

**TEACHING ENGLISH VOCABULARY BY USING MUSICAL CHAIRS  
GAME FOR FIFTH GRADE STUDENTS AT MIM PALAK SIRING  
SOUTH BENGKULU IN ACADEMIC YEAR  
2015/2016**

**THESIS**

Submitted as A Partial Requirements for the degree of *Sarjana* in English Study  
Program of IAIN Bengkulu



By :

**WAHYUNI ROLA PARAMITA**  
NIM. 212 323 8851

**STUDY PROGRAM OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TADRIS  
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU  
2016**



**APPROVAL**  
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**GAME FOR FIFTH GRADE STUDENTS AT MIM PALAK SIRING**  
**SOUTH BENGKULU IN ACADEMIC YEAR**

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**THESIS**

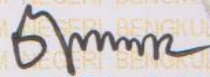
**By:**

**WAHYUNI ROLA PARAMITA**

**NIM. 212 323 8851**

**Approved By:**

**First Advisor**



**Syamsul Rizal, M.Pd**

**NIP. 196901291999031001**

**Second Advisor**



**Ali Akbarjono, M.Pd**

**NIP.197509252001121004**

**Dean of Tarbiyah and Tadris Faculty**

**IAIN Bengkulu**



**Dr. Zubaedi, M. Ag., M. Pd**

**NIP. 196903081996031005**

**Chief of Tadris Program**

**IAIN Bengkulu**



**Eva Dewi, M. Ag**

**NIP. 197505172003122003**





KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) BENGKULU

Jalan Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

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WAHYUNI ROLA PARAMITA

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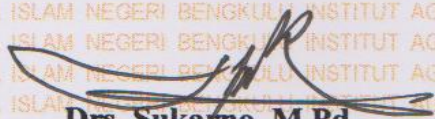
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Faculty of IAIN Bengkulu

Bengkulu, August 2016  
Dean of Tarbiyah and Tadris Faculty  
IAIN Bengkulu

Dr. Zubaedi, M. Ag., M. Pd  
NIP. 19690308 199603 1 005

**Chairman**

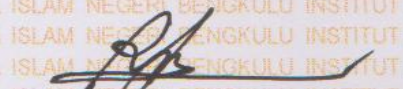
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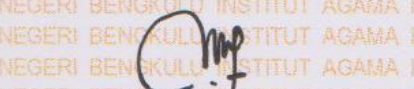
  
Drs. Sukarno, M.Pd  
NIP. 19610205 200003 1 002

  
Fera Zsrranita, M.Pd  
NIP. 19790217 200912 2 003

**Examiner I**

**Examiner II**

  
Risnawati, M.Pd  
NIP. 19740523 199903 2 002

  
Nadrah, M.Pd  
NIP. 19760711 200501 2 004



## PRONOUNCEMENT

Name : Wahyuni Rola Paramita

NIM : 212 323 8851

Study Program : English Education

Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "Teaching English vocabulary by using musical chairs game for fifth grade students at MIM Palak Siring South Bengkulu in academic year 2015/2016" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references. If later proves that my thesis has discrepancies. I am willing to take the academy sanction in the form of repealling my thesis and academic degree.

Bengkulu, June 13<sup>rd</sup> 2016

Stated by,



*Wahyuni Rola Paramita*

**Wahyuni Rola Paramita**

NIM. 212 323 8851



## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Wahyuni Rola Paramita  
Tempat Tanggal Lahir : Kota Agung, 31 Maret 1995  
Fakultas : Tarbiyah dan Tadris  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 212 323 8851

Dengan ini saya menyatakan :

1. Karya tulis/thesis ini dengan judul “Teaching English vocabulary by using musical chairs game for fifth grade students at MIM Palak Siring South Bengkulu in academic year 2015/2016”.
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Bengkulu, 13 Juni 2016

Yang menyatakan,

**Wahyuni Rola Paramita**  
NIM. 212 323 8851



## MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ كَانَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

Whoever comes out in their studies so he is like a fight in the way of Allah until return. (H.R.Tirmidzi)

Education is not learning of facts, but the training of the mind to think.  
(Albert Einstein)

"Develop success from failures. Discouragement and failure are two of the surest stepping stones to success".(Dale Carnegie)

**The winners know how much he needs to learn even though he was considered an expert by others. Instead, the losers want others to regard himself as an expert, but he has not learned to know how little he knew.  
(Sydney Harris)**

**The success of someone in the future will be determined by the ability of learning (learning) and life skills. (DePorter)**



## DEDICATION

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

Bismillahirrohmanirrohiim

In the name of Allah, the most gracious and merciful. All Praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam to our prophet Muhammad SAW, his family and friends.

This thesis was dedicated to:

My beloved parents, my mother (Lainah) and my father (Roslan Soffry, S.Pd) who always pray me and could reach the successful.

My beloved sister (Farida Muliatika) who also never forget to give pray and support.

My beloved grandfather (Yatam and Muktar) and my grandmother (Adariah and Yasik) who always give me support and spirit to finish it.

My beloved cousins ( Fenyda Anggraini, Ririn Pitaloka, Fatima Nurlatifa, Poppy Helian Lestari, Indah Permatasari, Aqilah Dahisyah and Ridho Syaifullah )

My beloved friends in PBI D, KKN and PPL.

I also would like to dedicate this thesis to all of my friends and family who had supported me throughout the process. I will always appreciate all everything that had done, especially all of my classmates, my best friends; Zelpanezi, Zumiaty, Fadilla Tunnisak, Yuriska and all of my friends. All of you have been my best cheerleaders.

My Special Person ( Donny Ariyanto ) who always give support and power in every situation.

My almamater



### **Special Thanks to :**

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2. Zubaedi, M.Ag.,M.Pd the dean of Tarbiyah and Tadris Faculty.
3. Eva Dewi, M.Ag as the chief of Tadris Faculty
4. FeraZasrianita, M.Pd as the chief of English Study Program
5. Syamsul Rizal, M.Pd as the first advisor for his guidance, precious advices, and motivation for the researcher.
6. Ali Akbarjono, M.Pd as the second advisor for his precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.
7. My Parents that always support, prayer, motivated for finished this thesis proposal.

The researcher realizes that this thesis proposal is still far from being perfect. The researcher hopes that this thesis proposal is useful for the researcher in particular and the readers in general.

Bengkulu, June 13<sup>rd</sup>2016

The Researcher

**Wahyuni Rola Paramita**

## ABSTRACT

Wahyuni Rola Paramita. 2016. Teaching English vocabulary by using musical chairs game for fifth grade students at MIM Palak Siring South Bengkulu in academic year 2015/2016 Thesis. English Study Program, Tarbiyah and Tadris Faculty.

Advisor: 1. Syamsul Rizal, M.Pd      2. Ali Akbarjono, M.Pd

Keywords : English Vocabulary Mastery, Musical Chairs Game

The objective of this research is to implement musical chairs game to solve students' problems and to improve their English vocabulary mastery at fifth grades students in MIM Palak Siring South Bengkulu in academic year 2015/2016. Most of the students in this school were lack of English vocabulary. They also often forget easily new vocabulary in English. Musical chairs game is a game that used to improve students' English vocabulary mastery (according to David Paul).

This research was a classroom action research. According to Hopkins, classroom action research is a form of studies that is reflective, which is done by the perpetrators of rational action to improve the stability of its actions in implementing tasks and help deepen understanding of the conditions in the practice of teaching. The subjects of this research were 18 students, consists of 11 females and 7 males. The instruments of this research were vocabulary test, observation sheet, field note, interview and documentation. The researcher was conducted this research in three cycles which included planning, action, observation and reflection.

Based on student's vocabulary test, the student's score was improved in every test. In pre-assessment, the average score was 54,2. In cycle I, the average score was 62,5. In cycle II, the average score was 69,7. In cycle III, the average score was 76,9. It was looked at vocabulary test, observation sheet, field note, interview and documentation. In the line of the data, it was showed that musical chairs game can improve student's English vocabulary.



## ABSTRAK

Wahyuni Rola Paramita. 2016. Teaching English vocabulary by using musical chairs game for fifth grade students at MIM Palak Siring South Bengkulu in academic year 2015/2016 Thesis. Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Pembimbing: 1.Syamsul Rizal, M.Pd2. Ali Akbarjono, M.Pd

Kata Kunci : English Vocabulary Mastery, Musical Chairs Game

Penelitian ini bertujuan untuk menerapkan permainan musical chairs untuk mengatasi permasalahan siswa dan meningkatkan kosa kata bahasa Inggris mereka di kelas V di MIM Palak Siring Bengkulu Selatan pada tahun ajaran 2015/2016. Banyak siswa di sekolah ini yang masih kekurangan dalam penguasaan kosa kata bahasa Inggris. Siswa juga sering lupa dengan mudah tentang kosa kata baru dalam bahasa Inggris. Permainan musical chairs adalah sebuah permainan yang digunakan untuk meningkatkan penguasaan kosa kata bahasa Inggris siswa (menurut David Paul).

Penelitian ini adalah penelitian tindakan kelas. Menurut Hopkins, penelitian tindakan kelas adalah suatu bentuk kajian yang bersifat reflektif, yang dilakukan oleh pelaku tindakan untuk meningkatkan kemantapan rasional dari tindakan-tindakannya dalam melaksanakan tugas dan memperdalam pemahaman terhadap kondisi dalam praktik pembelajaran. Subyek penelitian ini berjumlah 18 siswa, terdiri dari 11 orang perempuan dan 7 orang laki-laki. Instrumen penelitian ini adalah tes kosa kata, lembar observasi, catatan lapangan, wawancara dan dokumentasi. Peneliti melakukan penelitian ini dalam tiga siklus yang terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi.

Berdasarkan tes kosa kata siswa, skor nilai siswa meningkat di setiap tes. Dalam pre-assessment, skor rata-ratanya adalah 54,2. Dalam siklus I, skor rata-ratanya adalah 62,5. Dalam siklus II, skor rata-ratanya adalah 69,7. Dan dalam siklus III, skor rata-ratanya adalah 76,9. Itu semua bisa dilihat dalam tes kosa kata, lembar observasi, catatan lapangan, wawancara dan dokumentasi. Berdasarkan data tersebut, ditampilkan bahwa permainan musical chairs dapat meningkatkan penguasaan kosa kata bahasa Inggris siswa.

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Many experts argued about the definition language. According to Finegan, language is a subjective vocal system used by people to talk with one another.<sup>1</sup> This definition is valuable to the extent. It goes in spite of the fact that it minimizes writing and marking. According to Kumaravadivelu, language as discourse. On the other hand, focuses on the nature of language communication, with its emphasis on the rules of language use that are appropriate to a particular communicative context.<sup>2</sup> A good language is developed based on a system that a set of rules that are obeyed by the wearer. Therefore, language as a tool of communication to people that they need to communicate with each other and language must have function and meaning.

The function of language is absolutely important for people's social life because always make interaction with others. According to Halliday, from a functional perspective, there are three metafunctions or macrofunctions of language: the ideational, the interpersonal, and the textual. The ideational function represents the individual's meaning potential and relates to the expression and experience of the concepts, processes, and objects governing the physical and natural phenomena of the world around. The interpersonal function deals with the individual's personal relationships with people. The

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<sup>1</sup> Finegan, Edward, *Language Structure Its Structure and Use* (Boston: Thomson Wadsworth, 2008) p.22

<sup>2</sup> Kumaravadivelu, B, *Understanding Language Teaching From Method To Postmethod* (London: Lawrence Erlbaum Associates,2006) p.16

textual function refers to the linguistic realizations of the ideational and interpersonal functions enabling the individual to construct coherent texts, spoken or written.<sup>3</sup> Basically, the language has certain function that are based on the needs of a person. In consequence, English is mostly used in common world.

English is the first language in the world. Meanwhile, the domination of the English globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet. Because English was used to develop communication, technology, programming, software, etc, it dominates the web. According to Nurweni and Read, English is a compulsory subject at school in Indonesia, the result has not been satisfactory enough yet.<sup>4</sup> In fact, many students have graduated from the school with minimum ability in using English.

In Indonesia, English is a content of curriculum in Elementary School. The national education system made it possible for English to be taught as a local content subject in elementary schools. This system also applied in elementary school in South Bengkulu. The standard of minimum completeness (KKM) of mastering English learning for elementary school in MIM Palak Siring is 7,5. Students are also expected to be able to accommodate sociocultural aspects of their environments in their learning. One of the ways

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<sup>3</sup> Kumaravadivelu., *Ibid.*, p.8

<sup>4</sup> Hanifia Nurul Fika, *The Use Of Vocabulary Journal In Enriching Students' Vocabulary Mastery And The Students' Attitudes Toward Its Use* ( The Journal of English and Education 2013, vol.1 no.(1) ) p.81 Accessed on November 3<sup>rd</sup> 2015 20:22

the government in improving students' skills in English is to introduce the English language early, starting from primary school.

In English, there are four language skills that should be mastered by the students. The skills are listening, speaking, reading, and writing even every skill has specific form each other. From the four skills divided by two kinds producing skill and receiving skill. Producing skill they are speaking and writing than the receiving skill are listening and reading. One of producing skill is speaking. This skill has very important role to play, especially to obtain information from the speaker who are speak. Than students have be able to take information from the speaker clearly, effectively, and acceptable.

The majority of teachers used the “chalk and talk” method in primary school.<sup>5</sup> These handicaps were typically related to the teachers’ lack of competence in the teaching and learning processes. Currently, some English teachers do not even speak English well and are not able to choose the best teaching methods and materials to use in their classrooms. This does not benefit the students’ overall learning experiences and does not support the schools’ mission to provide quality English education.

In English education, teaching vocabulary to young learner is different with teaching vocabulary to adults. Young learner means children who learn English when they are still young. English young learners are a reliable and consistent measure of how well child is doing in the skills of listening,

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<sup>5</sup> Faridi, Abdurrachman, “The Development of Context-Based English Learning Resources for Elementary Schools in Central Java,” *Excellence in Higher Education* 1 (2010), p. 24



speaking, reading and writing. The young Learners are primary school from the age between 6-12 years old.<sup>6</sup>

Nowadays, English has been regarded as mandatory subjects, ranging from elementary school, junior high school, senior high schools, and university. The phenomena can be explained by the condition that there are many elementary school teachers who still encounter problems in presenting English in their classes. The English teachers should always try to make or use of different strategies and technique of teaching vocabulary. The media they usually use are already familiar to the students.

Based on the priliminary research, the researcher did the observation at MIM Palak Siring South Bengkulu in Friday, February 5<sup>th</sup> 2016. The researcher did an interview with Mrs. Peji Zarusti S.Pd.I, an English teacher there. The researcher also did an interview with students in MIM Palak Siring South Bengkulu. As the result, the students have some problems in learning English. The Students often find difficulties in using a foreign language. Because they lack of vocabularies, young learners also can not pronounce the words properly and they often forget easily new vocabularies after they get the meaning from dictionaries. Besides that, the lack of facilities such as a language laboratory to support English language learning. Unlike adults, young learners are easily getting bored when they are learning. In addition, young learners like playing. Young learners usually play something or game with their friend. The Students still have limited vocabulary because they get difficulties to memorize the meaning, focusing the study and the pronounce of

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<sup>6</sup> Kasihani K.E.Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), p. 14

English words.

In this case, teachers need to develop, support, motivate and dig up their basic ability in improving it. In Indonesia, there are some English teachers that still use traditional method to teach vocabulary. Teacher also uses traditional way in teaching vocabulary that is by using dictionary. When students are finding the difficult words, they have to open dictionary to look up the meaning. It is not effective enough and makes the learners get bored and tired.

Musical chairs game is a game played by a group of people (usually children), often in an informal setting purely for entertainment such as a birthday party.<sup>7</sup> The game starts with any number of players and a number of chairs one fewer than the number of players; the chairs are arranged in a circle (or other closed figure if space is constrained; a double line is sometimes used) facing outward, with the people standing in a circle just outside of that. This method can be collaborated with music (English songs) to help students in understanding the materials. It can make the student more interesting in teaching learning process. It also help teacher to convey the materials easily. Therefore, students do not feel bored and they will enthusiast to learn English vocabulary.

Based on background above, the writer was interested in conducting a research entitled "*Teaching English Vocabulary by Using Musical Chairs Games For Fifth Grade Students at MIM Palak Siring South Bengkulu in Academic Year 2015/2016.*"

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<sup>7</sup> Vanita, Party games for all occasions (New Delhi: Vij multimedia, 2011), p. 25.

## **B. Identification of the Problem**

Based on the background above, there was some problems found in teaching vocabulary in MIM Palak Siring South Bengkulu. The first problem was the teacher still used conventional technique. The second was teacher could not make students to be interested in studying English. The third was young learners often find difficulties in using a foreign language. The fourth was young learners still lack of vocabularies and they often forget easily new vocabularies after they got the meaning from dictionaries. The fifth was young learners could not communicate effectively and express his ideas in both of oral and written form. The sixth was students in elementary school still have limited vocabulary because they get difficulties to memorize the meaning, focusing the study and the pronunciation of English words. The last one was the lack of facilities such as a language laboratory to support English language learning.

## **C. Limitation of the Problem**

The research was limited to implement Musical Chairs Game to solve students' problems and to improve student's English vocabulary at fifth grades students of MIM Palak Siring South Bengkulu in Academic Year 2015/2016.

## **D. Research Question**

The research questions of this research was “ How can Musical Chairs Game increase student's English vocabulary at fifth grades students of MIM Palak Siring South Bengkulu in Academic Year 2015/2016?”.

### **E. The Objectives of the Study**

The objectives of this research was to implement Musical Chairs Game to solve students' problems and improve their English vocabulary at fifth grades students in MIM Palak Siring South Bengkulu in Academic Year 2015/2016.

### **F. The Benefit of the Study**

This research hoped to be able to give contribution to help the English teachers to solve the students' problems in learning English particularly in teaching English vocabulary through Musical Chairs Game and enrich their technique that can be implemented in English classroom in order to improve the quality of English learning and teaching process.

In addition, the finding of this research expected can contribute well for the next researcher as a reference in conducting their research about Musical Chairs Game, as well as for the students in enriching their technique to increase their English vocabulary mastery, so the students can practice English vocabulary actively among their friends.

### **G. Definition of Key Term**

In order to understand about the research correctly and avoid misunderstanding within the research, the researcher need to define the terms within this research. And those definitions was :

a. English Vocabulary

English vocabulary is a basic matter in learning a foreign language.<sup>8</sup>

Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication.

b. Musical Chairs Game

Musical chairs game is a game where a number of chairs one less than the number of players are arranged facing outward with the players standing in a circle just outside of that. Musical chairs game is a game played by a group of people (usually children).<sup>9</sup>

c. MIM Palak Siring South Bengkulu

MIM Palak Siring South Bengkulu is elementary school that is located in Palak Siring, Kedurang, South Bengkulu where the present research is conducted.

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<sup>8</sup> Sari Jiati Endah, at all., *The Correlation Between Students' Ability In Listening To The English Songs And Their Vocabulary Mastery* (e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013), p.2 Accessed on September 11<sup>st</sup> 2015 , 13:13

<sup>9</sup>Vanita, *Party games for all occasions* (New Delhi: Vij multimedia, 2011), p. 25.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. English Vocabulary

##### 1. Definition of Vocabulary

First meaning conceptual (meaning) vocabularies may be helpful. This refers to numbers of words to which individual adult or child can attach one or more meanings. Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication.

According to Richards and Renandya, 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 strategy for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.<sup>10</sup>

As one of the famous English applied linguists Wilkins said —out grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, to a great extent, students' ability of listening, speaking, reading, writing and translating is all influenced by the

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<sup>10</sup> Jack C. Richards and Willy Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p. 255

vocabulary. Vocabulary teaching is a process, but its aims are clear: not only make college students memorize words as much as possible, but also make them master their skills of vocabulary memorizing and train their ability of guessing words' meaning from contexts. In order to teach English effectively, strategies are very important. Vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetics, vocabulary and grammar).<sup>11</sup>

## **2. Kinds of Vocabulary**

According to Soenardi Djiwandone, mastering vocabulary is distinguished into two kinds: first, Active productive vocabulary. The vocabulary which is part of active-productive mastery is called active vocabulary. It used in oral and written expression by a person. It can be used by the language user naturally and without any difficulties to show him/herself. Second, Passive receptive vocabulary. The vocabulary which is part of passive-receptive vocabulary mastery is called passive vocabulary. The language user uses it to understand other people spoken and doesn't able to use it in their spoken naturally. It is used by the person who has ability to active produce her/his speech and writing.

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<sup>11</sup> Qi Pan and Runjiang Xu.2011. *Vocabulary Teaching in English Language Teaching*. Academy Publisher Manufactured in Finland. SSN 1799-2591 Theory and Practice in Language Studies, Vol. 1, No. 11, pp. 1586-1589, November 2011. <http://www.academypublication.com/issues/past/tpls/vol01/11/17.pdf> (13/12/2015)

### 3. Vocabulary Mastery

According to Pora, mastering vocabulary is needed by anybody who wants to understand listening, speaking, reading and writing in English.<sup>12</sup> Learning English vocabularies has vital impact in studying English. It is one of language components that cannot be separated from the whole language. The teacher has the job of so managing the learning that the learner can do some or all of these things with the target vocabulary that is to be learnt.

The principles on which such learning based on: First aims, the teacher has to be clear about his or her aims. How many of the things listed by the teacher are expected the learner to be able to do and with which word?. Unless the teacher is clear on this point, it will be difficult to assess how successful or otherwise the vocabulary learning has been. Secondly, Quantity, teacher has decided on what is involved in vocabulary learning; the teacher may have to decide on the quantity of vocabulary to be learnt.

Third, Control. We need control of the choice of words to the specific items to be taught. Fourth, Frequent exposure and repetition. However, we remember a new word simple by hearing at once. Fifth, Meaningful presentation. As well as form the form of the word, the learner must have a clear and specific understanding of what word denotes or refers to, i.e. its meaning – although, ‘meaning’ involve many other things as well.

Sixth, Situation presentation, in the previous explanation we saw that

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<sup>12</sup> Bastian, Sugandi, The Impact Of Using English Songs Towards The Students' Vocabulary Mastery At Grade Ten of Smk Negeri 1 Bandarlampung In Academic Year 2013 – 2014the University Of Sriwijayathe *Second International Conference On Education And Language (2nd Icel) 2014 Issn 2303-1417 Bandar Lampung University (Ubl), Indonesia*

the choice of words can be vary according to the situation in which we are speaking (e.g. whether on board ship, or on dry land), and according to how well we know the person to whom we are speaking (from informal to very formal). Seventh, Presentation in context, Words very seldom occur in isolation. We have seen how important it is for the learner to know the usual collocations that the word occurs in. Eighth, Learning vocabulary in the mother tongue and in the target language, at this point perhaps we should pause and see how the principles which we have established so far relate to the learning vocabulary in the L1 (or mother tongue) and L2 (target language). Last one, Inferencing (Guessing) procedures in vocabulary learning, there is one aspect of both L1 and L2 learning which demands comment.<sup>13</sup>

In learning vocabulary automatically we have to know the meaning of words it self and can use it in sentences. Learning vocabulary is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It also learn to make the most appropriate lexical choices for particular linguistic and situational context.

Meanwhile, for Indonesian learners who learn English as one of foreign language that is taught in school, they have limited words or vocabulary that they know or understand of the language. So, they experience low development in expanding the vocabularies.

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<sup>13</sup> Sugandi, Ibid.

#### 4. Some Aspects of Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. According to John, vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary –tape definition, or an equivalent word in their own language.

In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences. In brief, mastering vocabulary can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Learning vocabulary is a principal issue for learning English because it comprises the basic building blocks of English sentences.

Mastering vocabulary is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English



vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.<sup>14</sup>

Firstly, meaning. The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning.

Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence is he a student. A word meaning can also be defined by its relationship to other words. One should also know the

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<sup>14</sup> Jeremy, Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman,2000), p.16

denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name”. Antonymy deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

Denotation is conceptual meaning and dictionary meaning. Keraf said that denotative meaning is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Keraf explains that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones. Tarigan states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative

meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

Secondly, there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

Third, spelling. Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur, there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling).<sup>15</sup> The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

Fourth, pronunciation. Pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

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<sup>15</sup> Penny, Ur, *A Course in Language Teaching* (United Kingdom: Cambridge University Press, 1996), p:60

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /ɪ/ (as in it) and /ʌ/ (as in up) are separate. It is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds.

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as: [Consonant (s)] + Vowel + [consonant (s)]. This means that various combinations of vowels and consonants are possible: Vowel only (e.g. in a). Consonant + vowel (e.g. in me). Vowel + consonant (e.g. in eat). Consonant + vowel + consonant (e.g. in bag)

A word can be either a single syllable (e.g. cat, own) or a sequence of two or more syllables (e.g. window, about [two syllables]; lemonade [three syllables] or electricity [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “window” the first syllable is stressed and the second is unstressed, while in “about” the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation

patterns. The listeners are supposed to apply them well and correctly. Native speakers or competent users of the language know how to say a word.

There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

Fifth, collocation. The collocations typical of particular items are another factor that makes a particular combination sound “right” or “wrong” in a given context. So this is another piece of information about a new item which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by note in parenthesis.

## **5. Teaching English Vocabulary**

Teaching Vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language. Many people say that “Teaching English to Young Learners is full of fun.”<sup>16</sup>

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<sup>16</sup>Suyanto , Kasihani K.E, *English for Young Learners* (Jakarta:Bumi Aksara, 2007), p. 87

In Teaching children, teacher has used performance to teach vocabulary to them, because the children in literacy level are performance , it means that when the teacher teaches vocabulary to his students the teacher know their characteristic so that the teacher can choose suitable techniques or methods which make the students enjoy and active in learning vocabulary in the classroom.

According to Chodijah, there are some technique the English teacher for young learners, such as:<sup>17</sup> First, presentation. The teacher is as a model in the class. Teacher uses the English language clearly and simply in the exact context beside that the teacher as information in the class so they can manage that class. To avoid the students boring, this method present for about 10- 15 minute.

Second, exercise stage. The purpose of it is increase the student confidence to useful the new language pattern that they get form the condition that was created. Rule of teachers are managers in the class and corrector to correct the students mistake the technique that can use and drills.

Third, application stage. The teacher gives the motivation to the students for use the new language, so they will be creative. This stage use for game or role- plays material learners full of fun.

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<sup>17</sup> Suyanto., Ibid., p. 35



## B. Musical Chairs Game

### 1. Musical

Music is an important part of young people's lives, and it is during childhood when they begin to differentiate among music genres and select those of highest appeal. Music educators have wanted for a long time to understand young listeners' music choices. Over many studies, LeBlanc developed a model illustrating factors influencing preference; the music styles and age of the listener are variables that consistently influenced preference responses.

In general, young children give high preference ratings to most music but begin to show marked preference for popular styles as they grow older. The LeBlanc studies cited here show that overall preference scores decline through the upper elementary grades, a pattern replicated by McCrary's third-, fifth-, and seventh-grade listeners. With globalization and increased interest in multiculturalism, music educators have studied the effects of race, ethnicities, and cultures on music attitudes.

A number of researchers have shown effects of race/ethnicity. Certain studies have included Western and non- Western music, showing that ethnicity and cultural experience influence listeners' reactions. Generally, children identify with music of their own culture more than music of other cultures less familiar to them.<sup>18</sup>

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<sup>18</sup> Ruth V. Brittin, 2014, *Young Listeners' Music Style Preferences: Patterns Related to Cultural Identification and Language Use*. National Association for Music Education . Vol 61(4) 415-430, <http://jrm.sagepub.com/content/61/4/415.full.pdf+html>, December 10th 2015

The role music education plays in the development of music preference continues to interest sociologists. Music in education can potentially mitigate symbolic boundaries between racial groups through an increase in omnivorousness for minorities, and music education increases omnivorousness in a discriminating fashion”. He reported that “participation in music classes increases the liking of some genres while having no effect or decreasing the liking of other genres”.

Most fascinating was that music education experiences appeared to affect Hispanic American respondents differently compared to other groups. Hispanic Americans tended to be more musically omnivorous on the whole than European Americans, African Americans, and Asian Americans. However, more music education experience was associated with decreased Hispanic Americans’ omnivorousness. Graham suggested this apparently differential pattern of formal music education’s effects should be studied further. Overall, Graham’s population was older than age 24; 11% were African American, 4% Asian American, and 85% European American. Ten percent claimed Hispanic ethnicity.<sup>19</sup>

## **2. Chairs Game**

Game is an activity done by someone to get pleasure and joy after conquer others’ ability. According to Hadfield, a game is an activity with rules, a goal and an element of fun.<sup>20</sup> There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and

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<sup>19</sup> Ruth V. Brittin.2014, *Young Listeners’ Music Style Preferences: Patterns Related to Cultural Identification and Language Use*. National Association for Music Education . Vol 61(4) 415–430, <http://jrm.sagepub.com/content/61/4/415.full.pdf+html>, December 10th 2015

<sup>20</sup> Jill Hadfield, *Intermediate Grammar Games*, (Malaysia: Longman,2003) p.4

cooperative games, in which players or teams work together towards a common goal. Language games can be divided into two further categories: linguistic games and communicative games. In linguistic games, the goal of the games is linguistic accuracy. Communicative games have a goal or aim that is not linguistic.

Philips points out, games in foreign language teaching help students to see learning English enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser". Games were used in the class can be categorised depending on the types such as structure games, vocabulary games, spelling games ...etc. Below is the list of suggested games for young learners. Songs, rhymes, chants, and musical games are fantastic materials for the language teacher to use with young learners. They have the ability to learn indirectly through such kind of activities.<sup>21</sup>

According to Heinich, game provides a playful environment in which learners follow prescribed rules as they strive to attain a challenging goal.<sup>22</sup> It is a highly motivating technique, especially for tedious and repetitive content. The game may involve one learner or a group of learners. Games often require learners to use problem-solving skills or to demonstrate mastery of specific content demanding a high degree of accuracy and efficiency.

One common type of instructional game is related to learning about monetary. The player with the highest profits is the winner. Freeman and

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<sup>21</sup> Cakir, Ismail, "Designing Activities for Young Learners in EFL Classrooms," *GÜ, Gazi Eğitim Fakültesi Dergisi, Cilt 24, Sayı 3 (2004) : p.108-110*

<sup>22</sup> Robert Heinich, *Instructional Media and Technologies for Learning*, (New Jersey: Merrill Prentice Hall, 2002) p.19

Munandar say that there are some benefits of game: First, as the energy distributor. The children have more energy they are free from many kinds of pressure. Second, as a media to prepare their adulthood. By playing games, they can prepare their future. Third, as the next generation of human image. By playing games, children pass the same growth steps of human history (recapitulation theory). Fourth, to develop the lose energy. Playing game is a medium to refresh the body and mind after working for hours. Fifth, to get compensation for anything children don't get. By doing this activity, children satisfy their hidden and pressured wants. Sixth, playing game also can release their feeling and emotion that cannot they express in the real life. The last one, give stimulus in making good personality. Personality keeps growing and for the normal growth, it needs stimulus. Playing game gives stimulus to grow.

Playing game has an important role in developing children almost in all developing fields, such as physic-motoric, language, intellectual, affective, social and emotional; Firstly, Motoric ability. When the children play a game, they train themselves to combine their thought and movement to be balance. Children born with reflect ability, then they combine two or more reflect movements, and finally they can control their movement.

Secondly, Cognitive ability. Based on Piaget, children learn to understand the knowledge by interacting through the surrounding objects, playing game gives chances to them to interact with the object. They have chances to use their senses like touching, smelling, seeing and listening to know the characteristics of the object. Thirdly, Affective Ability. Every game has the rule. The rule will be introduced to them little by little, step by step till

they can understand well. By that, playing game will train them to realize of the existence of the rule and the importance of obeying the rule. It's the first step of affective development.

First, language ability. When they play the game, they also communicate by using children language. It means that they learn language indirectly. Second, social ability. When they are playing, they interact each others. The interaction teaches them the way to response, to give and to accept, agree or disagree with others' opinion. It will omit egocentric feeling of the children and develop their social ability.

The principles of cooperative learning, the taxonomy of learning, divergent production and affect, the Chairs Game demonstrates how students learn about competition versus cooperation as well as a variety of sociological concepts and theories. This process does not occur neatly or in a straight line progression. There are often frustrating detours, temporary setbacks, and latent learning. After all, "learning is messy! The Chairs Game is an excellent active learning tool, which becomes the focus of class discussions throughout the semester.

This technique applies to a wide variety of courses within sociology; it can demonstrate many sociological concepts the Chairs Game for two main reasons: found the Game to be the most effective way to demonstrate the value and importance of cooperation. The game becomes the focus of many class discussions on sociological concepts introduced throughout the semester.

In preparing for this teaching technique, you will need some music. In addition, you need a classroom or area large enough to play the game with

movable chairs (I know some classrooms have chairs bolted down to the floor, which make the game quite impossible to play unless you and your students are extremely creative!). This exercise and debriefing can fit within a 50-minute class session, but a 75- minute period is ideal.

Here are the rules of the game: Introduce the game of musical chairs to the class. Tell the class to get ready to play everyone knows the rules. (At first, some students think I am "crazy" and wonder what this has to do with sociology. As noted by Fulghum, these are students who probably have not played this game since the first or second grade.) The students hesitate at first but eventually they decide that it must be acceptable to play the game. Speaking except to begin the music once the students have set up the chairs.

When playing the traditional musical chairs, eliminate one or more chairs at a time. After some hesitation, students get involved in the game. It is fascinating to watch the mad scramble for a chair by some, while others opt to get out of the game early on. As the traditional version of the game progresses, things start to get a little rough.

Finally, there is one winner who sits in the last chair. (This can become extremely competitive. During one teaching workshop, a woman took the chair out from under her male opponent in order to declare herself the winner. During my fall 1995 theory course, it came down to a battle between the star player on the women's basketball team and a former professional rugby player.) Typically, the winner boasts, brags, and goes through the victorious rituals comparable to the end zone celebrations after Super Bowl touchdowns are scored. Next, I ask students if they would like to play the game again (some

will, others will not, but all eventually get into the second game). Then I explain that we are going to play musical chairs again but with one rule change: "Musical chairs as before, but this time, if you do not have a chair, sit down in someone's lap. Everybody stays in the game-it is only a matter of where you sit".

Chairs are reset and the music begins. When the music stops, students must find either a chair or a lap to sit on. (Such a paradigm shift alters the students' attitude toward the game and leads to creative problem solving as a group. Students help each other and are much more polite.)

As the game continues, with fewer chairs available, students become increasingly cooperative. When one chair is left, everyone must find a lap. (This is where the leaders emerge, trying to organize the classroom full of students among all the jokes, laughing, and shouting that is going on.) Once the class figures out how to achieve this feat, they think the game is over, but it is not.

The final round: Remove the last chair. With no chairs left when the music stops, everyone still must find a lap to sit on. (Some believe this cannot be done. Others are challenged by the situation. This takes a little more thinking and coordination as a group.) Finally, the class solves the problem-they all sit-no chairs. And everyone feels victorious.

### **3. Musical Chairs Game**

According to Vanita, musical chairs game is a game played by a group of people (usually children), often in an informal setting purely for



entertainment such as a birthday party.<sup>23</sup> The game starts with any number of players and a number of chairs one fewer than the number of players; the chairs are arranged in a circle (or other closed figure if space is constrained; a double line is sometimes used ) facing outward, with the people standing in a circle just outside of that.

A non-playing individual plays recorded music or a music instrument. While the music playing, the players in the circle walk in unison around the chairs. When the music player suddenly stops the music, everyone must race to sit down in one of chairs.

The player who is left without a chair is eliminated from the game, and one chairs is also removed to ensure that there will always be one fewer chair than there are players. The music resumes and the cycle repeats until there is only one player left in the game, who is the winner.

Instead of using chairs, one version of the game has players sit on the ground when the music stops, the last to sit being eliminated. This is known as ‘ musical bumps ‘. In ‘musical statues’, players stop moving when the music stops, and stay standing in the same position. If any players is seen moving, they are out of the game.

In the non-competitive version of ‘musical chairs’ one chairs but no player is eliminated in each round. All players have to ‘sit down’ on the remaining chairs, while their feet must not touch the floor. A cold wind blows is another non-competitive substitute for “musical chairs’.

The set up is the same as traditional musical chairs. Before the players

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<sup>23</sup> Vanita, Party games for all occasions (New Delhi: Vij multimedia 2011)

sit down they must complete a task that the music person gives out before each round. For example before sitting in a chair, players must do five jumping jacks or run and touch the wall. Another variation is to have the players hop, jump, walk backwards, or dance while they are walking around the chairs.<sup>24</sup>

In the original competitive version of musical chairs, each child begins by sitting on a chair in a long line of chairs. When the music is played, all the children get up and skip or run around the chairs, and one chair is removed. When the music stops, all the children scramble to try to sit on one of the remaining chairs. Because there is one fewer chair than there are children, one child is necessarily eliminated from the game. She or he is told to go to the side of the room and sit on the floor.

Each time the music plays, another chair is removed and another child is eliminated. She or he also sits on the side while the game continues: playing the music, removing one chair, stopping the music, and eliminating another child, until one child-the winner-is left on the chair and all the others are left out sitting on the sidelines. Young children play the competitive version of musical chairs on many occasions and witnessed their tears and looks of despair as each one is eliminated from the game. If 20 children start out playing the game , 19 will be eliminated. The game is designed to eliminate children by ensuring that they do not find a chair. Games of elimination are tottaly inappropriate for young children. Children need games of inclusion, not games of rejection.

In cooperative musical chairs, the game is designed to keep everyone

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<sup>24</sup> Vanita, Ibid.

included even though chairs are systematically removed. This simple change makes a huge difference in how the game is played. As in the competitive version, set up as many chairs as you need, one for each player minus one (i.e., if you have 20 players, you should have 19 chairs). Have a stereo and CD on hand so you can play music.

Play the music, then stop it. When the music stops, all players try to sit on one of the chairs. Because there are more children than chairs, players have to be creative and team up so that every player is sitting on the chairs available to keep everyone in the game. Players can meet this challenge in a number of creative ways, such as sharing the remaining chairs, sitting on each other, leaning on each other, or being in contact with other children who are either sitting on a chair or in contact with someone who is sitting on a chair.

Remove a chair, and start the music again. Repeat the process, removing one chair at a time so that all players work together to sit on fewer chairs. In the end, all 20 children who started the game are delicately perched on one, two, three, or four chairs (depending on age level), as opposed to 19 disappointed children standing on the sidelines with one “winner” on one chair.

To play cooperative musical hoops, children skip around hula hoops spread out the floor. When you stop the music, the children jump inside one of the hoops. After every round, remove one hoop. All the children must work together to ensure that everyone (or some part of everyone) becomes part of the remaining hoops. It is sometimes easier to play with hoops than with chairs because hoops are easier to lift, move around and store.

If young learner and teacher play this game with children outside in a

park and no chairs or hoops are available, adults or teenagers on their hands and knees can serve as chairs, or they can form hoops by lying down on the ground in a circle linking hands to feet. If no music is available, the human chairs or human hoops can sing and together decide when their “music” stops and which human chairs or human hoops will remain until the end of the game.<sup>25</sup>

#### **4. Teaching and Learning Procedure of Musical Chairs Game**

The activities in musical chairs game in classroom are as the following procedures:<sup>26</sup> The students will given the material that had been prepared by the teacher. After that, the teacher introduced Musical Chairs Game to the students, and how to play it to improve students’ English vocabulary mastery. And then, the teacher and students range the chairs in the circle so there is one chairs for each child , and put a picture card in a chairs. Play some music and have the children move or dance around the circle.

While the music is playing, write a phonic sound on the board . When the teacher or one of the children stops the music , the children try to sit on a chairs that has a picture that includes phonic sound or word. The students who are successful to read out the card ( an extra rules is for each successful child to throw a dice to determine how many points she gets in the game). The teacher and students discussed together about the vocabularies they have found in the

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<sup>25</sup> Terry Orlick, *Cooperative Games And Sports Joyful Activities For Everyone Second Edition* (Human Kinetik, 2006)

<sup>26</sup> Paul, David, *Teaching English to Children in Asia*, ( Longman:2003) p. 195

Musical Chairs Game. Then, the teacher give the students more explanation about the teaching material of English Word.

### **C. Related Previous Studies**

In conducting research about technique or strategy in teaching vocabulary, there have been many researcher did it in previous time. One of them is Ade Melly Septiana (2015) who conducted her research entitled “The effect of using musical chairs game as a learning technique towards students’ vocabulary achievement (An Experimental Research at the Eight Grade of MTs Ma’arif NU 07 Sawojajar in the Academic Year of 2013/2014). The result of this research showed that the use of Musical Chairs Game could improve students’ vocabulary mastery.

Then, Tita Atmaja (2014) also conducted her research which concerned a strategy of teaching vocabulary. She conducted her research entitled “Musical chairs game as a teaching strategy to improve young learners’ listening skill (an Action Research for Fourth Grade Students of Ansa School Semarang). The findings of her research showed that there was significant effect of using Musical Chairs Game in improving student’ listening skill.

Another Researcher is Sri Nuraini (2014). She conducted her research entitled “ Using circle game to improve students’ english vocabulary mastery (a classroom action research at fourth grade students of madrasah ibtdaiyah assalam terpadu bengkulu tengah in academic year 2014/2015). The result of this research showed that the use of circle game technique could improve students’ vocabulary mastery.

The studies above have similarities and differences with this research. The similarity is the studies are concerned to specific strategies to improve students' vocabulary mastery. Firstly, Ade melly septiana (2015) used Musical Chairs game to improve students' vocabulary mastery, then Sri nurani (2014) used circle game to improve students' vocabulary mastery. Both of them used the game to improve students' vocabulary mastery. However, it has some differences. Firstly, Ade melly septiana (2015) used Musical Chairs game to improve students' vocabulary mastery; then, Tita atmaja (2014) used Musical Chairs game to improve students' listening skill. And also the kind of the research also different, Ade melly septiana (2015) did the research in an Exprimental research and Tita atmaja (2014) did the research in a classroom action research. The last one, the different population of the research may cause the different findings.

From the explanation above, it is necessary to conduct a research by using specific strategy of teaching in order to improve the students' vocabulary mastery. By conducting this research, it can be investigated the process of Musical Chairs Game can increase fifth grade students' English Vocabulary mastery of MIM Palak Siring in academic year 2014/2015).

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The method of this research was classroom action research. According to Hopkins, classroom action research is a form of studies that is reflective, which is done by the perpetrators of rational action to improve the stability of its actions in implementing tasks and help deepen understanding of the conditions in the practice of teaching.<sup>27</sup> The researcher would conduct the research in the classroom because the researcher believes that vocabulary problems that occurs in fifth year students at MIM Palak Siring South Bengkulu could be overcome through classroom atmosphere.

The researcher was helped by a collaborator. The collaborator was an English teacher at MIM Palak Siring South Bengkulu. The collaborator conducted as the observer who would observe the effectiveness of the strategy that applied by the researcher during the process of teaching and learning in the classroom, student's activeness and self confidence during learning process.

The research was conducted in one cycle. If the first cycle was failed, the researcher will continue it as revision cycle with the second cycle and so forth. The cycle would be conducted in three meetings where the approach that used by the researcher would be implemented repeatedly and simultaneously in order to solve students' problems in learning English vocabulary.

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<sup>27</sup> Muslich Masnur, *Melaksanakan PTK Penelitian Tindakan Kelas itu Mudah* (Jakarta: Bumi Aksara, 2009), p.8

## B. Research Setting and Subject

This research was conducted in the second year students at MIM Palak siring Kedurang academic year 2015/2016, which was located in Palak Siring, Kedurang, South Bengkulu. The researcher chose this class because the students in this classroom have lack of english vocabulary both inside and outside classroom among their friends and teacher because of some problems that they encountered in classroom. It means that they had problems with their vocabulary mastery and English teaching and learning in classroom.

**Table 1. Number of fifth grade students at MIM Palak Siring :**

Grade	Male	Female
V	7 Students	11 tudents

## C. Preliminary Research

Preliminary research was conducted on Friday, Februari 05<sup>th</sup> 2016 in the classroom of second year students at MIM Palak Siring Kedurang. In this preliminary research, the researcher was helped by collaborator to find exact problems that encountered by the students and score that achieved by the students in term of their vocabulary mastery before implementing musical chairs game.

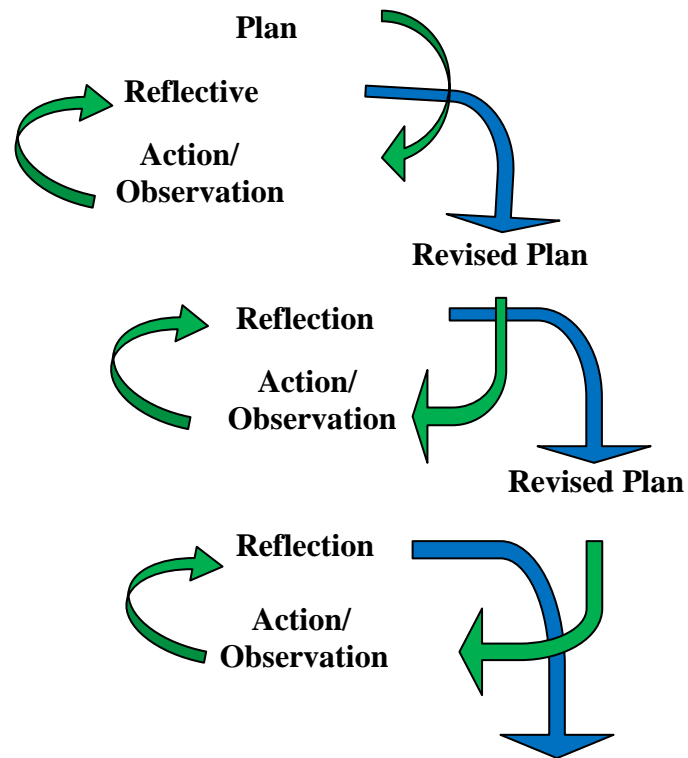
## D. Research Procedure

This research would be composed in one cycle, if the first cycle was fail, the researcher would be continued it with second cycle and so forth. The



research procedure of classroom action research that used by the researcher was Hopkins model.<sup>28</sup>

### The Scheme of classroom action research model



**Figure 1. The Action Research Spiral of Hopkins model**  
 Source : Melaksanakan PTK Penelitian Tindakan Kelas itu Mudah (Masnur Muslich)

#### Cycle I

##### a. Planning

According to Trianto, Planning is a plan outside the implementation of action. In consequence, there are some experts mention

<sup>28</sup> Muslich Masnur, Melaksanakan PTK Penelitian Tindakan Kelas itu Mudah (Jakarta: Bumi Aksara, 2009), p.43

this stage as Pre-Classroom Action Research phase.<sup>29</sup> Therefore, the planning was one of a key of aspect of teaching a successful lesson. In this stage, the researcher would discuss with both of teacher and students about their usual learning process. Furthermore, the most important thing must be prepared the lesson plan and material which will give to the students. Then, develop evaluation and learning observation format was considered as important too.

b. Implementation of action I

In implementation of action one, the researcher used idenfinitive plan that has been prepared in the lesson plan by giving the students some vocabularies with musical chairs game. The researcher would explain about teaching procedure with musical chairs game. Moreover, the evaluation would be given to the students to know how far the improvement of the students to compare it with the next cycle.

c. Observation

Observation procedure would do in implementation of action ongoing, both of them will take places in the same time.<sup>30</sup> In this observation process, the researcher would collect the data from the action and planning that have been prepared, include all of what the students do in the classroom during the action based on observation instrument that made by the researcher. The researcher would helped by an observer as collaborator in this research.

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<sup>29</sup> Trianto, Panduan Lengkap Penelitian Tindakan Kelas (Classroom Action Research) Teori & Praktik (Prestasi Pustaka:2011) p.67

<sup>30</sup> Trianto, Ibid, p. 78

d. Reflection

In this process, the researcher would evaluate the action that has been given to the students. Included evaluation about quality, quantity, time from each action. Then, the researcher did discussion with the collaborator about what the researcher has to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress.

Cycle II

Cycle two would be conducted as better as the cycle one, and it will be do based on the result of the first cycle.

Cycle III

Cycle three was hold as well as the second cycle, and it would do based on the result of the second cycle.

In this research, the researcher would be stopped the cycle if the score received and the student's average score was detain by researcher.

The target score is 7,5.

**E. Indicator of Success**

This classroom action research was success if the using Musical Chairs Game could increase the fifth grade students of English vocabulary mastery of MIM Palak Siring South Bengkulu in academic year 2015/2016 with 70% students had got the score on top of the school standardization, KKM score was 7,5.

## **F. Research Instrument**

In order to support this research, the researcher used some instrument and those instrument are vocabulary test, field note, questionnaire, observation sheet and documentation.

### **a. Vocabulary Test**

According to Trianto (2011), test is a process to measure students' ability and knowledge about material that was given, competence, intelligence and talent that can belong to individual or group. Tests may be constructed primarily as devices to reinforce learning and to motivate the students or primarily means of assessing the students' performance in language. In this research, the researcher was used vocabulary assessment to record the result of vocabulary mastery during the teaching and learning process in classroom through the implementation of musical chairs game.

For the category of vocabulary test, the researcher would assess based on assessing student learning is a critical component of effective teaching and achievement. Therefore, part of the teacher's literacy instructional plan needs to include the assessment of students' vocabulary development. We aligned our progress monitoring of vocabulary with the following instructional goals: (1) to enhance vocabulary development and use, (2) to develop word-learning strategies, and (3) to build word consciousness. One approach in assessing students' vocabulary development is through the use of the rubric. The rubric contains six criteria related to the goals of the vocabulary instructional program. By monitoring students' progress, teachers may use the results to

modify their instruction to meet the needs of individual students, those of the class, and the instructional program.

**Table 2. The percentage of the students' score from English vocabulary mastery will be multiplied by 20 :**

No	Aspect of Vocabulary	Indicator	Item
1	Meaning	Students knows the meaning of certain Words	1, 2, 3,4, 5
2	Use (Grammar)	Students can draw attentions to the use of words	6, 7, 8, 9, 10
3	Spelling and Pronunciation	Students know about what word looks like and can spell certain words correctly	11,12,13,14,15
4	Collocation	Students can give example of a few collocation	16,17,18,19,20

#### b. Field Note

Field note was taken when the researcher conducted the research in classroom. The source of data is from students' activities during teaching and learning process in classroom. The filed note was also used to reflect the next meeting.

#### c. Observation Sheet

In this research, the observation sheet was used by the collaborator to observe the learning progress in classroom both in students' improvement of vocabulary mastery and the effectiveness of musical chairs game in solving students' problems. This data helped the researcher to consider while observing data.

#### d. Interview

Interview was the way used to do assessment of learning process and

its result. On doing interview, the researcher did not prepare the answer as if the interviewer gave free her opinions.

#### e. Documentation

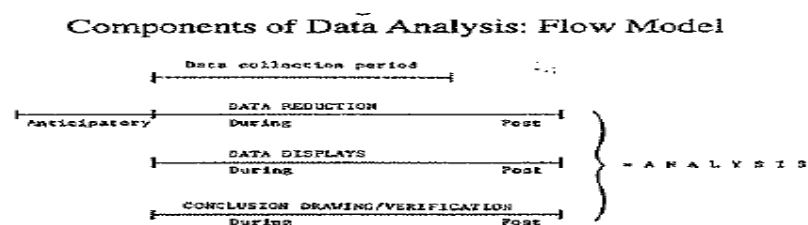
The documentation would be in form of photos. The purpose of this was to show the activities that done by the students during English teaching and learning process of musical chairs game.

### G. Data Collections and Data Analysis

#### a. Data Collections

In qualitative research, data analysis technique was directed to answer research question.<sup>31</sup> As Creswell, Miles and Huberman stated which is quoted by Professor Denis, “Data analysis is an eclectic process occurs simultaneously with data collection, data interpretation and report writing.” In fact, while the researcher was collecting the data, the researcher automatically did analysis too. That is why we named simultaneously this sub title as “data collection” and “data analysis” because both processes cannot be separated. The figure below might give more depiction about the statement above.

**Figure 1. Components of data analysis: Flow Model**



Source: *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Sugiono)

<sup>31</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: CV. ALFABETA, 2013), p.246

The figure above depicts the model of data analysis as well as data collection in qualitative research according to Mathew B. Miles and A. Michael Huberman. They divided the process of analysis into three phases, consisting of Data Reduction, Data Displays, and Conclusion Drawing/Verification.

a. Data reduction

The reduction means summarizing the data, choose the subject matters, focusing on things that are important, look for themes and patterns. Thus, the data that has been on the reduction would give a clearer picture, and facilitate researchers to conduct further data collection, and look for it when necessary.<sup>32</sup>

It is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. In fact, as we saw the figure above, data reduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing the data. Before the data were actually collected, the researcher decided (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose. This definition was called “anticipatory” depicted in the figure.

b. Data display

Looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding, this

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<sup>32</sup> Sugiono., Ibid p. 247

statement is what has been stated by Miles and Huberman (1984). In the qualitative research, the data can be displayed in the form of table, graphic, phi chard, pictogram and other equivalent of them.<sup>33</sup>

By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. And the researcher began to do the next plan of the research based on what the researcher has experienced. After all the results had been displayed, the researcher explained further in the description evaluation.

#### c. Conclusion drawing/verification

According to Miles and Huberman the last step in analysis of qualitative data is withdrawing conclusion and verification.<sup>34</sup> The results of analysis were tested for reliability and validity through triangulation. It is “an attempt to check the truth of the data or information obtained by researchers from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis”.

#### d. Data Analysis

The data will be got from pre-assessment test and some test in the last meeting of every cycle. The result of the students’ vocabulary mastery will be scored based on formulation proposed by Trianto as follow :<sup>35</sup>

$$KB = \frac{T}{T_t} \times 100 \%$$

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<sup>33</sup> Sugiono., Ibid p.249

<sup>34</sup> Sugiono., Ibid p.252

<sup>35</sup> Trianto, *Panduan Lengkap Penelitian Tindakan Kelas (Classroom Action Research) Teori & Praktik* (Jakarta:Prestasi Pustaka, 2011) p.63



Where :

KB = The students' score

T = Total correct answer of the students'

T<sub>t</sub> = Total number of the item

According to Sudijono, the result of the students' competency scored based on five scale interval categories.<sup>36</sup> The categories table can be seen as follow :

**Table 3. Score Interpretation**

Score Interval	Qualification
80 - 100	Excellent
66 - 79	Good
56 - 65	Average
46 - 55	Poor
< 45	Very Poor

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<sup>36</sup> Anas Sudijono, Pengantar Evaluasi Pendidikan, (Jakarta:PT Raja Grafindo Persada, 2015) p.35



## CHAPTER IV

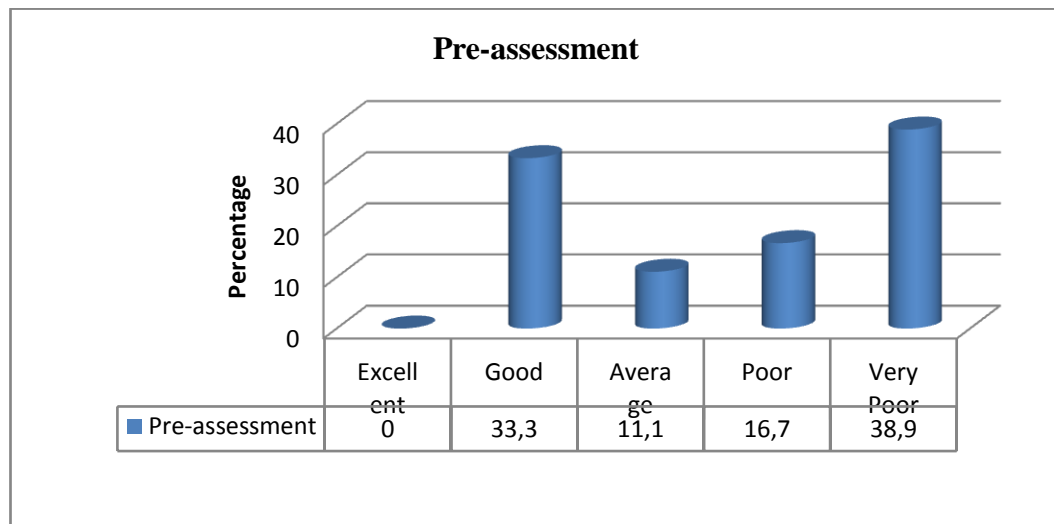
### RESULT AND DISCUSSION

#### A. Result

This chapter describes about the result of the research, namely: pre-assessment, Cycle I, Cycle II, and Cycle III. The result shows that students' ability in English vocabulary mastery was improved. For explanation, see the following action research description:

##### 1. Pre-assessment

Pre-assessment is the first stage for action research. The pre-assessment was conducted on April 09, 2016. It was conducted to get the student's basic skills in English vocabulary mastery. The student's English vocabulary mastery can be described by the following chart:



**Chart 1 : The students' Score of Pre-assessment**

The chart above shows that the students' highest score of English vocabulary mastery was at 33,3 % which included into 'Good' category; and the

students' lowest score was 38,9 % which included 'Very Poor' category. The students' average score was at 16,7 % which included 'Poor' category.

**Table 4: The Percentage of the Result of Pre-assessment**

No	Score Interval	Qualification	Number of the Students	Percentage (%)
1	80 - 100	Excellent	0	0 %
2	66 - 79	Good	6	33,3 %
3	56 - 65	Average	2	11,1 %
4	46 - 55	Poor	3	16,7 %
5	< 45	Very Poor	7	38,9 %

The result of the pre-assessment shows that the students' ability in English vocabulary mastery: there was 6 students at (33,3 %) included into "Good" category, 2 students at (11,1 %) included into "Average" category, 3 students at (16,7 %) included "Poor" category, and 7 students at (38,9 %) included "Very Poor" category. The calculation of the result of the pre-assessment showed that students' ability in English vocabulary mastery before giving treatments were included into "Poor" category with average point at (54,2). For the calculation of the score above, see appendix 21. Based on the data above, it was essential for the researcher to give the treatments in Cycle I, II and III.

## 2. Description of Cycle I

Cycle I was conducted based on the result of Pre-assessment. In this stage, both the researcher and the collaborator implemented the strategy that they have planned. In this case, the researcher applied *Musical Chairs Game* applying the strategy, researcher tried to run it as good as possible based on the procedures.

a. Planning

Before giving the treatment to the students, the researcher and the collaborator discussed about the topic that would like to give to the students and prepared lesson plan and strategy as a guide to teach the students. The teaching technique that is used was *Musical Chairs Game*. It has been selected based on the researchers' belief that the strategy can help the students to solve the problems in English vocabulary mastery of this research. This strategy became focus of this research. In its implementation in the classroom, it must be prepared and need revision to reach the objectives. At this part, the criteria of success to measure the effectiveness of the strategy were also determined. The criteria of success are derived from the problems that must be solved and some other teaching goals to be achieved through the implementation of this strategy.

b. Implementation of Action I and Result

The implementation of Action I was conducted on April 12,15 and 19, 2016. In this cycle, the researcher applied the lesson plan that has designed before. The procedures of Action I meeting I were bellow:

- 1) The teacher greeted the students warmly
- 2) The teacher gave the students warming-up or icebreaker to encourage them to learn English
- 3) The teacher distributed the materials that were used in teaching and learning process inform of some vocabulary with the pictures

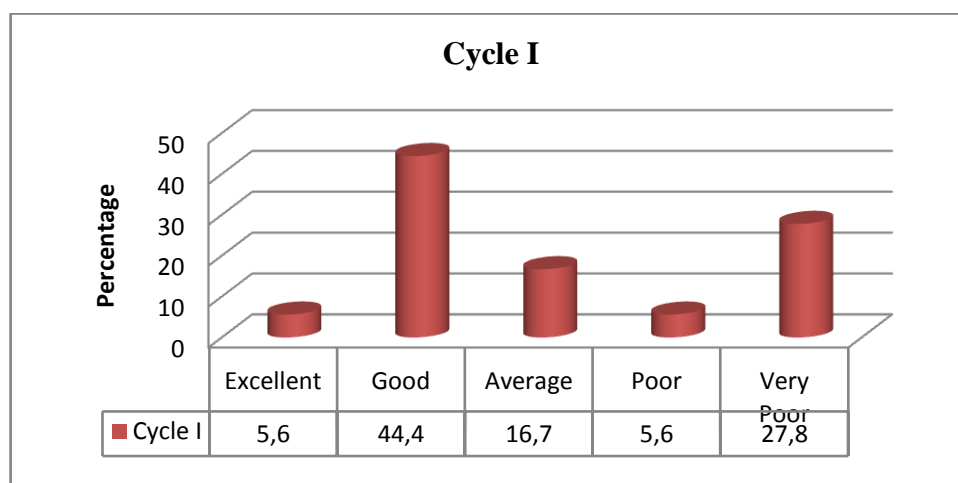
- 4) The teacher and students spelled every letter in the word before pronouncing the word
- 5) The teacher introduced Musical Chairs Game to the students, and how to play it to improve students' English vocabulary mastery
- 6) The teacher and students range the chairs in the circle so there is one chairs for each child , and put a picture card in a chairs.
- 7) Play some music and have the children move or dance around the circle.
- 8) While the music is playing, write a phonic sound on the board .
- 9) When the teacher or one of the children stops the music , the children try to sit on a chairs that has a picture that includes phonic sound.
- 10) The students who are successful to read out the card ( an extra rules is for each successful child to throw a dice to determine how many points she gets for her team )
- 11) The teacher and students discussed together about the vocabularies they have found in the Musical Chairs Game. Then, the teacher give the students more expalanation about food and drink of English Word.
- 12) Asking the students' problem during the teaching and learning process
- 13) Concluding and stressing the materials

14) Giving motivation and previewing of the next meeting materials to encourage the students in order they have good spirit in following the learning and teaching process

15) Closing and leave taking

In cycle I meeting 2, the teacher did the same procedures as cycle I meeting 1. In this meeting, the teacher only gave the students emphasis for the things that they were still confused in the previous meeting. Then, the researcher conducted the improvement based on the collaborator's classroom observation sheet. All suggestions proposed by the collaborator would be conducted by researcher for better result for the next meeting.

In cycle I meeting 3, the teacher only gave the students stressing for some steps of technique in order that the students could remember well about what they have learned. Then, the teacher checked the students' learning progress by giving them test. To see the students' score of cycle I, see the following chart:



**Chart 2: The Students' Score of Cycle I**

The chart above shows that the students' lowest score of English vocabulary mastery was 27,8 % which included 'Very Poor' category; and the students' highest score was 5,6 % which included 'Excellent' category. The students' average score was 16,7 % which included 'Average' category. For better classification of the percentage, see the following table:

**Table 5: The Percentage of the Result of Cycle I**

No	Score Interval	Qualification	Number of the Students	Percentage (%)
1	80 - 100	Excellent	1	5,6 %
2	66 - 79	Good	8	44,4 %
3	56 - 65	Average	3	16,7 %
4	46 - 55	Poor	1	5,6 %
5	< 45	Very Poor	5	27,8 %

Based on the data above, the students' English vocabulary mastery shows that 1 student (5,6 %) were included "Excellent" category, 8 students ( 44,4 %) were included "Good" category, 3 students ( 16,7 %) were included "Average" category, 1 student (5,6) were included "Poor" category, and 5 students (27,8 %) were included "Very Poor" category. The calculation shows that the students' English vocabulary mastery after giving the first treatment was still "Average" category. However, the average points is to better in cycle I ( 62,5 ). For the calculation, see appendix 22.

c. Observation

Observation was conducted by the researcher and collaborator. All of the data and information needed were collected as well as the implementation of cycle I. In this stage; the researcher really wanted the



collaborator give objective description for the researcher's performance in every cycle in order that the collaborator could give constructive suggestion and critics for better result. That is why, the researcher prepared *Classroom Observation Worksheet* to be filled by the collaborator about researcher's performance which covered: 1) how well does the strategy solve the students' problem; 2) how well does the researcher treat or teach the students, and 3) how well is the strategy implemented by the teacher. To see the collaborator responses about the researcher performance in cycle I, see Classroom Observation Worksheet of Cycle I meeting I and Meeting 2 in appendix 6 and 7.

Based on the Classroom Observation Worksheet of cycle I meeting 2 in appendix 7, the teacher has conducted the procedures based on the collaborator's suggestion. The teacher has taught the students well by using Musical Chairs Game. In conclusion, the strategy could be implemented well. The students showed a little progress after getting the treatment in cycle I meeting 2. It indicated that this strategy is potential to solve the students' problem of students' English vocabulary mastery.

In cycle I meeting 3, the teacher gave emphasis for the students about the material. Then, the teacher tried to lessen the students' weakness before giving them test of cycle I.

#### d. Reflection

Based on the data were collected in observation in the process of cycle I meeting 1, 2, and 3, the strategy gave only little progress for the students. However, researcher found that most students basically have

good spirit to learn English. The problem was they look a little confused with the strategy used by teacher in meeting I; it may be their first experience in using specific technique in learning vocabulary. In meeting 2, most of them looked a little familiar with the technique. Another problem was the students lack of concentration during the process of teaching and learning in cycle I meeting 1 and 2. It means that the target of the researcher hasn't achieved yet.

### 3. Description of Cycle II

Cycle II was conducted to follow up the cycle I. In this cycle, the researcher would improve the aspects of teaching strategy that were regarded as non-total performance among the 5 aspects of success in this research. One way is to be more creative, attractive and innovative in applying Musical Chairs Game in order to improve students' English vocabulary mastery. The procedures of cycle II were conducted below:

#### a. Planning

Before giving treatment II, the researcher and the collaborator discussed about prepared lesson plan by their best in teaching the materials based on the result of the cycle I. In the planning, both researcher and collaborator discuss about the emphasis part of process in order to get better result.

b. Implementation of action II and Result

The implementation of cycle II was conducted on April 22, 26 and 29, 2016. In this process, the researcher applied the lesson plan with the procedures as follows:

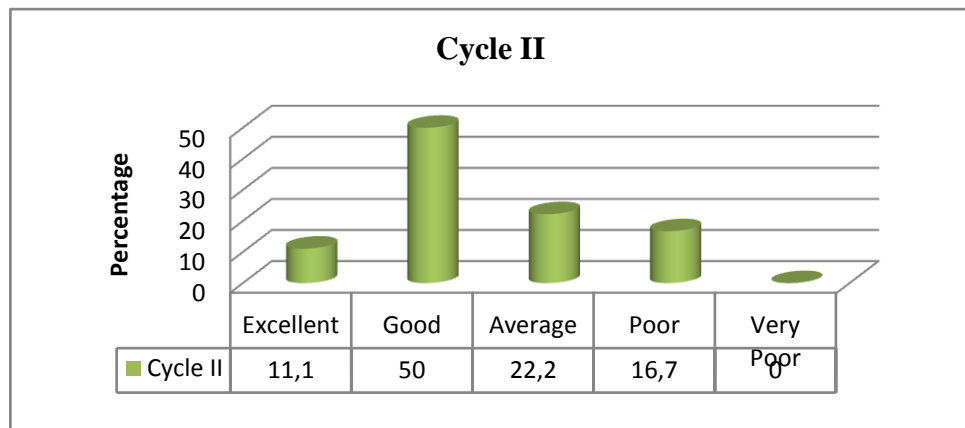
- 1) The teacher greeted the students warmly
- 2) The teacher gave the students warming-up or icebreaker to encourage them to learn English
- 3) The teacher distributed the materials that were used in teaching and learning process inform of some vocabulary with the pictures
- 4) The teacher and students spelled every letter in the word before pronouncing the word
- 5) The teacher introduced Musical Chairs Game to the students, and how to play it to improve students' English vocabulary mastery
- 6) The teacher and students range the chairs in the circle so there is one chairs for each child , and put a picture card in a chairs.
- 7) Play some music and have the children move or dance around the circle.
- 8) While the music is playing, write a phonic sound on the board .
- 9) When the teacher or one of the children stops the music, the children try to sit on a chairs that has a picture that includes phonic sound.

- 10) The students who are successful to read out the card ( an extra rules is for each successful child to throw a dice to determine how many points she gets for her team )
- 11) The teacher and students discussed together about the vocabularies they have found in the Musical Chairs Game. Then, the teacher give the students more expalanation about food and drink of English Word.
- 12) Asking the students' problem during the teaching and learning process
- 13) Concluding and stressing the materials
- 14) Giving motivation and previewing of the next meeting materials to encourage the students in order the have good spirit in following the learning and teaching process
- 15) Closing and leave taking

In cycle II meeting 2, the teacher did the same procedures as cycle II meeting 1. In this meeting, the teacher only gave the students emphasis for the problems that the students found in the previous meeting. Then, the researcher conducted the improvement based on the collaborator's classroom observation worksheet. All suggestions proposed by the collaborator would be conducted by researcher for better result for the next meeting.

In cycle II meeting 3, the teacher only gave the students stressing for some steps of technique in order that the students could remember well about what they have learned. Then, the teacher checked the students'

learning progress by giving them test. To describe the students' score of cycle II, see the following chart:



**Chart 3: The students' score of Cycle II**

Chart above shows that the students' highest score of English vocabulary mastery of cycle II was 11,1 % included "Excellent" category; and the students' lowest score were 16,7 % which included "Poor" category. The students' average score was 50 % which included "Good" category. For percentage classification, see the following table:

**Table 6: The Percentage of the Result of Cycle II**

No	Score Interval	Qualification	Number of the Students	Percentage (%)
1	80 - 100	Excellent	2	11,1 %
2	66 - 79	Good	9	50 %
3	56 - 65	Average	4	22,2 %
4	46 - 55	Poor	3	16,7 %
5	< 45	Very Poor	0	0 %

Based on the data above, the students' English vocabulary mastery shows that 2 students (11,1 %) were included "Excellent" category, 9 students (50 %) were included "Good" category, 4 students (22,2 %) were included "Average" category, and 3 student (16,7 %) were included "Poor" category. The calculation shows that the students' English vocabulary

mastery after giving the second treatment was still “Average” category. The average point is to be better in cycle II (69,7) The result shows improvement for the students English vocabulary mastery. For the clearer calculation, see appendix 23.

c. Observation

The observation was conducted by the researcher and collaborator during the implementation of cycle II. All of the data and information needed in this research were collected by researcher and collaborator. Based on the result of the cycle II and the classroom observation worksheet of cycle II in appendix 8 and 9, the strategy could be implemented very well by the researcher. The strategy seemed to be able to solve the students’ problem in English vocabulary mastery. By conducting the series of activities, the researcher has improved students’ interest in English vocabulary mastery. Step by step, the students made a little progress in their English vocabulary mastery. In this stage, the students looked enjoy doing their activity, and the teacher felt convenient in using Musical Chairs Game. It was proved by the teacher aspects in content organization, presentation/performance, instructor – students’ interaction, as well as instructional material and environment got better.

d. Reflection

Based on the data collected in observation during the process of implementation II, the researcher found that all students became more enjoyable and active in the teaching and learning process. The factor that supported the progress was the students had more concentration during the

process of action. It was really helpful for the researcher to stress more goals for this stage. However, the same problem in cycle I still happened in some of the students. They still had problem in remembering the letters in every word. The students' score in cycle II got improvement, but it was still unsatisfied. To solve this problem, the researcher would be more focus on guiding students in Musical Chairs Game for the next cycle in order they remember the words that consist in every vocabulary which they learn.

#### 4. Description of Cycle III

Action III was conducted based on the problem found in the cycle II. In this cycle, the whole problem that found in cycle II would be overcome. It hoped that the cycle III reach satisfied result.

The procedures of the cycle III was conducted as follow:

##### a. Planning

In cycle III, the researcher conducted it was the same as in cycle I and II. The lesson plan in this cycle was made based on the problem found in cycle II.

##### b. Implementation of Action III and Result

Cycle III was conducted on May 3, 6 and 10, 2016. The cycle III was conducted by implementing the lesson plan that has been prepared before to make the action run well. The procedures of the action III meeting I were as follows:

- 1) The teacher greeted the students warmly
- 2) The teacher gave the students warming-up or icebreaker to encourage them to learn English
- 3) The teacher distributed the materials that were used in teaching and learning process inform of some vocabulary with the pictures
- 4) The teacher and students spelled every letter in the word before pronouncing the word
- 5) The teacher introduced Musical Chairs Game to the students, and how to play it to improve students' English vocabulary mastery
- 6) The teacher and students range the chairs in the circle so there is one chairs for each child , and put a picture card in a chairs.
- 7) Play some music and have the children move or dance around the circle.
- 8) While the music is playing, write a phonic sound on the board .
- 9) When the teacher or one of the children stops the music , the children try to sit on a chairs that has a picture that includes phonic sound.
- 10) The students who are successful to read out the card ( an extra rules is for each successful child to throw a dice to determine how many points she gets for her team )
- 11) The teacher and students discussed together about the vocabularies they have found in the Musical Chairs Game.



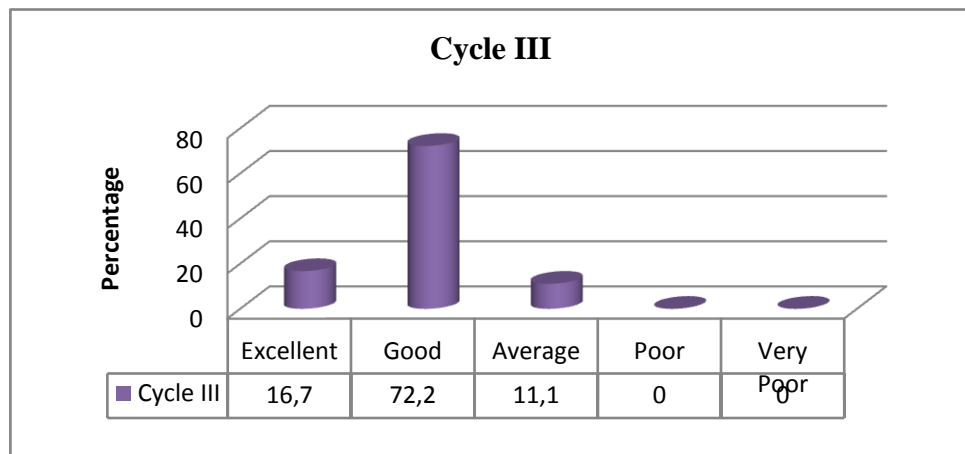
Then, the teacher give the students more expalanation about food and drink of English Word.

- 12) Asking the students' problem during the teaching and learning process
- 13) Concluding and stressing the materials
- 14) Giving motivation and previewing of the next meeting materials to encourage the students in order the have good spirit in following the learning and teaching process
- 15) Closing and leave taking

In cycle III meeting 2, the teacher did the procedures as cycle III meeting 1. In this meeting, the teacher only gave the students emphasis for the problems that the students found in the previous meeting. Then, the researcher conducted the improvement based on the collaborator's classroom observation worksheet. All suggestions proposed by the collaborator would be conducted by researcher for better result for the next meeting.

In cycle III meeting 3, the teacher only gave the students stressing for some steps of technique in order that the students could remember well about what they have learned. Then, the teacher checked the students' learning progress by giving them test. To describe the students' score of

cycle II, see the following chart:



**Chart 4: The students' score of Cycle III**

Chart above shows that the students' highest score of English vocabulary mastery of cycle II was 16,7 % included 'Excellent' category; and the students' lowest score were 11,1 % which included 'Average' category. The students' average score was 72,2 % which included 'Good' category. For percentage classification, see the following table:

**Table 7: The Percentage of the Result of Cycle III**

No	Score Interval	Qualification	Number of the Students	Percentage (%)
1	80 - 100	Excellent	3	16,7 %
2	66 - 79	Good	13	72,2 %
3	56 - 65	Average	2	11,1 %
4	46 - 55	Poor	0	0 %
5	< 45	Very Poor	0	0 %

From the table of the result of cycle III test above, it shows that students' ability in English vocabulary mastery consist of 3 students (16,7 %) were included "Excellent" category, 13 students (72,2 %) were included "good" category, dan 2 students (11,1 %) were included

“Average” category. There was no students who included “Very Poor and Poor” category. The calculation shows that the students’ English vocabulary mastery after giving all treatments was included “Good” category with average point (76,9). See appendix 24 for clearer calculation.

c. Observing

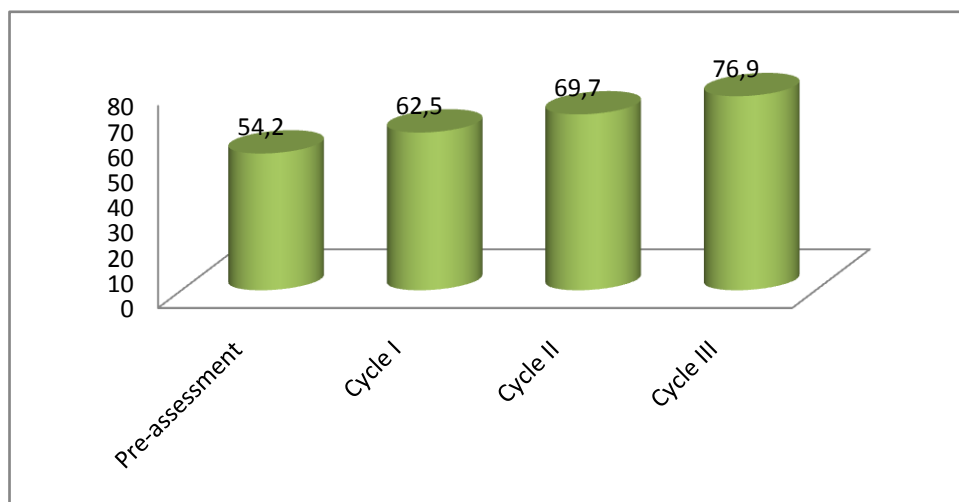
The observation was conducted by the researcher and collaborator during the implementation of cycle III. All of the data and information needed in this research were collected by researcher and collaborator to make a good reflection. Based on the data, the Musical Chairs Game could solve the students’ problem in English vocabulary mastery. The students can repeated, spelt, pronounced and remembered words. In the cycle III, the researcher has attempted to apply the strategy well with the prepared procedures in order to reach the target criteria of success.

d. Reflecting

Based on the data collecting in action III, the researcher found that in this cycle, the students were easier to master vocabulary, remember the word correctly, and spell the words orally as well as pronounce the words. Almost all of the students have understood about the mean and the use of Musical Chairs Game in mastering English vocabulary. Then in this stage the target criteria of success in this research has been reached. Firstly, they became more active in using Musical Chairs Game. Secondly, they enjoy doing their activity by helping each other to spell and pronounce together the vocabulary with picture in paper. Thirdly, the students looked

enjoyable in learning English vocabulary by using Musical Chairs Game. Fourthly, the students' English vocabulary has improved. Last but not least, the teacher felt convenient in using Musical Chairs Game in teaching English vocabulary. In short, from the students' distribution score in cycle III, it was obvious that there was significant improvement made by the students in English vocabulary mastery. The students' average score was included "Good" category. The researcher felt that was enough to conduct the cycle.

To describe students' improvement from pre-assessment, cycle I, cycle II, and cycle III, see the following chart:



**Chart 5: The Students' Improvement**

Based on the chart above, it shows clearly about the students' improvement from pre-assessment till cycle III. In pre-assessment, the students' average score was 54,2 which included 'Poor' category; in cycle I, the students' average score was 62,5 which include 'Average' category; in cycle II, the students' average score was 69,7 which included 'Average' category; and cycle III, the students' average score was 76,9 which included 'Good' category. The

chart above shows that the students had made significant improvement step by step. For improvement percentages of students' score of English vocabulary mastery, see the following table:

**Table 8: The Students' Improvement**

Score Interval	Category	Pre-assessment		Cycle I		Cycle II	
		F	%	F	%	F	%
	Excellent	0	0%	1	5,6%	2	11,1%
	Good	6	33,3%	8	44,4%	9	50%
	Average	2	11,1%	3	16,7%	4	22,2%
	Poor	3	16,7%	1	5,6%	3	16,7%
	Very Poor	7	38,9%	5	27,8%	0	0%
Total		18	100 %	18	100 %	18	100 %

Score Interval	Category	Cycle III	
		F	%
	Excellent	3	16,7%
	Good	13	72,2%
	Average	2	11,1%
	Poor	0	0%
	Very Poor	0	0%
Total		18	100 %

The table above gives clear description about the students' improvement from pre-assessment, cycle I, cycle II, and cycle III. The table shows the significant improvement of English vocabulary mastery made by the students. In conclusion, Musical Chairs Game is appropriate technique to apply in order to improve students' English vocabulary mastery.

## **B. Discussion**

The result of this research shows that the students' English vocabulary mastery was improved after the researcher gave all treatments. The result shows that musical chairs game is one of appropriate teaching game to improve students' ability in English vocabulary. Musical chairs game is an effective game to improve students' English vocabulary at fifth grade students of MIM Palak Siring

South Bengkulu. Then, there were some positive effects of the implementation musical chairs game to improve students' English vocabulary at fifth grade students of MIM Palak Siring South Bengkulu based on the teacher and collaborator in observation; they are: 1) The students becomes more active in improving their English vocabulary mastery; 2) The students' English vocabulary mastery increase as indicated by the average score; 3) The students enjoy learning English vocabulary by using musical chairs game; 4) The students enjoy helping each other in the process of learning English vocabulary; 5) The teacher also feels convenient in using musical chairs game in the process of teaching and learning English vocabulary.

Based on the finding above, According the theory Paul stated that Musical Chairs Game is one of appropriate game to improve English vocabulary.<sup>37</sup> According to Vanita, musical chairs game can be used in teaching English vocabulary in Elementary school.<sup>38</sup> Therefore, based on the positive effect of the implementation musical chairs game to improve students' English vocabulary at fifth grade students of MIM Palak Siring South Bengkulu, the use of musical chairs game relevant with the theories.

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<sup>37</sup> Paul, David, Teaching English to Children in Asia, ( Longman:2003) p. 195

<sup>38</sup> Vanita, Party games for all occasions (New Delhi: Vij multimedia 2011)

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on previous analysis, the conclusions of this research are : Musical Chairs Game can improve students' english vocabulary mastery at fifth grade students in MIM Palak Siring South Bengkulu. Then Musical Chairs Game gives some positive effects in some views at fifth grade students of MIM Palak Siring South Bengkulu, namely: (1) the students become more active in improving their vocabulary mastery; (2) the students enjoy learning vocabulary by using Musical Chairs Game; (3) the students' vocabulary mastery improves as indicated by the average score; (4) the students become more interest in learning English; (5) the teacher also feels convenient in using Musical Chairs Game in the process of teaching and learning vocabulary.

#### B. Suggestion

After conducting this research, the researcher would like to suggest that: (1) it is essential for students, especially for elementary students who are in the basic level of English to improve their vocabulary mastery by finding the best strategy to support their language skill for higher level later; (2) for the teachers who have the same problem with fifth grade students of MIM Palak Siring South Bengkulu, it is helpful to use Musical Chairs Game to solve the problem; (3) for the teachers who want to use this technique in teaching and learning process, it is suggested to explain the steps and also set a number of chairs one less than the number of players (students) are arranged facing outward with the players (students) standing in a circle just outside before

implement the game in classroom; (4) for Elementary School in South Bengkulu, especially for MIM Palak Siring, it is better to explore technique of teaching especially in improving students' English vocabulary mastery in order to give positive effect for the students in process of teaching and learning process, and (5) for other researchers, it is important to conduct other techniques to improve students' ability in English skills and English elements. The techniques will be very helpful for teachers as references to solve learning problems in the classroom.



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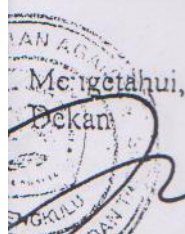
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**KARTU BIMBINGAN SKRIPSI**

Nama Mahasiswa : WAHYUNI ROLA PARAMITA Pembimbing/II : Ali Akbarjono, M  
 NIM : 212 323 8851 Judul Skripsi : Teaching English v  
 Jurusan : Tadris by using musical chairs game for  
 Program Studi : Tadris Bahasa Inggris grade students at MIM Palak Si  
 Bengkulu in academic Year 2015

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Pu Pemb
1.	Jum'at, 03/06/2016	Chapter <u>IV</u> and <u>V</u>	<ul style="list-style-type: none"> <li>- Revise the abstract, follow the current &amp; standard one.</li> <li>- Revise the space of table of content, table, chart, scheme figure and appendix, and give the page in each point.</li> <li>- Revise the paragraph and space.</li> <li>- Give the color in diagram</li> <li>- Give the explanation in scheme of CAR</li> <li>- delete the pointer of paragraph and make it in paragraph</li> <li>- Revise the title format in previous study.</li> </ul>	
2.	Thursday, 09/06/2016	chapter <u>IV</u> and <u>V</u>	<ul style="list-style-type: none"> <li>- Revise motto and acknowledgement.</li> <li>- Table of Content only one space.</li> </ul>	



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 NIM : 212 323 8851 Judul Skripsi : Increasing Young  
 Jurusan : Tarbiyah dan Tadris English Vocabulary mastery using  
 Program Studi : Tadris Bahasa Inggris chairs game for fifth grade student  
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 Year 2015/2016

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Poin
I	Minggu, 13 Maret 2016	Bab I, II, III	Revise the typing & some grammar with	
II	Selasa, 15 Maret 2016	Bab I, II, III	ACC you can see with the first advice	
2.	Tuesday, 09/06/2016	Chapter IV and V	Revise motto and acknowledgement Table of content	

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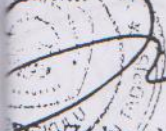
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 NIM : 212 323 8851 Judul Skripsi : Increasing Young l  
 Jurusan : Tarbiyah dan Tadris English Vocabulary mastery using m  
 Program Studi : Tadris, bahasa Inggris chairs: game for Fifth grade s.t  
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No	Hari/Tanggal	Materi Bimbingan	Surat Pembimbing I/II	P Pemb
I	Senin, 25/01/2016	Penyerahan sk Pembimbing	Sesuaikan dengan format baru	W
II	Rabu, 27/01/2016	Bab I, II, III	Sesuaikan dengan kerangka	R
III	Selasa, 23/02/2016	Bab I	perbaiki total backgroundnya dengan pola deduktif	R
IV	Sabtu, 12/03/2016	Bab I, II, III	- Perbaiki judul, dan penulisan di halaman judul - gunakan ibid, opcit, dan jangan gunaa- kan body note. - Perbaiki lagi tata bahasanya - Tambahkan kata pengantar dan daftar pustaka	R

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 NIM : 212 323 8851 Judul Skripsi : Increasing Young  
 Jurusan : Tarbiyah dan Tadris English Vocabulary mastery using  
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III	Selasa, 23/02/2016	Bab I	perbaiki total backgroundnya dengan pola deduktif	A
IV	Sabtu, 12/03/2016	Bab I, II, III	- Perbaiki judul, dan penulisan di halaman judul - gunakan ibid, opcit, dan jangan guna- kan body, note. - Perbaiki lagi tata bahasanya - Tambahkan kata pengantar dan daftar pustaka	A

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Nama Mahasiswa : WAHYUNI ROLA P Pembimbing/II : Ali Akbarjono,  
 NIM : 212 323 8851 Judul Skripsi : Increasing Young  
 Jurusan : Tarbiyah dan Tadris English Vocabulary mastery using  
 Program Studi : Tadris Bahasa Inggris chairs : game for Fifth grade  
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No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Pe
I	Senin, 25/01/2016	Penyerahan SK Pembimbing	Sesuaikan dengan format baru	✓
II	Rabu, 27/01/2016	Bab I, II, III	Sesuaikan dengan kerangka	✓
III	Selasa, 23/02/2016	Bab I	perbaiki total backgroundnya dengan pola deduktif	✓
IV	Sabtu, 12/03/2016	Bab I, II, III	- Perbaiki judul, dan penulisan di halaman judul - gunakan ibid, opcit, dan jangan gun- kan body note. - Perbaiki lagi tata bahasanya - Tambahkan kata pengantar dan daftar pustaka	✓

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Nama Mahasiswa : WAHYUNI ROLA . P Pembimbing/II : Ali Akbarjono, M. P.  
 NIM : 212 323 8851 Judul Skripsi : Increasing Young le  
 Jurusan : Tarbiyah dan Tadris English Vocabulary mastery using mu  
 Program Studi : Tadris Bahasa Inggris chairs : game for Fifth grade stu  
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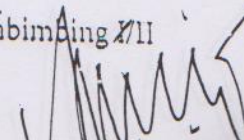
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I	Selasa, 23/02/2016	Bab I	perbaiki total backgroundnya dengan pola deduktif	
I	Sabtu, 12/03/2016	Bab I, II, III	- Perbaiki judul, dan penulisan di halaman judul - gunakan ibid, opcit, dan jangan guna- kan bodynote. - Perbaiki lagi tata bahasanya - Tambahkan kata Pengantar dan daftar pustaka	

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Alamat: Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

**KARTU BIMBINGAN SKRIPSI**

Nama Mahasiswa : WAHYUNI ROLA PARAMITA Pembimbing I/II : Syamsul Rizal, M.Pd  
 NIM : 212 323 8851 Judul Skripsi : Teaching English V  
 Jurusan : TADRIS by using Musical Chairs Game  
 Program Studi : TADRIS BAHASA INGGRIS grade students at MIM Palak Bengkulu in academic year 2015/2016

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	P Penl
1.	Kamis, 16/06/2016	Abstract, chaptre I, II, III IV and V, appendix.	- Revise the abstract - add reference in aspect of vocabulary	
2.	Jum'at 17/06/2016	appendix	- add the data tabulation of Student's Preassess- ment. cycle I, Cycle II and cycle III [data tabulation of Student's post-assessment).	
3.	Senin, 20/06/2016	chapter I - V	A C C	

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**KARTU BIMBINGAN SKRIPSI**

Nama Mahasiswa : WAHYUNI ROLA PARAMITA Pembimbing I/II : Syamsul Rizal,  
 NIM : 212.323.8851 Judul Skripsi : Increasing young  
 Jurusan : Tarbiyah dan Tadris English vocabulary mastery using  
 Program Studi : Tadris Bahasa Inggris chairs game for fifth grade student  
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No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Pen
I	Senin, 25/01/2016	Penyerahan SK Pembimbing		
II	kamis 10/03/2016	Proposal Bab I, II, III	<ul style="list-style-type: none"> <li>- perbaiki judulnya increasing diganti dengan teaching</li> <li>- cari aspek-aspek vocabulary</li> <li>- Buat Instrumennya</li> <li>- Perbaiki research question</li> <li>- Buat kisi-kisi</li> <li>- Gunakan data analysis miles and Haberman.</li> </ul>	
III	Senin, 14/3/2016	Chapter 1-3	Δ C C	1

Mengetahui,

*(Signature)*

*(Signature)*

*(Signature)*

*(Signature)*

*(Signature)*

*(Signature)*

Bengkulu, March 14, 2016

Pembimbing I/II

*(Signature)*

Dr. Zubaedi M. Ag. M. Pd.



KEMENTERIAN AGAMA  
INSTITUT ADAMA ISLAM NEGERI (IAIN) BEKASI  
FAKULTAS TARBIIYAH DAN ILMU KEMASYARAKATAN  
Jalan KH. Abd. Fatah Paksi, Pulo Gadung, Jakarta Timur 13122  
Telp. (021) 84541111

**KARTI** Students were doing a test



**Researcher, Collaborator and Students**





Students were reading the vocabularies in whiteboard

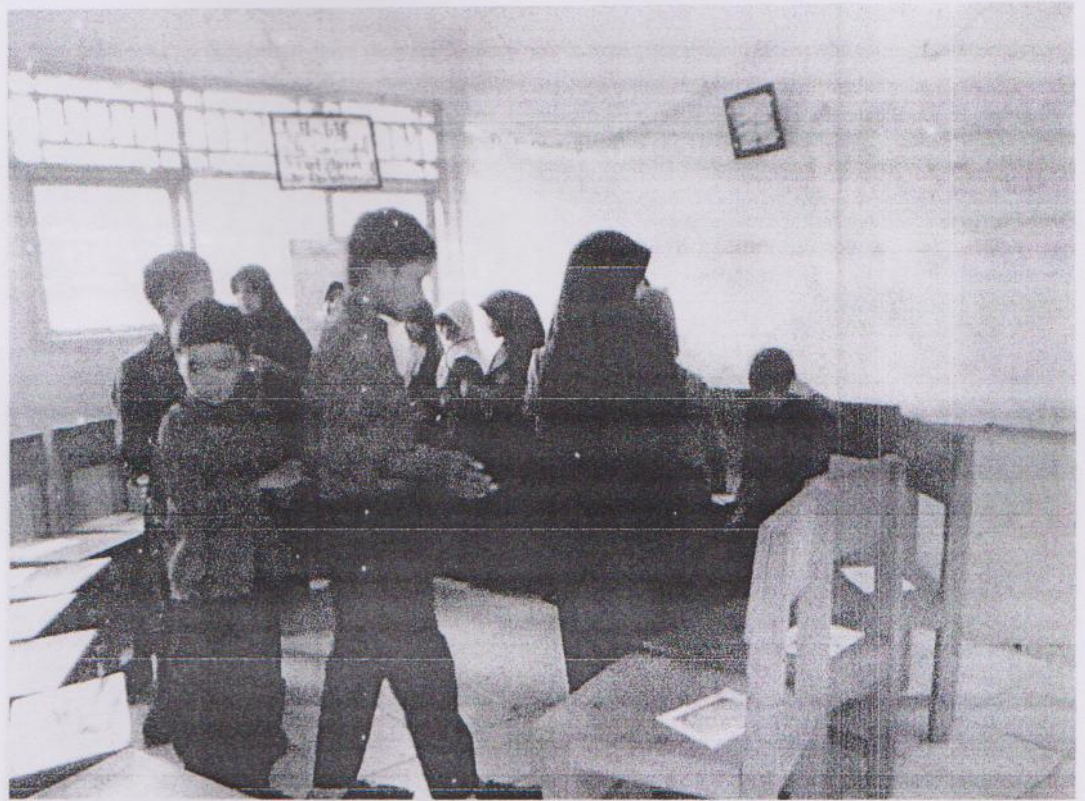


Students were playing Musical Chairs Game





Students were playing Musical Chairs Game



One of the students was reading a word and taking the point in the dice

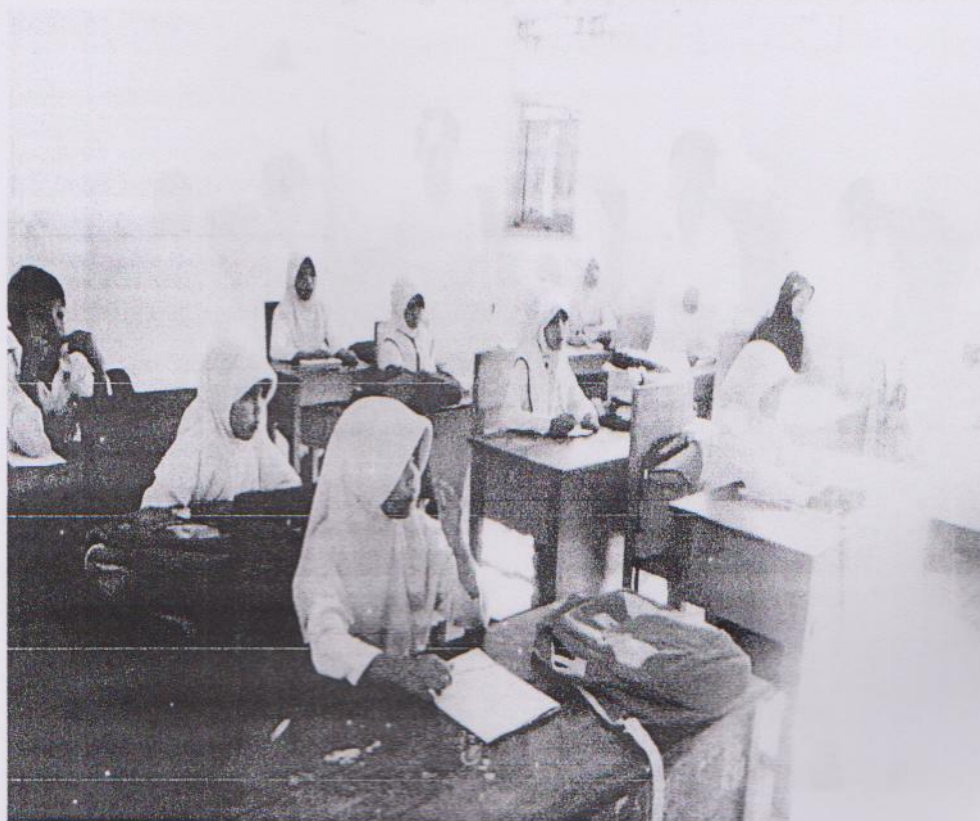




**Researcher was giving the material to the students**



**Students were paid attention the material in learning process**





Researcher was teaching the material to the students



Collaborator was observing the teaching process





**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
MADRASAH IBTIDAIYAH MUHAMMADIYAH  
( MIM ) PALAK SIRING**

*Jalan Lorong Kemang Desa Palak Siring Kec. Kedurang Kab. Bengkulu Selatan, 38553*

**SURAT KETERANGAN PENELITIAN**

Nomor : MI.2- 02/ III. A/ 053 /2016

Yang bertanda tangan dibawah ini, Kepala MIM Palak Siring, dengan ini menerangkan bahwa:

Nama : Wahyuni Rola Paramita  
NIM : 212 323 8851  
Pekerjaan : Mahasiswa  
Jurusan/Prodi : Tadris / Tadris Bahasa Inggris

Telah melakukan penelitian di MIM Palak Siring yang berhubungan dengan judul skripsi “ **TEACHING ENGLISH VOCABULARY BY USING MUSICAL CHAIRS GAME FOR FIFTH GRADE STUDENTS AT MIM PALAK SIRING SOUTH BENGKULU IN ACADEMIC YEAR 2015/2016**”.

Demikianlah surat ini di buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.





## Appendix 55



MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
MADRASAH IBTIDAIYAH MUHAMMADIYAH  
( MIM ) PALAK SIRING  
*Jalan Lorong Kemang Desa Palak Siring Kec. Kedurang Kab. Bengkulu Selatan, 38553*

**SURAT IZIN PENELITIAN**

No:MI.2-02/III.A/007/2016

Dasar : Surat Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu Nomor  
In.11/F.1/TL.00./758 /2016, tanggal 11 April 2016 tentang Permohonan Izin Penelitian

Maka kami menerangkan sebagai berikut:

Nama : Wahyuni Rola Paramita

NIM : 2123238851

Program Studi : S1.TBI

Pekerjaan : Mahasiswa S1.TBI

Judul Penelitian : "TEACHING ENGLISH VOCABULARY BY USING  
MUSICAL CHAIRS GAME FOR FIFTH GRADE  
STUDENTS AT MIM PALAK SIRING SOUTH  
BENGKULU IN ACADEMIC YEAR 2015/2016".

Waktu Penelitian : 11 April s/d 21 Mei 2016

Dengan ketentuan sebagai berikut :

- 1.Tempat Penelitian : MIM Palak Siring, Bengkulu Selatan.
2. Penelitian tersebut khusus dan terbatas untuk kepentingan Studi Ilmiah

Demikianlah surat izin ini diberikan untuk dapat dipergunakan seperlunya.

**Tembusan:**

- 1.Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu
- 2.Ketua Yayasan Muhammadiyah Palak Siring
- 3.Arsip

Appendix 54



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
MADRASAH IBTIDAIYAH MUHAMMADIYAH  
( MIM ) KEBAN AGUNG**

*Jl. Raya Keban Agung Kedurang Km 31 Desa Keban Agung II Kedurang, 38553*

**SURAT KETERANGAN MELAKUKAN TRY OUT**

**Nomor : III.A/1.d/15 /2016**

Yang bertanda tangan di bawah ini :

Nama : Apsan Arjojo, M.Pd.I  
 NIP : 197205031996031002  
 Pangkat/Gol.Ruang : Penata (III/ c )  
 Jabatan : Kepala Madrasah  
 Tempat Tugas : MIM Keban Agung Kec. Kedurang

Menerangkan bahwa:

Nama : Wahyuni Rola Paramita  
 NIM : 212 323 8851  
 Prodi : S-1 Tadris Bahasa Inggris (TBI)  
 Judul Penelitian : Teaching English Vocabulary by Using Musical Chairs Game  
 for Fifth Grade Students at MIM Palak Siring South  
 Bengkulu in Academic Year 2015/2016

Adalah benar telah melakukan **TRY OUT** di sekolah kami pada tanggal 9 April 2016.  
 Demikian surat keterangan ini kami buat dan dapat digunakan sebagaimana mestinya.

Kedurang, 09 April 2016

Kepala Madrasah



Apsan Arjojo, M.Pd.I

NIP. 197205031996031002

Tembusan:

1. Dekan Fakultas Tadris
2. Ketua Yayasan Muhammadiyah
3. Arsip





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

: Jalan Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

nomor : In. 11/F.1/TL.00.1758/2016  
 amp. : 1 (satu) expl proposal  
 isi : Mohon Izin Penelitian

Bengkulu, 11 April 2016

Kepada Yth,  
 Kepala MIM  
 Palak Siring, Bengkulu Selatan  
 Di -  
 Bengkulu Selatan

*Assalamu'alaikum Wr. Wb.*

Demi keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak untuk mengizinkan yang bersangkutan melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul : *TEACHING ENGLISH VOCABULARY BY USING MUSICAL CHAIRS GAME FOR FIFTH GRADE STUDENTS AT MIM PALAK SIRING SOUTH BENGKULU IN ACCADEMIC YEAR 2015 / 2016.*

NAMA : WAHYUNI ROLA PARAMITA  
 NIM : 2123238851  
 Prodi : S1. TBI  
 Tempat Penelitian : MIM Palak Siring, Bengkulu Selatan  
 Waktu Penelitian : 11 April S/D 21 Mei 2016

Demikian surat ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Dekan  
 KEMENTERIAN AGAMA  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU  
 FAKULTAS TARBIYAH DAN TADRIS  
**Dr. Zubaedi, M.Ag, M.Pd**  
 NIP. 196903081996031005

## ANSWER SHEET

## CYCLE III

Name : HANISA RISKI A.

Grade : V (Five)

1	A	B	<del>C</del>	D	h
2	<del>A</del>	B	C	D	h
3	A	B	<del>C</del>	D	X
4	A	B	<del>C</del>	D	h
5	A	<del>B</del>	C	D	h
6	A	<del>B</del>	C	D	h
7	A	<del>B</del>	C	D	X
8	<del>A</del>	B	C	D	h
9	<del>A</del>	B	C	D	h
10	<del>A</del>	B	C	D	h
11	A	B	<del>C</del>	D	h
12	A	B	<del>C</del>	D	X
13	<del>A</del>	B	C	D	h
14	<del>A</del>	B	C	D	h
15	<del>A</del>	B	C	D	X
16	A	B	C	<del>D</del>	h
17	<del>A</del>	B	C	D	h
18	<del>A</del>	B	C	D	h
19	A	<del>B</del>	C	D	X
20	<del>A</del>	B	C	D	h

75

T = 15

F = 5



## ANSWER SHEET

## CYCLE II

Name : Hanisa Riski A.

Grade : V (Five)

1	A	<del>B</del>	C	D	X
2	<del>A</del>	B	C	D	h
3	A	<del>B</del>	C	D	h
4	A	B	<del>C</del>	D	h
5	A	<del>B</del>	C	D	h
6	A	<del>B</del>	C	D	h
7	A	B	<del>C</del>	D	X
8	<del>A</del>	B	C	D	h
9	<del>A</del>	B	C	D	h
10	<del>A</del>	B	C	D	h
11	A	B	<del>C</del>	D	h
12	<del>A</del>	B	C	D	X
13	<del>A</del>	B	C	D	h
14	<del>A</del>	B	C	D	h
15	A	<del>B</del>	C	D	X
16	A	B	C	<del>D</del>	h
17	A	B	<del>C</del>	D	X
18	A	B	<del>C</del>	D	X
19	A	<del>B</del>	C	D	X
20	A	B	C	<del>B</del>	X

50

T : 12

F : 8

## ANSWER SHEET

## CYCLE I

Name : HANISA RISKI A.

Grade : V (Five)

1	A	B	<del>C</del>	D	l
2	<del>A</del>	B	C	D	l
3	A	<del>B</del>	C	D	l
4	A	B	<del>C</del>	D	l
5	A	B	<del>C</del>	D	X
6	A	<del>B</del>	C	D	l
7	<del>A</del>	B	C	D	l
8	A	<del>B</del>	C	D	X
9	<del>A</del>	B	C	D	l
10	A	B	<del>C</del>	D	X
11	A	B	<del>C</del>	D	l
12	A	B	C	<del>D</del>	X
13	A	B	C	<del>D</del>	X
14	<del>A</del>	B	C	D	l
15	A	B	<del>C</del>	D	l
16	A	B	<del>C</del>	D	X
17	A	<del>B</del>	C	D	X
18	<del>A</del>	B	C	D	l
19	A	<del>B</del>	C	D	X
20	A	B	C	<del>D</del>	X

55

T = 11

F = 9

**ANSWER SHEET**  
**PRE ASSESSMENT**

Name : Hanisa Riski A.

Grade : V (Five)

1	<del>A</del>	B	C	D	X
2	A	B	C	<del>D</del>	X
3	A	<del>B</del>	C	D	X
4	A	B	<del>C</del>	D	X
5	<del>A</del>	B	C	D	X
6	<del>A</del>	B	C	D	X
7	A	B	C	<del>D</del>	X
8	<del>A</del>	B	C	D	X
9	A	B	<del>C</del>	D	X
10	A	B	C	<del>D</del>	X
11	A	B	<del>C</del>	D	X
12	A	<del>B</del>	C	D	X
13	A	B	<del>C</del>	D	X
14	A	<del>B</del>	C	D	X
15	A	B	<del>C</del>	D	X
16	<del>A</del>	B	C	D	X
17	A	B	C	<del>D</del>	X
18	A	<del>B</del>	C	D	X
19	A	B	<del>C</del>	D	X
20	A	B	<del>C</del>	D	X

35

$$T = 7$$

$$F = 13$$



Appendix 51

## RELIABILITY

/VARIABLES=PG1 PG2 PG3 PG4 PG5 PG6 PG7 PG8 PG9 PG10 PG11 PG12  
 PG13 PG14 PG15 PG16 PG17 PG18 PG19 PG20 PG21 PG22 PG23 PG24 PG25  
 PG26 PG27 PG28 PG29 PG30 PG31 PG32 PG33 PG34 PG35 PG36 PG37 PG38  
 PG39 PG40

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/SUMMARY=TOTAL.

Reliability

[DataSet0]

Scale: ALL VARIABLES

## Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded <sup>a</sup>	0	,0
	Total	20	100,0

a. Listwise deletion based on all  
 variables in the procedure.

## Reliability Statistics

Cronbach's Alpha	N of Items
,902	40

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item: Deleted	
PG1	20,2500	86,303	-,223	,908	INVALID
PG2	20,3000	78,537	,643	,896	VALID
PG3	20,4000	79,200	,553	,897	VALID
PG4	20,4000	79,832	,482	,898	VALID
PG5	20,3500	80,134	,451	,899	VALID
PG6	20,2000	84,063	,027	,904	INVALID
PG7	20,3000	87,063	-,299	,909	INVALID



11. How to spell it?

- a. Boat      c. Coat  
b. Load      d. Goat



12. How to spell it?

- a. Candle  
b. Bicycle  
c. Handle  
d. Marble



13. How to spell it?

- a. Hospital  
b. Chemical  
c. Classical  
d. Criminal



14. How to spell it?

- a. Train      c. Rain  
b. Trend      d. Brain



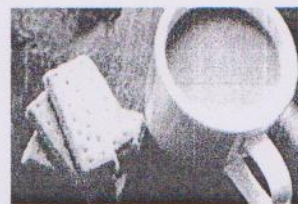
15. How to spell it?

- a. Roddle      c. Noddle  
b. Waffle      d. Candle



16. I go to the market . . . foot.

- a. To                      b. By  
b. For                     d. On



17. I . . . breakfast every morning.

- a. Have                    c. Are  
b. Has                     d. Is



18. ... a pair of trousers.

- a. There is                c. There does  
b. There are              d. There do



19. I go to school . . . bicycle.

- a. To                      c. By  
b. For                     d. Do



20. It is hot in afternoon? Yes, . . .

- a. It is                     c. It is not  
b. You are                d. You are not



Appendix 48  
**POST-ASSESSMENT IN  
 CYCLE I, CYCLE II AND  
 CYCLE III**

Choose the correct answer by crossing (x) a,b,c,or d!



1. It's raining. You must wear a ...  
 a. Blouse                      c. Coat  
 b. Singlet                      d. Dress



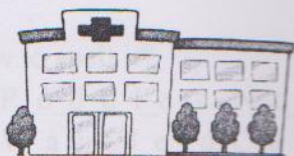
2. What do you eat? I eat a ...  
 a. Watermelon              c. Orange  
 b. Rambutan                d. Peanut



3. There is a ... on the water.  
 a. Ship                        c. Boat  
 b. Raft                        d. Canoe



4. He like ...  
 a. Climbing                    c. Cycling  
 b. Sailing                      d. Boating



5. You go to the ... if you are sick.  
 a. Station                      c. Market  
 b. Hospital                    d. Post office



6. Are they students? Yes, ...  
 a. I am                        c. I am not  
 b. They are                  d. They are not



7. ... I play boxing? No, you don't.  
 a. Do                            c. Does  
 b. Is                             d. Am



8. It ... a fried fish for lunch.  
 a. Is                              c. Were  
 b. Was                          d. Are



9. Are those books on shelf? Yes, ...  
 a. They are                    c. They are not  
 b. It is                         d. It is not



10. What ... the weather? It's very hot.  
 a. Is                              c. Was  
 b. Are                          d. Were



11. How to spell it ?

- a. Train      c. Rain
- b. Trend      d. Brain



12. How to spell it?

- a. Roddle      c. Noddle
- b. Waffle      d. Candle



13. How to spell it?

- a. Boat      c. Coat
- b. Load      d. Goat



14. How to spell it?

- a. Candle
- b. Bicycle
- c. Handle
- d. Marble



15. How to spell it?

- a. Hospital
- b. Chemical
- c. Classical
- d. Criminal



16. ... a pair of trousers.

- a. There is      c. There does
- b. There are      d. There do



17. I go to school . . . bicycle.

- a. To      c. By
- b. For      d. Do



18. I go to the market . . . foot.

- a. To      b. By
- b. For      d. On



19. I . . . breakfast every morning.

- a. Have      c. Are
- b. Has      d. Is



20. It is hot in afternoon? Yes, . . .

- a. It is      c. It is not
- b. You are      d. You are not



Appendix 47

**PRE-ASSESSMENT**

Choose the correct answer by crossing (x) a,b,c,or d!



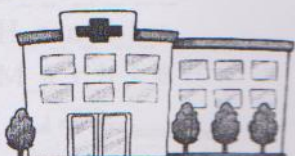
1. He like ...
- |             |            |
|-------------|------------|
| a. Climbing | c. Cycling |
| b. Sailing  | d. Boating |



2. It's raining. You must wear a ...
- |            |          |
|------------|----------|
| a. Blouse  | c. Coat  |
| b. Singlet | d. Dress |



3. There is a ... on the water.
- |         |          |
|---------|----------|
| a. Ship | c. Boat  |
| b. Raft | d. Canoe |



4. You go to the ... if you are sick.
- |             |                |
|-------------|----------------|
| a. Station  | c. Market      |
| b. Hospital | d. Post office |



5. What do you eat? I eat a ...
- |               |           |
|---------------|-----------|
| a. Watermelon | c. Orange |
| b. Rambutan   | d. Peanut |



6. Are those books on shelf? Yes, . . .
- |             |                 |
|-------------|-----------------|
| a. They are | c. They are not |
| b. It is    | d. It is not    |



7. ... I play boxing? No, you don't.
- |       |         |
|-------|---------|
| a. Do | c. Does |
| b. Is | d. Am   |



8. It ... a fried fish for lunch.
- |        |         |
|--------|---------|
| a. Is  | c. Were |
| b. Was | d. Are  |



9. What ... the weather ? It's very hot.

- |        |         |
|--------|---------|
| a. Is  | c. Was  |
| b. Are | d. Were |



10. Are they students? Yes, . . .
- |             |                 |
|-------------|-----------------|
| a. I am     | c. I am not     |
| b. They are | d. They are not |

12	OGA HAYO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	RENDA KUMALA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	RANTI SUGIARTI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	RASYIDIATUL UMAMI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	RERO RISKI	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	SYARIFATUL HUSNA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	YOPALIA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Kedurang, May 20, 2016  
Researcher

Collaborator

*Peji Zarusti*

Peji Zarusti, S.Pd.I

*Wahyuni*

Wahyuni Rola Paramita  
NIM. 212 323 8851



Wahyuni Rola Paramita, S.Pd

NIP. 196906172005011009



ABSEN KEHADIRAN SISWA

Kelas / Semester : V / II  
 Sekolah : MIM Palak Siring  
 Tahun Ajaran : 2015/2016

NO	NAMA	SIKLUS I Pertemuan Ke-			SIKLUS II Pertemuan Ke-			SIKLUS III Pertemuan Ke-		
		1	2	3	1	2	3	1	2	3
1	ADITIYAH	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	AISYAH	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	ARSON	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	AWAN SAPUTRA	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	DESRI ATILAH NINGSIH	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	FEMY INDAH RIANI	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	HANISA RISKI A.	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	IDGRY TRIO SAPUTRA	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	MARIO KADUPA	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	MELDA SEPTA	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	NOPSI APRIANI	✓	✓	✓	✓	✓	✓	✓	✓	✓

NO. TEL. (081) 7200011009



## Appendix 44

**THE CALCULATION OF THE RESULT IN CYCLE III****( KKM = 75 )**

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>	<b>CATEGORY</b>
1	Aditiyah	75	Good
2	Aisyah	90	Excellent
3	Arson	75	Good
4	Awan Saputra	75	Good
5	Desri Atilah Ningsih	75	Good
6	Femy Indah Riani	75	Good
7	Hanisa Riski A.	75	Good
8	Idgry Trio Saputra	75	Good
9	Mario Kadupa	75	Good
10	Melda Septa	75	Good
11	Nopsi Apriani	75	Good
12	Oga Hayo	75	Good
13	Renda Kumala	75	Good
14	Ranti Sugiarti	65	Average
15	Rasyidiatul Umami	95	Excellent
16	Rero Riski	65	Average
17	Syarifatul Husna	95	Excellent
18	Yopalia	75	Good
<b>AVERAGE</b>		<b>76,9</b>	<b>Good</b>

## Appendix 43

**THE CALCULATION OF THE RESULT IN CYCLE II****( KKM = 75 )**

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>	<b>CATEGORY</b>
1	Aditiyah	75	Good
2	Aisyah	75	Good
3	Arson	75	Good
4	Awan Saputra	75	Good
5	Desri Atilah Ningsih	65	Average
6	Femy Indah Riani	75	Good
7	Hanisa Riski A.	60	Average
8	Idgry Trio Saputra	75	Good
9	Mario Kadupa	75	Good
10	Melda Septa	75	Good
11	Nopsi Apriani	60	Average
12	Oga Hayo	65	Average
13	Renda Kumala	75	Good
14	Ranti Sugiarti	55	Poor
15	Rasyidiatul Umami	85	Excellent
16	Rero Riski	55	Poor
17	Syarifatul Husna	85	Excellent
18	Yopalia	50	Poor
<b>AVERAGE</b>		<b>69,7</b>	<b>Average</b>



## Appendix 42

## THE CALCULATION OF THE RESULT IN CYCLE I

( KKM = 75 )

NO	NAME	SCORE	CATEGORY
1	Aditiah	75	Good
2	Aisyah	75	Good
3	Arson	60	Average
4	Awan Saputra	75	Good
5	Desri Atilah Ningsih	60	Average
6	Femy Indah Riani	75	Good
7	Hanisa Riski A.	55	Poor
8	Idgry Trio Saputra	65	Average
9	Mario Kadupa	75	Good
10	Melda Septa	75	Good
11	Nopsi Apriani	45	Very Poor
12	Oga Hayo	45	Very Poor
13	Renda Kumala	75	Good
14	Ranti Sugiarti	40	Very Poor
15	Rasyidiatul Umami	80	Excellent
16	Rero Riski	35	Very Poor
17	Syarifatul Husna	75	Good
18	Yopalia	40	Very Poor
AVERAGE		62,5	Average

## Appendix 41

**THE CALCULATION OF THE RESULT IN PRE-ASSESSMENT****( KKM = 75 )**

NO	NAME	SCORE	CATEGORY
1	Aditiyah	60	Average
2	Aisyah	70	Good
3	Arson Saputra	45	Very Poor
4	Awan Saputra	40	Very Poor
5	Desri Atilah Ningsih	55	Poor
6	Femy Indah Riani	70	Good
7	Hanisa Riski A.	35	Very Poor
8	Idgry Trio Saputra	50	Poor
9	Mario Kadupa	65	Average
10	Melda Septa	70	Good
11	Nopsi Apriani	35	Very Poor
12	Oga Hayo	45	Very Poor
13	Renda Kumala	70	Good
14	Ranti Sugiarti	50	Poor
15	Rasyidiatul Umami	70	Good
16	Rero Riski	35	Very Poor
17	Syarifatul Husna	70	Good
18	Yopalia	40	Very Poor
<b>AVERAGE</b>		<b>54,2</b>	<b>Poor</b>

## Appendix 34

## Field Notes

Grade : V  
Date : April 12, 15 and 19, 2016  
Meeting : I, II, & III cycle I

In this cycle, the students interest to learn English and start to try playing Musical chairs game. Although, they still confused with the game procedures. They start to remember the vocabularies.

Field notes that used in this research



Appendix 21

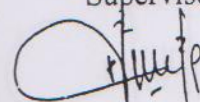
## OBSERVATION SHEET

Subject : English  
 Grade / Semester : V / 2  
 Date : Tuesday, April 12 2016  
 Academic Year : 2015 / 2016  
 Cycle / Meeting : I / I

No	Teacher behaviors who was observed	Result		Comment
		Yes	No	
1	Opening Activities : a. Greeted and checking attendance b. Apperception c. Motivate the students	✓ ✓ ✓		
2	Main Activities : a. Using display appliance b. Basic competence and explanation is coherent c. Standard competence and basic competence is relevant d. Using teaching method in teaching activity e. Doing guidance individually for student who do not understand about the lesson	✓ ✓ ✓ ✓ ✓		Teaching and learning process is good enough but still need improvement
3	Closing : a. Doing evaluation b. Sumarize the material	✓ ✓		

Kedurang, April 12 2016

Supervisor


Peji Zarusti, S.Pd.I

NIP. -



6	Defined unfamiliar terms, concepts, and principles	1	(2)	3
7	Presented examples to clarify points	1	(2)	3
8	Restated important ideas at appropriate time	1	(2)	3

**Comments :**

Give more examples in daily activity

**3. Instructor – Students Interaction**

NO	Aspects	1	(2)	3
1	Encouraged students' questions	1	(2)	3
2	Maintained students' attention	1	(2)	3
3	Asked question to monitor students' progress	1	(2)	3
4	Gave satisfactory answer to students' question	1	(2)	3
5	Paced lesson to allow time for note taking	1	(2)	3
6	Restate questions and answers when necessary	1	(2)	3
7	Responded to nonverbal cues of confusion, boredom & curiosity	1	(2)	3

**Comments :**

Give more attention to student's.

**4. Instructional Material and Environment**

NO	Aspects	1	2	3
1	Maintained adequate classroom facilities	1	(2)	3
2	Prepared the students for the lesson with appropriate assigned reading	1	(2)	3
3	Presented helpful visual materials to support lesson organization and major points	1	(2)	3
4	Provided relevant written assignments	1	(2)	3

**Comments :**

Good but do better for next meeting.

Kedurang, April 12, 2016

Approved by :



Observer

**Peji Zarusti, S.Pd.I**

NIP. -



## Appendix 12

## CLASSROOM OBSERVATION WORKSHEET

## CYCLE I MEETING I

Date : April 12, 2016

Instructor : Wahyuni Rola Paramita

Observer : Peji Zarusti, S.Pd.I

**Directions** : Below is a list of instructor behaviors that may occur within a given class. Please use it as guide to make observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place.

Respond to each statement uses the following scales :

Not observed                      More emphasis recommended                      Accomplished very well  
 1    2    3

Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

## 1. Content Organization

NO	Aspects	1	2	3
1	Made clear statement of the purpose of the lesson	1	②	3
2	Defined relationship or this lesson to previous lessons	1	②	3
3	Presented overview of the lesson	1	②	3
4	Presented topics with a logical sequence	1	②	3
5	Paced lesson appropriately	1	②	3
6	Summarized major points of lesson	1	②	3
7	Responded to problem raised during lesson	1	②	3
8	Related today's lesson to future lessons	1	②	3

Comments :

Teaching process is good but still need more improvement

## 2. Presentation

NO	Aspects	1	2	3
1	Projected voice so easily heard	1	②	3
2	Used intonation to varied emphasis	1	②	3
3	Explained the lesson with clarity	1	②	3
4	Maintained eye contact with the students	1	②	3
5	Listened to the students' questions & comments	1	②	3

The main activities is as the following procedures :

- The students will given the material that had been prepared by the teacher
- The teacher introduced Musical Chairs Game to the students, and how to play it to improve students' English vocabulary mastery
- The teacher and students range the chairs in the circle so there is one chairs for each child , and put a picture card in a chairs.
- Play some music and have the children move or dance around the circle.
- While the music is playing, write a phonic sound on the board .
- When the teacher or one of the children stops the music , the children try to sit on a chairs that has a picture that includes phonic sound.
- The students who are successful to read out the card ( an extra rules is for each successful child to throw a dice to determine how many points she gets for her team )
- The teacher and students discussed together about the vocabularies they have found in the Musical Chairs Game. Then, the teacher give the students more explanation about Hobbies, Clothes and Costumes, Transportations of English Word.

### 3. Closing

To close the class, the teacher do the following activities :

- Asking the students' problem during the teaching and learning process
- Concluding and stressing the materials
- Giving motivation and previewing of the next meeting materials to encourage the students in order the have good spirit in following the learning and teaching process
- Closing and leave taking

### Evaluation

**Form** : Multiple Choice

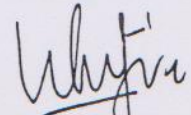
**Scoring** : Based on assessment standard on chapter III

Kedurang, 2016


Collaborator

Researcher

  
**Peji Zarusti, S.Pd.I**

  
**Wahyuni Rola Paramita**  
NIM. 212 323 8851

Approved by  
Headmaster

  
**Roslan Soffry, S.Pd**

NIP. 196906172005011009



## Appendix 3

**LESSON PLAN****CYCLE I**

**Education Unit** : MIM Palak Siring  
**Subject** : English  
**Class/Semester** : V/II  
**Meeting** : Meeting 1  
**Time Allocation** : 2 X 40 Minute

**Standar Competence:****Vocabulary**

Understanding a number of English vocabularies and memorizing their meanings.

**Basic Competence :****Vocabulary**

Understanding various kinds of vocabulary that can be used in spoken language accurately, fluently, and acceptable in everyday context and enlarge the number of the students' vocabulary mastery.

**Teaching Objectives:**

To enlarge the number of students' vocabulary mastery by using Musical Chairs Game.

**Indicators :**

The students are hoped to be familiar to play Musical Chairs Game in order to improve the number of students' vocabulary mastery.

**Materials** : Hobbies  
 Clothes and Costumes  
 Transportations

**Approach** : Musical Chairs Game

**Teaching Procedure**

In cycle I meeting I, the researcher focused on teaching the students about Hobbies, Clothes and Costumes, Transportations by using Musical Chairs Game.

**1. Opening Activities**

In opening activities, the teacher :

- Greeted and checking attendance
- Did warming-up or icebreaker activity

**2. Main Teaching Activities**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

**KARTU BIMBINGAN SKRIPSI**

Nama Mahasiswa : WAHYUNI ROLA : P Pembimbing I/II : Ali Akbarjono,  
 NIM : 212 323 8851 Judul Skripsi : Teaching English  
 Jurusan : TADRIS by using Musical chairs Game for  
 Program Studi : TADRIS BAHASA INGGRIS grade students at MIM Palak  
 Bengkulu in academic year 2015

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	P Pemb
3.	Friday, 10/06/2016	abstrak, acknowledgment, motto, table of Content, chapter I, II, III, IV and V	- Don't copy the thesis. Submit the Original.	
4.	Monday, 13/06/2016	abstrak, acknowledg- ment, Chapter I, II, III IV and V, appendix	- Revise the abstrack and some grammar.	
5.	Wednesday 15/06/2016	abstrak, chapter I, II, III, IV and V, appendix	See to follow the next step	



Bengkulu, ...June....06...2016

Pembimbing I/II