

**VOCABULARY ENRICHMENT THROUGH GAMES FOR  
ENGLISH COURSE STUDENTS:  
A PSYCHOLINGUISTIC ANALYSIS**

**A THESIS**

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## ABSTRAK

Skripsi ini mengkaji peranan permainan dalam proses pemerolehan kosakata bahasa Inggris peserta kursus ADIL Sempoa Mandiri Padang yang masih duduk dikelas I Sekolah Menengah Pertama.

Penelitian menggunakan pendekatan psikolinguistik dengan menggunakan teori pemerolehan bahasa dari Krashen, teori *Language Performance* dari Chomsky, dan teori lainnya yang berhubungan dengan permainan dan interaksi didalam kelas. Penelitian ini menggunakan metode observasi nonpartisipatori. Pengolahan data dilakukan dengan menggunakan analisis secara deskriptif yang dipresentasikan dengan menggunakan bahasa biasa, tanpa adanya simbol-simbol tertentu. Teknik pengambilan data dengan memberikan tes awal (*pre-test*), tes akhir (*post-test*), kuesioner dan wawancara langsung dengan lima orang peserta kursus dan dua orang staf pengajar ADIL Sempoa Mandiri Padang.

Dari hasil penelitian, observasi dan analisis, penulis menyimpulkan bahwa pemerolehan bahasa melalui permainan cenderung berperan penting membantu pelajar dalam pemerolehan kosakata bahasa Inggris dengan didukung oleh suasana belajar yang lebih nyaman dan santai. Selain itu, dengan kosakata yang diperoleh secara dalam permainan tersebut, cenderung meningkatkan kemampuan interaksi mereka di dalam kelas. Kendatipun demikian, dalam produksi bahasa itu sendiri masih sering terjadi kesalahan baik dalam aspek fonetis maupun otografi.

## CHAPTER 1

### INTRODUCTION

#### **1.1 Background of the Study**

Language enables people to communicate an infinite number and variety of meanings, intentions, thoughts, requests, and item of information. Language has so many interrelationships, with many aspects of human life (Glesson: 1960).

The study of language acquisition is one of the most dramatic and exciting aspects of child development. Language acquisition is the term which is used either for first language (mother tongue) or second foreign language.

Nowadays, the consciousness of most people in the world that they should master not only their mother tongues or their national languages, have motivated them to learn foreign languages. And everyone is possible to acquire some languages, because basically, as Fromkin and Rodman (1983) stated: "Naturally, human left brain is prepared for languages".

In this thesis, the writer chooses the acquisition of vocabulary among the thirteen and fourteen children aged or junior high school students. Because, it is a foreign language which is most widely used in the world and plays important role in sciences, technologies, and literary works. In Indonesia, English is one of the subjects that should be taught

since elementary school. They should know and have a good proficiency and also can apply it within communication. For this reason, our education system has taken English as a subject to be studied. It can help to improve the ability of Indonesian learners in living English through all communication.

In mastering language, many aspects should be taught over. One of them is that how the learners own the vocabulary in supporting the use of a language as a tool of communication. In fact, most of the learners, especially in our country still have difficulties in learning vocabulary.

It is unavoidable that the difficulties of the learners in engaging vocabulary cannot be separated from the technique and material used by the teachers. It is known that acquiring and learning vocabulary is not only focused on pronouncing the words but also to understand the meaning and to use them in sentences. Rivers (1968: 113) stated that the basic purpose of learning will always be to find the meaning, to read for comprehension and understanding.

Many teachers are still using the old techniques that make students feel bored and have no motivation to learn. It is impossible for them to catch the lesson when they are bored and sleepy. Undeniable, learning vocabulary is not an easy matter for English teachers. Here, the teachers are changed to encourage students' eagerness to have as many as English vocabulary as possible and it is the teacher's task to make the students understand and be able to use English vocabulary in communication.

## CHAPTER 4

### CONCLUSION

#### 4.1 Conclusion

After conducting the observation, the pre-test, post-test, and interviews. The writer got the data and have analyzed it in the chapter before. From this study, the writer can conclude that playing game is one of the way to acquire the vocabulary that can produce the relax atmosphere and fun when it can flow naturally, interesting, understood and in low anxiety.

From the observation, the writer can see the games have several roles in acquiring the vocabulary. Some of the roles are: it can help the learners to acquire the new words and retain their existing vocabulary, it can be a motivation for the learners to fluently use English and know more about English, especially, to participate in the class. Then, by comparing the pre-test to the post-test, it is believed that games can enhance or enrich learners' vocabulary and it can also maintain the confident for the brave learners and take the participation for the shy learners.

Furthermore, there are some psychological and mental conditions which can affect the process of acquiring language. During the games application, the learners tend to call out the words that they have heard before without knowing its correctly in written form. Besides that, it can be seen clearly that by using the physical movement or response, the learners can behave more spirited and high-enthusiasm in playing the

games that affect the process of acquiring vocabulary. Thus, visualization and imitation can help the learners in recalling their mind about the name of something and remember it. Here, game is not only used for having fun, but also more importantly for the use of language practice toward the goal of improving learners' communicative competence.

After that, the writer can see that games have several effects to the learners' output production. Firstly, they can create some interaction in the class between the teacher and the learners and among the learners. Secondly, calling out the words regularly, make them familiar with words and to use them in their conversation or speech and can pronounce it. So that, it can help the learners to increase their pronunciation. Thirdly, the natural process of communication between the teacher and the learners can be the way for the learners to increase their ability in making conversation in English. Fourthly, during their production whether in speech or written form, the most common type of mispronunciation is substitution. It is caused by the tendency of the learners to rewrite the form of language based on what they hear from their environment. In this case from their teachers and the other learners.

In addition, to improve their language knowledge, the learners need to know a lot about the vocabulary, grammar, sound system and spelling of the target language and to use that knowledge effectively for communicative purpose.

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