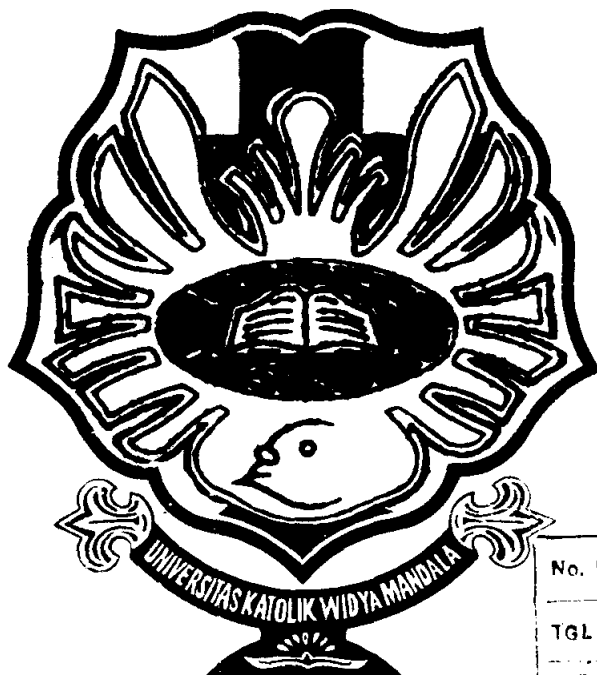


THE INFLUENCE OF ACTION WORD GAMES IN TEACHING VOCABULARY TO CHILDREN

A THESIS

As a Partial Fulfillment of the
Requirement for Sarjana Pendidikan
Degree in English Language Teaching



By :

LIDIA INDRAWATI

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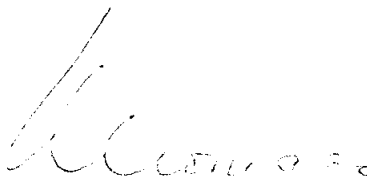
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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
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OKTOBER, 1998**

APPROVAL SHEET

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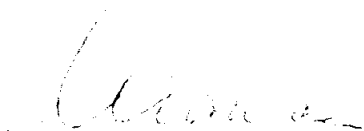
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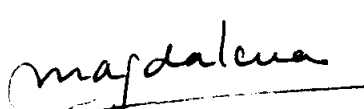
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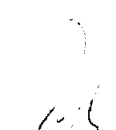
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The Writer

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ABSTRACT

Lidia, The Influence of Action Word Games in Teaching Vocabulary to Children. S1 - Thesis, The English Department of Widya Mandala Catholic University, Surabaya, 1998.

English as an international language is taught as a subject at the elementary school, starting from the third year. Therefore, much attention has been paid to the teaching of English at the elementary school. In developing the students' ability in English, vocabulary as the basic concern should get a lot of attention. There are many ways to increase the students' vocabulary, so that the student will not get bored in learning it. It happens because the students are often asked to memorize the English words every time they have an English class.

Based on the above background, this experimental study, has attempted to answer the question : " Do the students who are taught by means of Action Word Games have better vocabulary achievement than those who are taught with translation?".

The population of this study was students taking private course at Flory English Centre. The subject were the third and the fourth grades of elementary school. Altogether the number of subjects was 36 students consisting of 18 students of IB₁ as the experimental group and 18 students of IB₂ as the control group.

Before the treatment, the writer collected the score of the monthly test and calculated them by using T-test to see whether both groups were similiar in terms of their ability. The calculated t was -0,375540 ; 0,182111 ; -0,1823975 and the t table at 0,05 level of significance was 1,684 since the calculated t was lower than the t table.

Then, both groups were given different treatments. The experimental group was given Action Word Games while the control group was given translation.

The treatments were given three times (each meeting 90 minutes). After they were over, the students got post test in order to measure their vocabulary ability after the treatments were given.

The result of this statistical calculation of the posttest shows that the mean of the experimental group was 30,28 and the mean of the control group was 25,39. The calculated t was 5,5488 and the t table at 0,05 level of significance was 1,684 since the calculated t is greater than the t table, the Alternative Hypothesis is accepted and the Null Hypothesis is rejected. It means that there is significant difference in students' achievement between the use of Action Word Games and the use of translation.