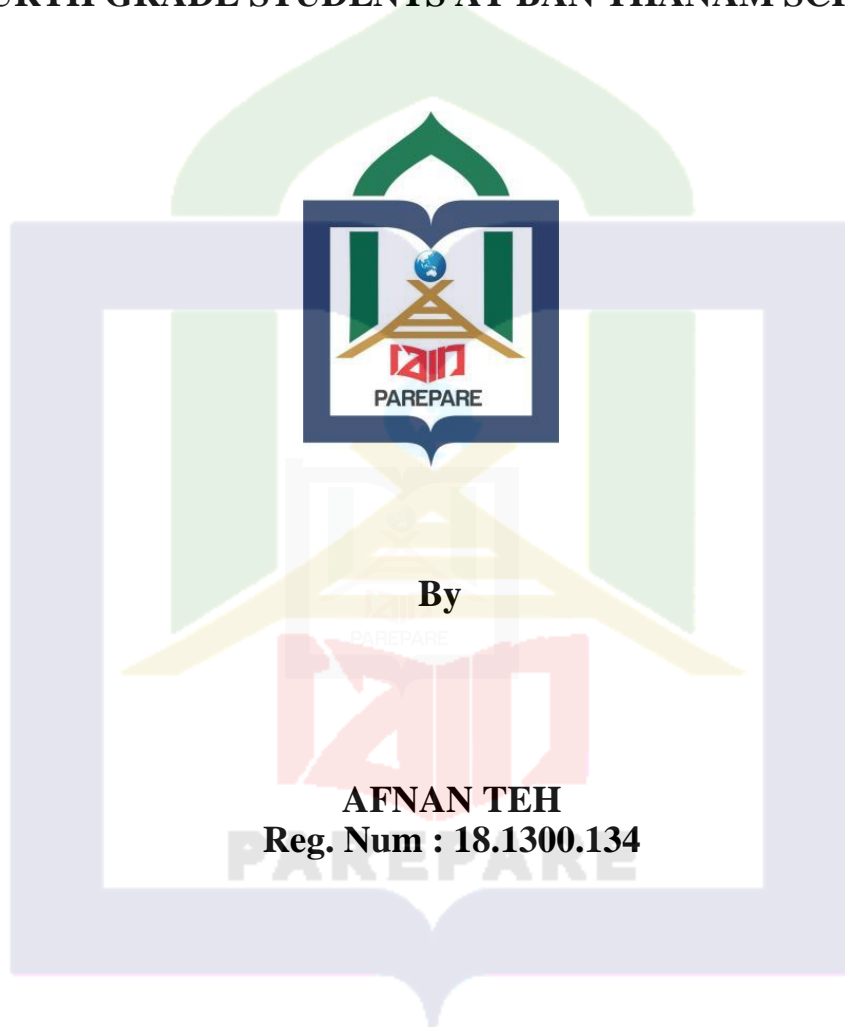


A THESIS

**THE EFFECT OF ENGLISH FOR KIDS LEARN AND PLAY
APPLICATOIN ON VOCABULARY MASTERY OF THE
FOURTH GRADE STUDENTS AT BAN THANAM SCHOOL**



By

AFNAN TEH

Reg. Num : 18.1300.134

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TARBIYAH FACULTY
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PAREPARE**

2023/1445

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PAREPARE

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

**AFNAN TEH
Reg. Num: 18.1300.134**

To

**ENGLISH EDUCATION PROGRAM
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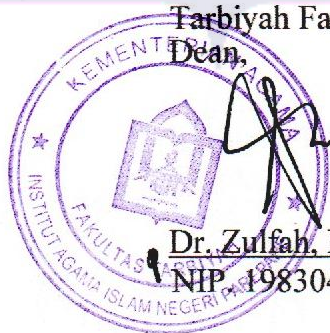
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Fouth Grade students at Ban Thanam school.

Stated this herself was her own writing and if it can be proved that is was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 4th June 2023

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ABSTRACT

Afnan Teh. *The Effect of English for Kids Learn and Play Application On Vocabulary Mastery of The Fourth Grade Students at Ban Thanam School.* (Supervised by Zulfah and Ismail Latif)

The English application for kids learn and play is an English learning application for children or beginners to learn English. In this application, the vocabulary is organized into various categories, there is an accent sound to listen to, there is also a writing option for students and there is a quezz after learning, this application can make students improve their vocabulary. This research aims to examine the English for Kids Learn and Play Application for students vocabulary mastery.

This study used a pre-experimental design with 20 students in total sampling. Researchers conducted research by distributing multiple choice tests and conducting treatment in class. The procedural is done by pre-test / treatment / post test.

This findings shows that English for Kids Learn and Play Application is effective to improve the students vocabulary masyery. The data shows that the means score of posttest is higher than the pretest score and the T-test score shows that the null hypothesis is rejected and alternative hypothesis is accepted

Keyword : Improve Vocabulary Mastery, English for Kids Learn and Play Application.

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CHAPTER I

INTRODUCTION

A. Background

Language is a general communication tool that has many functions in human interaction. Language is also useful for rules and expressions. Language is a social communication tool in the form of sound produced by human speech. For those who need a way to interact with other humans in society, there needs to be a communication tool called language.

In today's society there is progress and there has been a rapid change in variety, especially in the field of information that material and technology. Thai education must be developed to keep pace with the changes. The Ministry of Education recognizes the importance of English. The BE 2544 Basic Education Curriculum Organization and regulates English subjects as subjects in the foreign language group only, which is a basic learning group of one of eight groups by studying in each class starting from elementary school to build a good foundation in the use of English and focus on students' ability to use English. for communication seeking knowledge in various fields as well as guidelines for continuing education to a higher level

The success of learning a foreign language depends on a number of factors. One of the key elements is knowing the vocabulary. Help students understand what others are saying and communicate with others. when students have to learn many words they will definitely use many words to communicate because vocabulary is the basis of language Students must first learn vocabulary to learn and practice listening, reading, writing and speaking skills. As Wichit Panupong (1989:5) has embraced the important role of vocabulary in language

learning that "to speak and write to get meaning you need to know the meaning of word well."¹ Consistent with Wanporn Silakao (1995:15) says, Vocabulary is the basis of language in which learners must learn vocabulary first because it is a component of learning and practicing listening, speaking, reading and writing skills.²

Therefore, vocabulary is very important for learning any language. Vocabulary is the starting point for vocabulary development in all 4 areas, namely listening, speaking, reading and writing, because from vocabulary students can make phrases or sentences to communicate. But if students do not have knowledge of vocabulary learning language by listening, speaking, reading and writing does not work because if students do not have accuracy about vocabulary, it is difficult to apply correctly and fluently. What is different from someone who is precise in terms of vocabulary he will be able to use it correctly and fluently.

Currently it is found that the basic problem of learning the four skills is a vocabulary problem because there is not enough vocabulary knowledge. This is one of the main reasons students fail to succeed in learning. English at school includes listening, speaking, reading and writing skills which are important skills and students need to have a basic vocabulary in order to learn the language well. So it is accepted that "vocabulary" is the heart of language education. However, teaching vocabulary in Thailand has also received little attention and neglect. In terms of teaching vocabulary, it has caused many problems for Thai students in teaching. in which Samut Zen Chaowanich (1997:³ which is in accordance with

¹Nguyen Thu Nhu Y, Thesis: "Using Vocabulary Games to Develop Thai Vocabulary Learning of The First-Year Students at of Social Sciences and Humanities, Ho Chi Minh City, Vietnam" (Bangkok: SWU, 2013), p. 1

²Nguyen Thu Nhu Y, Thesis: "Using Vocabulary Games to Develop Thai Vocabulary Learning of The First-Year Students at of Social Sciences and Humanities, Ho Chi Minh City, Vietnam" (Bangkok: SWU, 2013), p. 1

³Suchada Inthapiew, "Implementation of English Games to Develop English Learning for Prathomsuksa 3 Students in Ban Nam Khaem School, Ban Pak Yang School and Ban Huay Dai

Rungrat Sriprai (1997: 93) who says that in developing the ability to read English, namely in a foreign language, it is important to develop conceptual concepts of relevant vocabulary. Students who do not understand the meaning of words will not be able to hear them. understanding the meaning of not using the wrong meaning of communication is not successful while for writing, students misspell words and write they do not understand clearly, that is if students do not have vocabulary knowledge, learning English speaking, listening, reading and writing will not work.⁴

Santi Saengsuk (1998: 1) and Johnson (2001: 76 – 161), who researched that to build memory in learning vocabulary to be effective, teachers must organize teaching in the form of games because it will make learning more fun.⁵ As Dickerson (Diskerson. 1976: 6454-A) has conducted comparative research on students' vocabulary memory to some extent. using motion games. Inert games and routine activities become teaching materials for each group. based on the game group Move is a game that involves the movement of different body parts. The inert game group is played using flashcards and picture cards, while the normal activity group uses a notebook. The results showed that the game group had higher results than the other two groups and the inert game group got a higher achievement than normal activities.⁶

School, Nam Khaem Subdistrict, Tha Li District, Loei Province ” Srilanchang periscope journal, Issue 2, July–December 2019, p. 51

⁴Suchada Inthapiew, “ *Implementation of English Games to Develop English Learning for Prathomsuksa 3 Students in Ban Nam Khaem School, Ban Pak Yang School and Ban Huay Dai School, Nam Khaem Subdistrict, Tha Li District, Loei Province* ” Srilanchang periscope journal, Issue 2, July – December 2019, p.51-52

⁵Suchada Inthapiew, “ *Implementation of English Games to Develop English Learning for Prathomsuksa 3 Students in Ban Nam Khaem School, Ban Pak Yang School and Ban Huay Dai School, Nam Khaem Subdistrict, Tha Li District, Loei Province* ” Srilanchang periscope journal, Issue 2, July – December 2019, p.52

⁶Suchada Inthapiew, “ *Implementation of English Games to Develop English Learning for Prathomsuksa 3 Students in Ban Nam Khaem School, Ban Pak Yang School and Ban Huay Dai School, Nam Khaem Subdistrict, Tha Li District, Loei Province* ” Srilanchang periscope journal, Issue 2, July – December 2019, p.52

From the above information, it can be found that One of the main weaknesses for many students is inadequate vocabulary knowledge. when students do not understand the meaning of words result in listening and reading that cannot be understood cannot be understood and use the wrong terminology. the cause in Thailand is that teaching vocabulary also gets little attention and neglect. Students are often taught by translating and trying to memorize as many words as they can remember. In this kind of learning, students cannot really communicate in real situations. because there is no opportunity to use the language in its actual context So learning vocabulary is not as effective as it could be. So, learn to teach English. Teachers should make teaching fun. Therefore teachers should use activities to encourage students to have fun while learning which leads to effective use of language. Using game activities because games make learning interesting and fun for students. Therefore, to encourage students to improve vocabulary, the researcher chose to conduct research on Improving the students' vocabulary mastery by using English for kids learn and play application of the fourth grade at Ban Thanam School.

B. Research Question

Based on the above background, the researchers formulated the problem in this study as follows:

- Is the English for Kids Learn and Play Application effective for students vocabulary mastery of the fourth grade students at Ban Thanam school?

C. Objective of the research

Based on the research questions, the researchers formulated the following objectives :

- To examine the effect English for Kids Learn and Play Application to students vocabulary mastery of the fourth grade students at Ban Thanam school

D. Research Significance

The significance of this research is theoretically and practically

1. Benefits of theory

Provides an overview of Effect of English for Kids Learn and Play Applicatoin. On Vocabulary Mastery of The Fourth Grade Students at Ban Thanam School.

2. Benefits of Practice

- a) This research is expected to provide useful information about the Effect of English for Kids Learn and Play Applicatoin. On Vocabulary Mastery of The Fourth Grade Students at Ban Thanam School.
- b) Study This can help other researchers in providing information or references for further research

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the findings of previous related research, some related ideas, theoretical framework and hypotheses. Many researchers have conducted research on improving students' English vocabulary mastery. Findings they are presented sequentially below:

A. Previous Research Findings

Asdur dur Delima Siba Tuara, 2021⁷. It was concluded that the purpose of this study was to determine effectiveness Kahoot application in increasing students' English vocabulary. The research method used is mixed method online using google forms and in-person interviews using zoom. The results of the research show that the use of Kahoot! in learning produce positive views and attitudes towards increasing vocabulary.

Chut Chuchuen et al, 2019⁸. It was concluded that this study aims to apply virtual technology to actually help improve English learning skills for young children. The research method used is experimental with One group pretest posttest design. The results of the study found that using Lesson One application is a learning aid that helps to improve vocabulary and memorization skills with a statistically significant increase at the 0.05 level.

Nafidatul Vindi Riswanto and Siti Zazak Soraya, 2022[Nafidatul Vindi Riswanto and Siti Zazak Soraya, “ Pemanfaatan Aplikasi Game Edukasi Untuk Meningkatkan Kosakata Bahasa Inggris Anak di Desa Kadipaten Ponorogo ”,

⁷ Asdur dur Delima Siba Tuara, “Efektivitas Aplikasi Kahoot dalam meningkatkan kosakata siswa”, Jurnal Pendidikan Di Sebuah Pengajaran, Vol. 8, No. 1, Juni 2021.

⁸ Chat Chuchuen et al "The Learning Outcome of English Subject by Lesson One for Kids Application using Augmented Reality Technology”, Journal of Liberal Arts Maejo University ,Vol 7, No.2, July-December 2019, p. 93

Jurnal Pengabdian Masyarakat, Vol. 4, No. 2, 2022. J. It was concluded that the aim of the research is to increase English vocabulary by using educational game application interesting android based. The method used in this service is asset-based community development (ABCD) approach involving 12 children aged 7-12 years. The results of this study showed that there was an increase in the participants' English vocabulary

Erna Nursyamsiah, 2021⁹. It was concluded that this study aims to improve the English vocabulary mastery of class VII students of SMP Negeri 3 Agrabinta through the application of media duolingo app. This research is research class act. The results of this study indicate that the application of the duolingo application media can improve students' vocabulary mastery. This can be seen from the percentage of students' completeness in the vocabulary mastery aspect of interpreting words in cycle II which reached 91% compared to cycle I, which only reached 55%. The increase obtained is about 36%; the reading aspect in cycle II reached 100%, compared to cycle I which only reached 82%. The increase obtained is about 18%. And the writing aspect in cycle II reached 95.5%, compared to cycle I which only reached 72.7%. The increase obtained was around 23.3%.

Yulian Dinihari, Dian Nazelliana, Purwanti, 2020¹⁰. It was concluded that the purpose of this research is to improve the vocabulary skills of early childhood by using java application. The method used is Research Class Actions. The results of this study were an increase in the child's vocabulary in each cycle.

⁹ Eena Nursyamsiah, "The Application of Duolingo Application Media in Improving English Vocabulary Mastery of Students of SMP Negeri 3 Agrabinta Cianjur", *Journal of Pedagogy*, Vol. 8, No. 1, January 2021, p. 76

¹⁰ Yulian Dinihari et al "Pemanfaatan Aplikasi Java Untuk Meningkatkan Penguasaan Kosakata Anak Usia Dini", *Jurnal Pendidikan Program Studi Bahasa dan Sastra Indonesia*, Vol. 9 No. 1 Juli 2020 .

This was proven in cycle I, the vocabulary mastery of BB 11%, MB 52%, BSH 28%, BSB 21%. The results of cycle II increased as expected, namely an increase in children's vocabulary by more than 50%, BB 0% MB 5%, BSH 26%, BSB 74%.

From the discussion of the research above, the difference between this study and previous researchers is regarding the application, namely previous research using the Kahoot application, Lesson One application, educational game application, Duolingo application and Java application in research, while researchers will use the English for Kids Learn and Play application in research and similarities this research with previous research is to increase students' vocabulary mastery. From the discussion that has been described previously. So it can be seen that many researchers have conducted research on improving students' vocabulary mastery using various applications such as the Kahoot application, the Lesson One application, educational game applications, duolingo applications and java applications. The use of these media can result in an increase in vocabulary mastery which is quite satisfactory. Therefore, the researcher decided to conduct research on the English for Kids Learn and Play application on vocabulary mastery. This will enable them to quickly improve their vocabulary mastery.

B. Some Pertinent Ideas

1. Vocabulary concept

a) Definition of vocabulary

Learning a language cannot be separated from learning vocabulary. Because vocabulary encourages speakers to express opinions, thoughts and feelings in communicating. Vocabulary is the most important component of a language because it influences the four language skills: listening, speaking,

reading and writing. The importance of learning vocabulary is at the heart of language learning both in the mother tongue and in a foreign language.

According to the Oxford English Dictionary, vocabulary is defined as the "total number" of words in a language, words that a person knows, lists of words and their meanings especially on the back of books used to teach foreign languages¹¹. Vocabulary is the total number or list of words, and then it can be an arrangement of forming ideas that can be understood by others, ideas cannot be done without vocabulary.¹²

b) Vocabulary type

(Nithida Adipatnan, 1998) said to teach vocabulary the teacher should consider what level of learning the students are. What kind of vocabulary to use and how much. Therefore, vocabulary can be categorized according to the level of learning, which can be divided into 2 types viz (Active Vocabulary) and (Passive Vocabulary)¹³:

1. Active Vocabulary are the words we need to know in order to speak, write, and communicate with people in that language.
2. Passive Vocabulary are words that we need to know to understand what we hear or read in that language, it is enough to know the meaning used in the sentence. Focusing on students being able to listen and read comprehension. Without focusing on students to use the vocabulary in speaking and writing.

¹¹Ulfayanti "Using Fly Swatter Game to Improve Students Vocabulary Mastery at the First Grade of MTs At-Taqwa Jampue Kab. pinang", (Parepare: IAIN Parepare, 2021), p. 10

¹²Ulfayanti "Using Fly Swatter Game to Improve Students Vocabulary Mastery at the First Grade of MTs At-Taqwa Jampue Kab. pinang", (Parepare: IAIN Parepare, 2021), p. 10

¹³ Uraiwan Sritiwong, "Vocabulary Learning", (http://kruoiysmarteng.blogspot.com/2016/08/blog-post_88.html, August 30, 2016)

Besides that Vocabulary is categorized according to the opportunities used or encountered in each language skill. It can be divided into 4 types as follows : (Later Saengsin, 1984)¹⁴

1. Vocabulary to hear

Vocabulary for listening which is a term often used with young children because he has never learned a language before. These are quite simple words. And learning comes from listening first. Three ways to continuously improve your listening skills for language proficiency that is :

- First, start listening from easy to difficult. Starting from listening to words or sentences used in everyday life.
- Second, listen repeatedly to get used to the accent. pronunciation of words
- When, practice listening regularly to improve all aspects of English learning skills.

while we listenourwill also learn other skills. We can practice pronunciation of words by ourselves, also our vocabulary library has been improved. When we have good listening skills will produce speaking reading properlytour writing and spelling will also improve.

2. Vocabulary to speak

Vocabulary to speak It is a term used in spoken language. which must relate to listening. The vocabulary used in speaking must be able to convey meaning. Vocabulary for speech can be divided into 3 types: vocabulary used at home or among friends. Vocabulary used in study or work and terms used to contact the government or used in everyday life

3. Vocabulary for reading

¹⁴ Uraiwan Sritiwong, “ Vocabulary Learning ”,
(http://kruoiysmarteng.blogspot.com/2016/08/blog-post_88.html, August 30 , 2016)

Vocabulary to read This is the vocabulary used in reading and is very problematic for children learning the language, it is necessary to know the meaning in order to interpret the content. and readable text

4. Vocabulary to write

Vocabulary for writing This is a term used in both formal and informal writing which is considered a high and difficult skill. This is vocabulary that the learner must be taught properly and formally.

c) **Importance learn vocabulary**

The importance of learning vocabulary is to help convey the meaning well and to remember a lot of vocabulary will be able to communicate Semantics can be effective in order to be successful in communicating in various situations.

Vocabulary is an important component of any language. because that's what humans use to convey their feelings and thoughts. Needs or knowledge about using language for communication Knowledge and ability to use one's vocabulary is a key factor in how effective one is in communicating. Vocabulary is important for everyone to learn and keep growing. To be successful in communicating in different situations

(Burns & Lowe, 1966: 48). Vocabulary is important in learning English as a foreign language. If the learner has insufficient knowledge of vocabulary in the new language. Learners will have difficulty communicating their own meaning and needs in using a foreign language. and not being able to understand what he is hearing and not being able to read in a foreign language effectively results in unsuccessful communication¹⁵.

¹⁵ Uraiwan Sritiwong, "Vocabulary Learning", (http://kruoiysmarteng.blogspot.com/2016/08/blog-post_88.html, August 30 , 2016)

(Harmer) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. That is, vocabulary is the main element in communication. Language learners must master a lot of vocabulary in order to be able to use a language both orally and in writing.¹⁶

Wallaya Changkwanyuen (2004: 2) comments that vocabulary learning plays an important role in language learning, be it learning the mother tongue or a foreign language. This is because vocabulary is the most important basic language tool in communication¹⁷.

Based on the discussion above, it can be concluded that vocabulary is the basic unit of language. what students should learn first This is because vocabulary is an important element of learning, including listening, speaking, reading and writing skills. Vocabulary is therefore important that everyone is constantly learning in order to successfully communicate effectively in any situation.

d) Composition lexical

Vocabulary has 3 important components, Sithon Saengthanu and Kid Phongsathat (1978:35) say that the important elements of vocabulary are as follows :

1. Word form (Forms), like the form or spelling of the word, if truly linguistic, the same word has the same meaning. They may have different shapes, like is and 's or will not with won't. On the other hand, man – men, walk – walked have different meanings. because the shape is different, etc.
2. Meaning The meaning of the word has 4 hidden meanings:

¹⁶Ulfayanti "Using Fly Swatter Game to Improve Students Vocabulary Mastery at the First Grade of MTs At-Taqwa Jampue Kab. pinang", (Parepare : IAIN Parepare , 2021), pg. 16

¹⁷Nguyen Thu Nhu Y, Thesis: "Using Vocabulary Games to Develop Thai Vocabulary Learning of The First-Year Students at of Social Sciences and Humanities, Ho Chi Minh City, Vietnam" (Bangkok: SWU, 2013), p. 8

- 2.1. your definitions(Lexical Meaning)including the meaning of the word according to the dictionary In English, a word has many meanings. Some words can be used in hundreds of different meanings. make some people understand Different meanings or lesser known meanings are “idioms” of hundreds of different languages. make some people understand different meanings or meanings that people don't know as "language idioms"
- 2.2. Grammatical meaning(Morphological Meaning)this type of vocabulary When alone, it may be easy to find meaning, such as s. When the suffix is for a specific noun, such as hats, pens indicates the plural meaning of that noun, meaning there is a number. "more than one"
- 2.3. Meaning of word order(Syntactic Meaning)including meanings that have occurred or changed Depending on the order, eg“boat house”different from "houseboat or Is she going home? " different from "he is going home.”
- 2.4. Meaning of rising and falling sound(Intonation Meaning)The meaning of a word changes with the rise and fall of the speaker's voice, be it one or more syllables.
3. Room scope of word usage(Distribution) which has different restrictions depending on the grammar of that language. For English can be classified as follows:
 - 3.1. Grammatical boundaries For example, in English, word order is of utmost importance. Therefore, the position of the word in the sentence is different. make the word have a different meaning
 - 3.2. Scope of spoken and written language Some words are only used in spoken language. not used in written language at all Some words are used exclusively

in written language. If spoken to, will listen to the ear. Listeners will immediately know that the speaker is not a native speaker¹⁸.

3.3. Room scope of language in each area The use of certain terms has different meanings in various regions. And even within the same country there are different local languages¹⁹.

From the discussion above it can be concluded that there are 3 elements of English vocabulary, namely word form, meaning and scope of word use. In terms of meaning, In addition to having a dictionary meaning, it also has a grammatical meaning, the meaning of the word and the meaning of the pronunciation of words that go up and down in terms of the scope of use of the word divided into the scope of the word order, the scope of spoken and written language and the scope of language in each region.

e) **Techniques for teaching English vocabulary**

It is a very important element in learning and teaching. This is because if the teaching technique is not conducive to teaching and learning, teaching, it can't work. Regarding English vocabulary teaching techniques, Sithon Saengthanu and Kid Phongsathat (1978: 36-38) can be summarized as follows²⁰:

1. Vocabulary must be short, straight, and rhyming, for example: fan – man , rat - cat, ect.
2. The words to be taught must be visible to the child and concrete, such as objects.

¹⁸Pencilgreen2530 “ Vocabulary teaching techniques ”,
(http://prncilgreen1.blogspot.com/2010/02/blog-post_5599.html, 10 February, 2010)

¹⁹ Uraiwan Sritiwong, “ Vocabulary Learning ”,
(http://kruoiysmarteng.blogspot.com/2016/08/blog-post_88.html, August 30 , 2016)

²⁰Teacherjune, "Techniques of teaching vocabulary",
(<http://teacherjune.blogspot.com/2013/04/blog-post.html>, April 12, 2013)

3. If teaching new sentences Old words should be used. And have to use old tenses to teach new words. This will make students understand easier and faster.
4. Use simple tools like chalk and meiji paint. hope it helps by highlighting what to emphasize when writing on a board or paper especially red It should only be used to focus on the part you really want to emphasize.
5. Voices that the teacher is unsure of should not be taught until they have checked the truth first
6. Vocabulary notes should ask students to draw a picture. It's entertaining and helps kids remember more than just writing a translation word for word.
7. Oral spelling exercises Children have to spell words with many syllables to separate the syllables. This will make it easier to remember the words. It can be a clap or a knock.
8. Doing additional exercises There should be a lot of illustrations to attract children's attention.
9. Students with pronunciation problems Teachers can do additional exercises. Help to practice pronunciation, especially (Sound Drill) practice pronunciation of words in pairs.
10. Creating lesson plans Teachers from the same class must work together. to get various activities.
11. Use of Thai in English hours Teachers should use it when necessary, for example when explaining methods and students do not understand.
12. Translation and grammar should be included in the activity appropriately. without making children feel bored Because translation and grammar are useful and important for learning Thai children's foreign language.

2. English for kids learn and play application

a) Definition of English for kids

English for Kids is an English learning program for young participants. Even though the participants are still children, they will still be taught the complete four language skills, namely listening, speaking, reading, and writing. The material in English for Kids is related to everyday life which is easy to understand. Children can easily understand and enjoy the learning process because the material is related to everyday things. The goal of English for Kids is to build children's confidence in using English.

English for Kids is specifically for participants aged 7-12 years or the equivalent of elementary to junior high school ages. This program is intended for pre-beginner and beginner students who already understand letters, sounds, or have mastered vocabulary in the English for Small Kids program.²¹

b) Material English for Kids

English for Kids is divided into three levels of proficiency, namely Basic, Intermediate and Advanced. What material is learned at each level?

Basic :

- introduce oneself, asking and telling names
- counting and writing numbers
- recognize color
- answer simple yes/no questions
- talking about animals
- use common verbs: look, listen, smile, draw
- identify clothes in the cupboard
- recognize animals and their parts of body

²¹ Brigitta Winasis, “*Mengenal English for Kids: Yuk Belajar Sejak Dini*”, (<https://lister.co.id/blog/mengenal-english-for-kids-yuk-belajar-sejak-dini/>, 10 April,2022)

- human parts of body
- using verbs of senses
- new vocabularies about things around the places
- talking about families
- sizes; big and small
- express feeling happy or sad with simple sentences
- favorite fruit
- foods and drinks on the menu
- favorite food²²

Intermediates :

- recognize pictures and identify action verbs
- describe and identify appearance
- adjectives and vocabulary to describe appearance
- habitats of animals
- identify likes and dislikes
- at the farm, zoo, house yard
- write simple sentences
- things around towns and directions
- things we eat and drink, groceries and supplies
- things in the birthday party
- identify differences between things
- vocabulary about parts of the house
- things in the bag, classroom and schools
- on the beach, park
- talking about hobbies

²² Brigitta Winasis, “*Mengenal English for Kids: Yuk Belajar Sejak Dini*”, (<https://lister.co.id/blog/mengenal-english-for-kids-yuk-belajar-sejak-dini/>, 10 April,2022)

- night and day
- travel by trains boats and planes²³

advanced. :

- recognize sports and verbs of doing sports
- talking about hobbies
- talking about music, types of music, music instruments
- adjectives to describe temperature
- famous places
- occupations matters at the hospital
- traveling, texting and phoning
- talking about holidays
- communicate in familiar situations
- understand and use basic phrases and expressions
- practice speaking and conversation using English slowly and clearly
- understand basic instructions or take part in simple conversations
- understand basic notices, instructions or information
- complete basic forms and write notes, including times, dates and places²⁴

c) **How to Learn English for Kids**

Teaching English to children requires its own tricks. After the children get used to it, their interest in learning will naturally grow. As a start, these tips can be applied

1) Make it a routine

Make English study sessions a routine. It is better to study in short sessions every day than long but infrequent sessions. Sessions of 15 minutes each

²³ Brigitta Winasis, “*Mengenal English for Kids: Yuk Belajar Sejak Dini*”, (<https://lister.co.id/blog/mengenal-english-for-kids-yuk-belajar-sejak-dini/>, 10 April,2022)

²⁴ Brigitta Winasis, “*Mengenal English for Kids: Yuk Belajar Sejak Dini*”, (<https://lister.co.id/blog/mengenal-english-for-kids-yuk-belajar-sejak-dini/>, 10 April,2022)

day are sufficient. The duration of the sessions can be increased as the children get older. Do the same activity every session. Kids tend to be more comfortable and confident if they know what they're going through.

2) Playing games

Children learn naturally while playing. Some examples of games that can be played are flashcards, Simon says, snakes and ladders, I spy, hangman, and others. Through these various games, children can learn a lot of vocabulary. For convenience, you can also use online games.

3) Using songs

Songs are an effective way to learn new vocabulary and learn pronunciations, especially for children. Not only songs, use movement to make it fun.²⁵

d) English for kids learn and play

The English application for kids learn and play is an English learning application for children or beginners to learn English. Educating those who will practice learning English well. Facilitate access to information such as learning vocabulary, pronunciation of words. There are also games to play after studying. In this application, the vocabulary is organized in various categories

The effect of the English for Kids Learn and Play application on improving vocabulary, from reading parent and novice reviews. Getting a review after using the English for Kids Learn and Play application is a good increase in knowledge. Children remember words better. Teaches vocabulary well, easy to understand, not complicated, suitable for practice and study very well. From the above review it can be concluded that this application is a very good and effective

²⁵ Brigitta Winasis, "Mengenal English for Kids: Yuk Belajar Sejak Dini", (<https://lister.co.id/blog/mengenal-english-for-kids-yuk-belajar-sejak-dini/>, 10 April,2022)

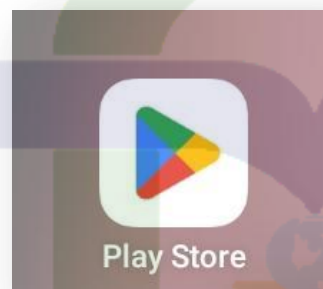
application. because it can improve knowledge well. Easy to understand, not complicated, exciting and fun. This has a positive impact on students, including good vocabulary mastery. English for Kids Learn and Play This is one of the applications that can be downloaded to the mobile. easy to learn can study anywhere and anytime. If you don't have internet, you can to study.

e) Content in the application

In this application, vocabulary is arranged in the form of categories, namely family category, color category, animal category, form category, profession category, letter category, number category, day of the week category, month category, fruit category, vegetables category, bird category, category food, clothing category, kitchen category, living room category, bathroom category, school category, sports category, and body parts category. Each category has beautiful illustrations. the colors are sharp and bright. And there's an accent sound to listen to, too. to make it easier for students to read aloud There is also a writing option for students to practice writing vocabulary. And there are also word games for students to play so students can develop vocabulary memorization or vocabulary mastery. This is the practice of reviewing internal vocabulary after students have learned it. Make learners have fun and enjoy learning English vocabulary and make learning English more effective. This is the practice of reviewing internal vocabulary after students have learned it. Make learners have fun and enjoy learning English vocabulary and make learning English more effective. This is the practice of reviewing internal vocabulary after students have learned it. Make learners have fun and enjoy learning English vocabulary and make learning English more effective. Make learners have fun and enjoy learning English vocabulary and make learning English more effective. This is the practice of reviewing internal vocabulary after students have learned it. Make learners

have fun and enjoy learning English vocabulary and make learning English more effective. Make learners have fun and enjoy learning English vocabulary and make learning English more effective. This is the practice of reviewing internal vocabulary after students have learned it. Make learners have fun and enjoy learning English vocabulary and make learning English more effective.

f) **Install the English for Kids Learn and Play application**



- Open google play store on mobile



- Type English for Kids Learn and Play then find and tap the application that we want to install.

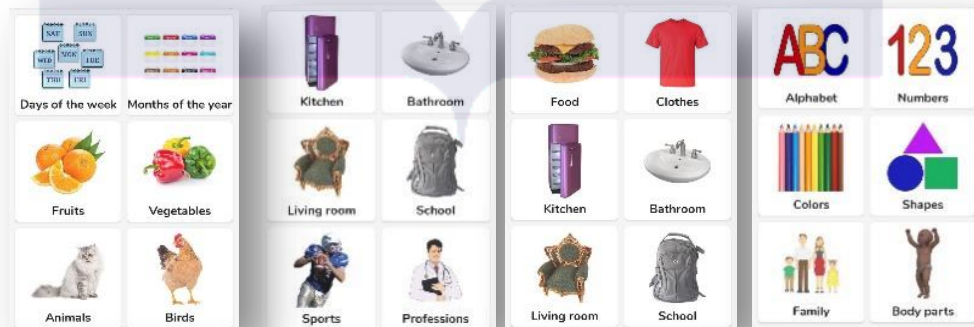


- Then install and open the app.

g) How to use the English for Kids Learn and Play application

- Tap the app. to access the content in it

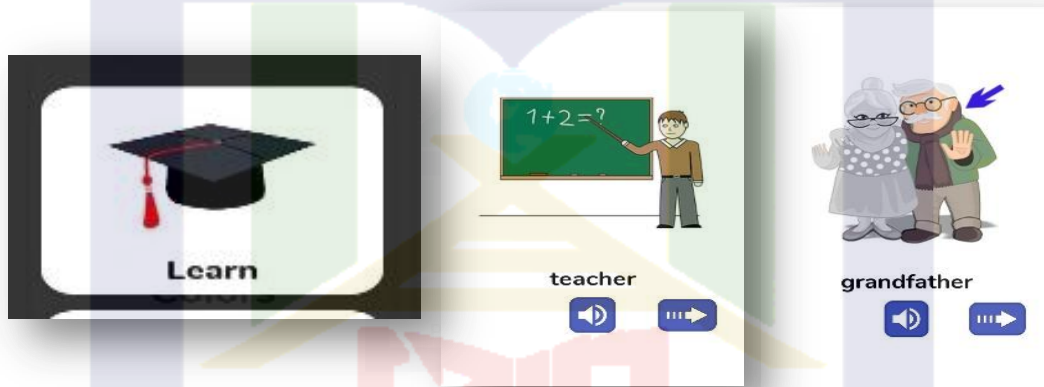
- Then tap " Play "



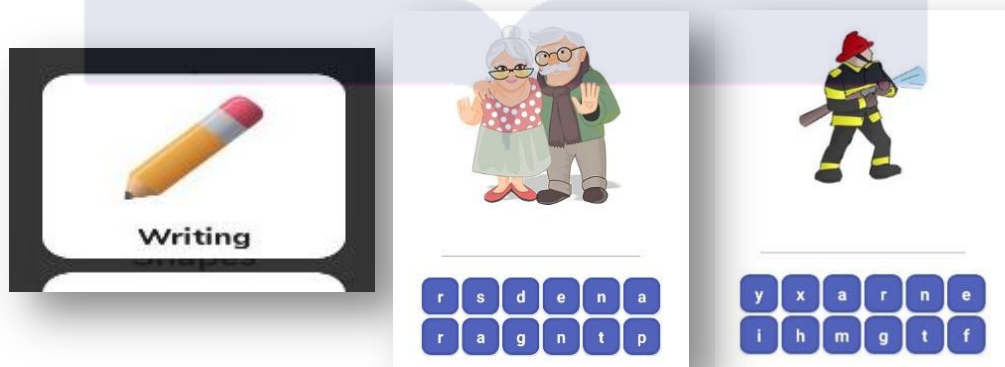
- Going up the word category let's choose to study



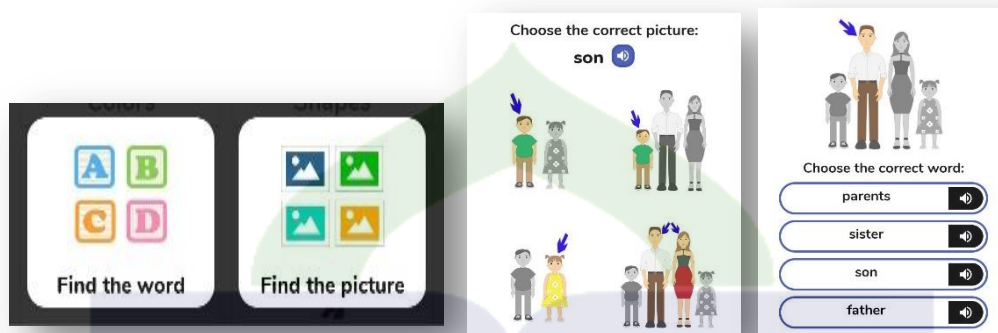
- Tap the word category you want to learn. After that four options will appear: learn, writing, find the word, and find the picture.



- Select "Learn" to start learning.



- Finish studying There will be a quiz for you to take. You can tap "Learn" to review your written vocabulary



- and tapping "find the word" or "find the picture" to review the words you've learned.

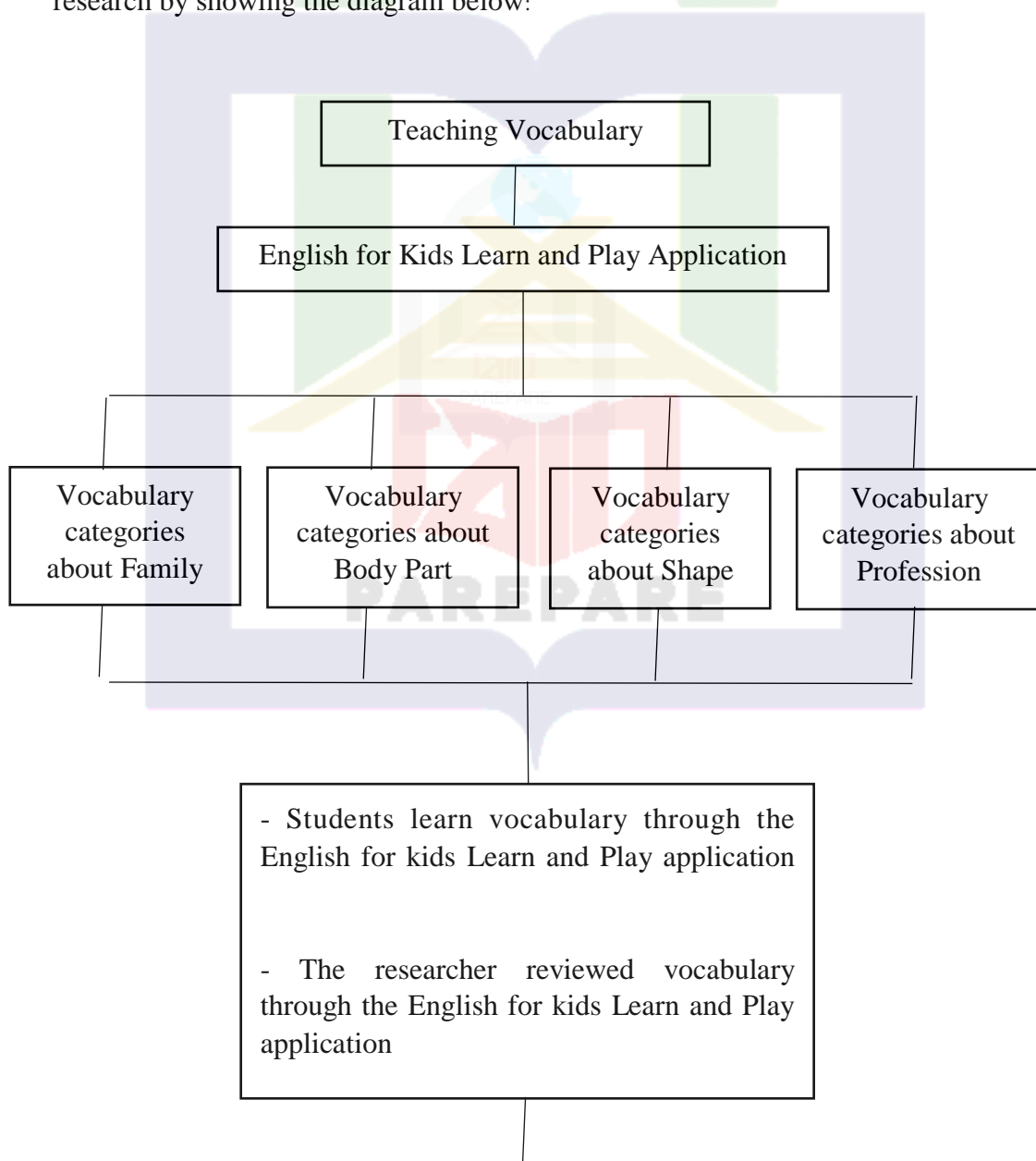
h) **The advantages and disadvantages of the English application for kids learn and play.**

- The advantages of English app for kids learn and play
 1. Is an application that improves knowledge well
 2. Well categorized words
 3. Easy to understand, uncomplicated learning
 4. There are beautiful illustrations. Clear images and bright colors
 5. Is an application that teaches and practices learning vocabulary properly.
 6. Is an application that educates those who are about to start learning English well
 7. Accents to read aloud, listen clearly
 8. Easy to learn words through pictures.
 9. Without internet, can learn
- Disadvantages of English app for kids learn and play
 1. In some categories there are too few words.

2. There are several game options in the app.

C. Conceptual Framework

The main focus of this research is to improve students' English mastery by using the "Application" English for Kids Learn and Play application at Ban Thanam School. The researcher designed the conceptual framework of this research by showing the diagram below:



The Students' Improve Vocabulary

The variables are input, process and output. They are briefly described as follows:

- Input: this refers to the material applied by the seeker in the class, namely vocabulary material.
- Process: this refers to vocabulary teaching materials through the English for kids learn and play application.
- Output: this refers to vocabulary after learning English using the English for kids learn and play application.

Based on this conceptual framework, researchers will focus on research to testimproving students' mastery of English by using "ApplicationEnglish for Kids

D. Hypotesis

Based on the conceptual framework above, the researcher formulates the following hypothesis:

H₀ : English for Kids Learn and Play Application is not significant to be improve students' vocabulary mastery of the fourth grade at Ban Thanam School.

H_A : English for Kids Learn and Play Application significant to be improve vocabulary mastery of the fourth grade at Ban Thanam School.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this study, researchers used a pre-experimental design with one group pre-test and post-test. Pre-test to determine students' vocabulary mastery achievements before being given treatment and Post-test to determine students' vocabulary mastery achievements after being given treatment. The purpose of this test is to show students an improve in vocabulary mastery by using the English for kids learn ang play application. (According to Suchada Inthapiew: 2019)²⁶ in this study the researchers used the design as follows :



Remarks:

T1 = Pre-test (before being given treatment)

X = Treatment (carrying out learning about vocabulary)

T2 = Post-test(after being given treatment)

B. Research Location and Duration

Location and duration of the research at Ban Thanam

School.Researcherwill mengfinishedrighttime in 3 weeks

²⁶ Suchada Inthapiew, “ Implementation of English Games to Develop English Learning for Prathomsuksa 3 Students in Ban Nam Khaem School, Ban Pak Yang School and Ban Huay Dai School, Nam Khaem Subdistrict, Tha Li District, Loei Province ” Srilanchang periscope journal, Issue 2, July–December 2019, Thing.---

C. Population and Sample

Population

The population of this study was the entire research sample, namely all fourth grade students whose total population was 20 people.

Sample

As a sample in this study, researchers will use total sampling to get perfect data. The researcher will take fourth grade students with a total of 20 students as the research sample.

D. Research Instruments

Researchers will use data collection instruments to obtain data using tests. This test is used to measure the ability of students' vocabulary knowledge, intelligence, individual students. The research instrument is an objective test in the form of multiple choices. The test is applied in pre-test and post-test. The pre-test was intended to find out the students' vocabulary before being given treatment, while the post-test was intended to find out the students' vocabulary after being given treatment.²⁷

E. Procedure Of Collecting Data

Pretest is an activity to measure students ability to learn vocabulary before students receive basic knowledge. The pre-test in this study assesses the vocabulary included in the category. The test instrument is a multiple-choice question. Each question is designed to measure the student's success in learning vocabulary.

Posttest is an activity carried out to test the participants' knowledge students after the treatment given. In this study the purpose of the posttest to

²⁷ Ulfayanti "Using Fly Swatter Game to Improve Students Vocabulary Mastery at the First Grade of MTs At-Taqwa Jampue Kab. pinang", (Parepare : IAIN Parepare , 2021), pg. 19

determine the achievement of students' vocabulary mastery after applied treatment. In addition, the influence can be known learning by comparing the pretest and posttest. Test instrument form of multiple choice questions.

F. Treatment

a) Starting with an essential question.

Researchers ask questions to students to find out about the vocabulary that has been taught. and to attract students' attention in the next lesson

b) Designing a plan.

- Researchers will instruct students to upload the English for Kids Learn and Play application. First, researchers will practice how to upload and how to use the application.
- Researchers will instruct students to learn vocabulary through the English for Kids Learn and Play application.
- Researchers reviewed vocabulary lessons using the English for Kids Learn and Play application.

c) Monitoring the students.

Researchers will provide advice and guidance to students when they experience difficulties in learning or using applications.

d) Assess outcome.

The researcher will assess students' vocabulary skills by proposing vocabulary to students using Thai and asking students to answer in English or the researcher asking students for vocabulary using English and asking students to answer using Thai.

G. Procedure Of Data Analysis

In pre-experimental research Data were collected from the pre-test and post-test using SPSS and EXCEL programs to analyze the data. And there are many steps used in data analysis, the steps used are as follows :

1. Scoring the student's correct answer

The data of the researcher's test result for the students activity during the teaching-learning process analyzed by using the pattern as follow :

$$\text{score} = \frac{\text{student correct answer}}{\text{the total number of item}} \times 100$$

2. The score classification of the five classification levels is as follows :

Data on student learning outcomes (tests) were analyzed using independent test samples. A test was conducted to test students' vocabulary memorizing skills using the English for Kids Learn and Play application assigned by the researcher to grade 4 students in the class. A 20-item multiple-choice test was administered. The researcher then compiled the results and assessed students' grades according to the criteria. following in a book written by Suharsimi and edited by Arikunto:

Table 3.1 classification of student scores

No.	Classification	score
1.	very good	80-100
2.	good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤ 39

CHEPTER IV

FINDINGS AND DISCUSSION

This chapter introduces the results of data analysis, and discussion. Results Data are presented in the form of findings (research description) with further explanation in data analysis techniques and discussion.

A. Findinds

Findings consist of data about school identity, students score, classification score, category dan T-test.

4.1. School Identity

Ban Thanam School It is a school located in Tha Nam Village, Panare District, Pattani Province. in the lower south of Thailand The community is predominantly Muslim and most of the children in the village go from kindergarten to elementary school at the Ban Thanam School. Ban Tha Nam School is a public school that has been accredited for the quality of basic education by the Ministry of Education. School-specific descriptions can be found below:

Table 4.1 School Identity

A.School Identity			
1	School name	:	BAN THANAM SCHOOL
2	Educational level	:	TK-SD
3	School Status	:	Country
4	Schooladdress	:	NO. 2 Thanam, Panare, Pattani
5	Village	:	Thanam
6	Subdistrict	:	Panare
7	province	:	Pattani

8	Post code	:	94130
9	No. Tel/Fax	:	073417011 / 0871279577
10	E-mail	:	bantanam2514@gmail.com

4.2. Students Score

4.2.1. Pre-test and post-test scores

Before giving treatment. The researcher was given a pre-test to find out how the Ban Thanam students' vocabulary mastery was before they were given the use of the English for Kids Learn and Play application. There are student pretest results as follows :

Table 4.2 Score of Pretest

No.	Category	Score	Classification
1	Maximum Score	70	Good
2	Minimum Score	10	Very Poor
3	Means Score	33	Very Poor
4	Median Score	30	Very Poor
5	Module Score	25	Very Poor

Table 4.3 Classification of Pre-test Score

No	Classification	Score	Frequency	Percentage
1	VERY WELL	80-100	0	0%
2	GOOD	66-79	1	5%
3	FAIR	56-65	1	5%
4	POOR	40-55	4	20%
5	EXTREMELY POOR	0-39	14	70%

(Source: Student Pretest Classification Ban Thanam School)

The data above shows that of the 20 students there are 1(5%) students in the category good, 1(5%) students in the category Fair, 4(20%) students in the category poor, 14 (70%) students in the very poor category. There are no categories very good.

Students don't included in the very good category because they forgot or not know vocabulary. Some students said that they were studying vocabulary but they forgot again. So that means they are very low at recalling new vocabulary they have learned, and they don't use it in life all day them because they do not have a partner to communicate with.

Next The researcher gave a post-test to students to find out how the students' vocabulary was after being given treatment using the English for Kids Learn and Play application for five meetings, students were able to memorize vocabulary words from the multiple choice test given by the researcher with the correct writing. There are results pos-student test as follows :

Table 4.4 Score of Post-test.

No.	Category	Score	Classification
1	Maximum Score	100	Very Good
2	Minimum Score	50	Poor
3	Means Score	73	Good
4	Median Score	70	Good
5	Module Score	65	Fair

Table 4.5 Classification of Post-test Score

No	Classification	Score	Frequency	Percentage
1	VERY WELL	80-100	7	35%
2	GOOD	66-79	5	25%
3	FAIR	56-65	4	20%
4	POOR	40-55	4	20%
5	EXTREMELY POOR	0-39	0	0%
Σ			20	100%

(Source: Post-test Classification)

Based on the results of the post-test analysis in the table above shows that of the 20 students there are 7 (35%) students in the very good category, 5(25%) students in the category good, 4(20%) students in the category Fair, 4(20%) students in the category poor. There are no categories very poor. This shows that the quality of students' vocabulary learning is at a good level. They learn more vocabulary after being treated use English for Kids Learn and Play Application.

4.2.2. Determine Average Value and Standard Deviation of Pre-Test, Post-test

The following is the calculation process to find out the average value and standard deviation based on the calculation of the student's pre-test and post-test scores as follows :

Table 4.6 The category of the students.

Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation	Categories
Pre-test Experiment	20	10	70	32.50	15,347	Very Poor
Experimental Post-test	20	50	100	73.00	15,678	good
Valid N (listwise)	20					

Source: Output SPSS Statistics

Based on the table above, the researcher can conclude that the Mean from the pre-test thereit's 32.50 which is included in the very poor category and Standard Deviation pre-test is 15,347. While the mean of the post-test is 73.00 which is included in the good category and Standard Deviation is 15,678. This means that students' vocabulary mastery has improve after getting the treatment process using English for Kids Learn and Play Application.

4.3 Percentage Level of Pre-test and Post-test Frequency

Table 4.7 Percentage of Pre-test and Post-test Frequency Levels

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	VERY WELL	81-100	0	7	0%	35%

2.	GOOD	61-80	1	5	5%	25%
3.	FAIR	41-60	1	4	5%	20%
4.	POOR	21-40	4	4	20%	20%
5.	EXTREMELY POOR	0-20	14	0	70%	0%
Total			20	20	100%	100%

The data table above shows the percentage level of the pre-test. There are no students who get categories very good. 1 student gets category good (5%), 1 student gets category fair (5%), 4 students get poor category (20%) and 14 students get category very poor (70%). While the percentage in the post-test of students who got category very good is higher than the percentage on the pre-test. This concludes that students were able to improve their vocabulary after receiving the treatment process by using the English for Kids Learn and Play application.

PAREPARE

Table 4.8 The T dependent Test / Paired Sample Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Means	std. Deviation	std. Error Means	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental Pair 1 Pre-test - Experimental Post-test	-40,500	14.133	3,160	-47,114	-33,886	-12,816	19	.000

Source: Output SPSS Statistics

That if sig. is a t-test hypothesis, the learning outcomes between pretest and posttest differ significantly by 0.05. Conversely, if the sig is greater than 0.05, then there is no significant difference. In the learning effect between the two results it is known that the value of Sig. posttest from the table is $0.00 < 0.05$ so it can be concluded that the average posttest results are significantly different.

The t-test results show that sig. less than 0.05. As a result, H_A (Alternative Hypothesis) states that the English for Kids Learn and Play Application can improve students' vocabulary skills, meaning the hypothesis is accepted. Then, H_0 (Hypothesis Null) which states that the English for Kids Learn and Play Application cannot improve students' vocabulary skills means that the hypothesis is rejected. In conclusion, the use of the English for Kids Learn and Play Application is effective in improving students' vocabulary skills.

B. Discussoin

This section provides a discussion of the findings presented in the previous chapter. This part of the study provide insight into students' vocabulary before being taught using the English for kids learn and play application, how to use the English for kids learn and play application to improve student vocabulary mastery, and improve student vocabulary mastery.

In the first chapter there are one research questions, namely: Is English for Kids Learn and Play Application effective for stdudents vocabulary mastery of the fourth grade students at Ban Thanam school?.

This problem statement has been answered by the previous section of its chapter. The first formulation of the problem is answered with data obtained by research in the pre-test and the second formulation of the problem is answered with data obtained by research in the post-test

1. Mastery of student vocabulary before being taught using the English for Kids Learn and Play Application.

According to the results of the study, the students' vocabulary mastery before being taught with the English for kids lean and play application mostly experienced difficulties in memorizing English vocabulary. As a result, students lack skills in learning English, especially vocabulary skills. Sometimes can not understand the meaning of a word context. And the problem of students is that they think that English is very difficult. This makes students feel uninterested and unmotivated in learning English. So, the researcher concluded that one of the problems that made students lacking in vocabulary mastery was caused by the teacher's strategy used in the learning process which was always translating and memorizing as many words as they could remember so that students felt bored and uninterested in English, therefore, researchers try to solve this problem by

using the English for Kids Learn and Play application. Researchers use the application They face a lot of vocabulary and the learning process with fun challenges and each content has a different topic. This makes students feel happy and easier to memorize and pronounce vocabulary. This is to make students interested, comfortable and not bored in learning English vocabulary in class.

2. How to use the English for Kids Learn and Play Application to improve students' vocabulary mastery.

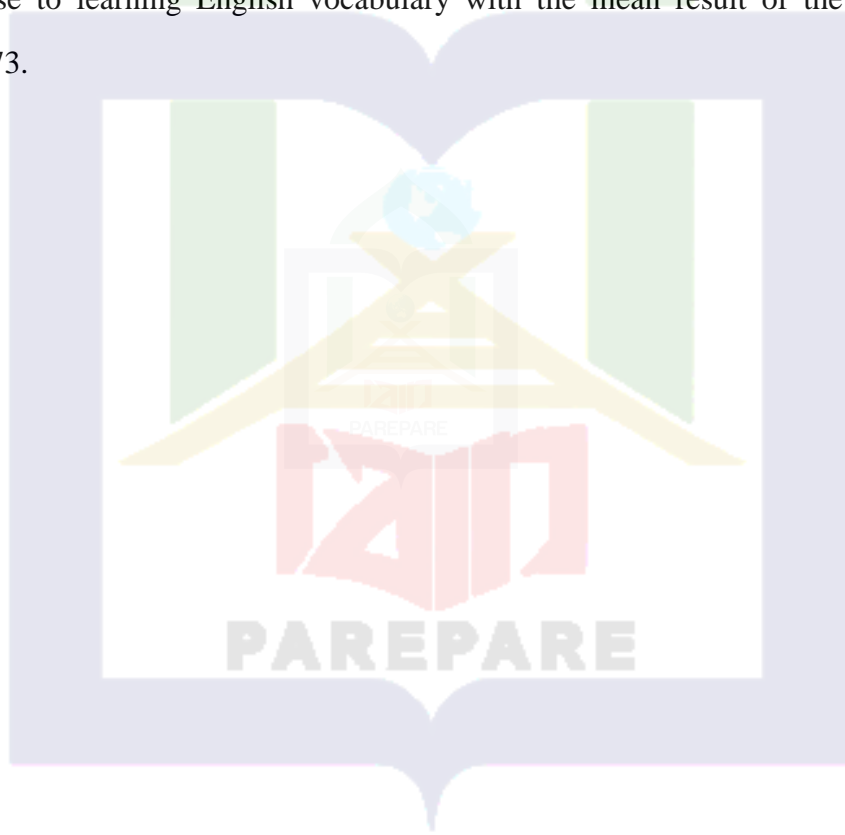
This English for Kids Learn and Play application has the effect of improving students' vocabulary. From the results of the study, it was found that most of the students had very good grades in learning vocabulary. Researchers use this application in conjunction with learning. This application makes the learning process fun because researchers have taught game exercises. and play at the same time. In the learning process using the English for kids Learn and Play application to improve student vocabulary. This application has many categories that students can choose to study and after that four options will appear: Learn, Write, Find the Word, and Find the picture for students to choose to study. After studying there will be a quizz,

This application is great for improving vocabulary mastery because this writing application provides writing with quizzes and then students can review vocabulary. students can find review pictures after they answer the quiz. This makes students improve vocabulary after taking care of it with the English for Kids Learn and Play Application.

From the pre-test, the researcher concluded that the students' vocabulary was still low. It is evident from the results of the pre-test that the score was very low, the average pre-test score was 32.50. After students learn vocabulary from

the English for Kids Learn and Play application, it can effect the improve in student vocabulary.

According to the results of the study, most of the students had better scores in learning vocabulary than the first time. This English for Kids Learn and Play application makes the learning process fun because researchers combine exercises and games while teaching. In this way the researcher can conclude that the English for Kids Learn and Play application makes students have a positive response to learning English vocabulary with the mean result of the post-test being 73.



CHEPTER V

CLOSING

This chapter is presented in two parts, namely conclusions and suggestions. Conclusions are based on the findings of researchers and discussion. The suggestion is based on the conclusion.

A. Conclusion

This study found that effective in improving students' English vocabulary skills after being educated with the English for Learn and Play application at Ban Thanam School was better at improving students' English vocabulary skills. It can be seen, the data shows an average pretest value of 32.50 which is included in the very poor category. Whereas after students receive treatment, student vocabulary has improvement, this can be proven by looking at the average value of student vocabulary in the post-test, namely 73.00 which is included in the good category. From the results above it is known that from the results of the t-test sig. lower than 0.05. As a result, the H_A (Alternative Hypothesis) states that the English for Learn and Play application improves students' English vocabulary skills means the hypothesis is accepted. Then, H_0 (Hypothesis Null) which states that the English for Kids Learn and Play Application cannot improve students' vocabulary skills means that the hypothesis is rejected. In conclusion, the use of the English for Kids Learn and Play Application is effective in improving students' vocabulary skills.

B. Suggestions

There are some suggestions to offer English teachers, English students and other researchers based on the research findings.

1. For English Teachers.

That implementing the English for Kids Learn and Play application is because it can help students learn English, especially learning vocabulary in a fun and enjoyable way. Because English teachers have a very important role in the success of students' English learning.

2. For English Students.

Keep learning and practicing and measuring English vocabulary, discuss with friends if you experience difficulties in vocabulary and enjoy learning English vocabulary.

3. For Other Research.

It is recommended for other researchers who are interested in the same field. In teach vocabulary, the researcher expects pay more attention to their students and more creativity and positive feedback in teaching students. To improve the teaching process and not make students feel bored and do not want to learn English.

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APPENDICES

Appendices 1 : Test Results

No.	Respondents	Test Results		Total	Difference
		Pre-Test	Post-Test		
1	Sharif Sudeng	30	50	80	-20
2	Sititnasuha Sulong	30	90	120	-60
3	Nurfaraeen Puteh	25	70	95	-45
4	Abdulfatah Ngohyeeleh	15	50	65	-35
5	Syarul Ramadhan Bothoh	20	65	85	-45
6	Sofwan Lateh	20	75	95	-55
7	Ilham Jehda-oh	40	85	125	-45
8	Sitinurhaleeza Beraheng	65	100	165	-35
9	Imron Chema	40	70	110	-30
10	Arina Samaeng	50	100	150	-50
11	Nurhuna Khareng	25	85	110	-60
12	Nasa-i Chena	20	65	85	-45
13	Nureman Madiyoh	40	90	130	-50
14	Sharif Bo-ing	10	50	60	-40
15	Farut Samaeng	25	55	80	-30
16	Muhammad Iltifat Yusoh	25	65	90	-40
17	Mardiyah Kueji	35	85	120	-50
18	Sakeera Kornkaew	70	70	140	0
19	Nurzulfa Saa	35	65	100	-30
20	Ilman Nawae	30	75	105	-45



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : AFNAN TEH
NIM : 18.1300.134
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA
INGGRIS
JUDUL : THE EFFECT OF ENGLISH FOR KIDS
LEARN AND PLAY APPLICATOIN ON
VOCABULARY MASTERY OF THE
FOURTH GRADE STUDENTS AT BAN
THANAM SCHOOL

Instrument penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-expriment dengan memberikan pre-test dan post-test yang sama dengan pada kelas ekspremen serta dilengkap dengan instruksi pada instrument sebagai berikut:


Appendices 2 : Instrumen Pre-Test


VOCABULARY TEST


Name : Surname.....


Class : No.....


Part 1 : Choose and cross (x) the correct answer.

1.  Who is the person in the picture?
 a. father b. mother c. grandfather
 d. grandmother

2.  Who is the person in the picture?
 a. parents b. grandparents c. father d. mother

3.  Who is the person in the picture?
 a. grandfather b. father c. mother d. son

4.  Who is the person in the picture?
 a. grandmother b. grandfather c. father d. mother

5.  Who is the person in the picture?
 a. grandparents b. father c. sistet d. brother

6. My father works at a hospital, my father is....?

- a. doctor b. fireman c. students d. teacher

7. Save the lives of the victims in the fire. Who is.....?

- a. student b. fireman c. police d. nurse

8. Who transfers knowledge to students. Who is....?

- a. students b. police c. teacher d. pilot

9. Patient caregiver. Who is.....?

- a. chef b. pilot c. soldier d. nurse

10. Who seek knowledge. Who is....?

- a. student b. teacher c. doctor d. nurse

11. What shape is it?



- a) hexagon
- b) circle
- c) triangle
- d) heart

12. What shape is it?



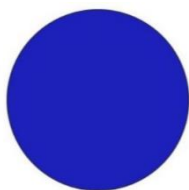
- a) square
- b) oval
- c) diamond
- d) rectangle

13. What shape is it?



- a) circle
- b) heart
- c) triangle
- d) star

14. What shape is it?



- a) oval
- b) star
- c) circle
- d) diamond

15. What shape is it?



- a) square
- b) star
- c) circle
- d) triangle

16. What is the english language of “ Hidung ”

- a) Head
- b) Nose
- c) Ear
- d) hair

17. What is the english language of “ Mulut ”

- a) Face
- b) Toe
- c) Mouth
- d) Hand

18. What is the english language of “ Leher”

- a) Neck
- b) Lip
- c) Hair
- d) Leg

19. What is the english language of “lutut”

- a) Leg
- b) Chest
- c) Knee
- d) Hand

20. What is the english language of “Rambut”

- a) Ear
- b) Foot
- c) Lip
- d) Hair



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FOURTH GRADE STUDENTS AT BAN
THANAM SCHOOL

Instrument penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-expriment dengan memberikan pre-test dan post-test yang sama dengan pada kelas ekspremen serta dilengkapi dengan instruksi pada instrument sebagai berikut:

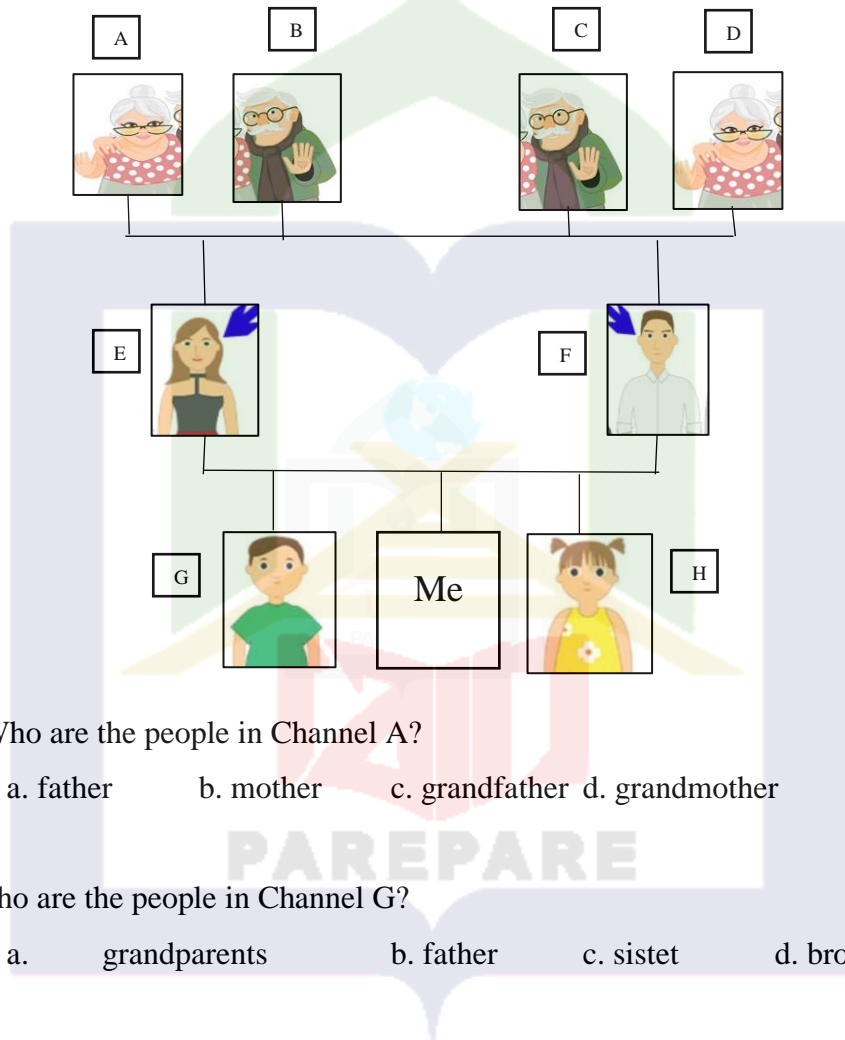
Appendices 3 : Instrumen Post-Test

VOCABULARY TEST

Name : Surname.....

Class : No.....

Part 1 : Choose and cross (x) the correct answer.




1. Who are the people in Channel A?
 - a. father
 - b. mother
 - c. grandfather
 - d. grandmother


2. Who are the people in Channel G?
 - a. grandparents
 - b. father
 - c. sister
 - d. brother


3. Who are the people in Channel F?
 - a. grandmother
 - b. grandfather
 - c. father
 - d. mother


4. Who are the people in Channel H?
 - a. parents
 - b. sister
 - c. father
 - d. mother


5. Who are the people in Channel C?
a. grandfather b. father c. mother d. son


6.  Who is the person in the picture?
a. students b. policeman c. teacher d. pilot

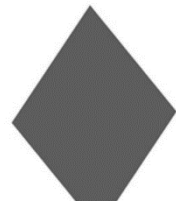
7.  Who is the person in the picture?
a. chef b. pilot c. soldier d. nurse


8.  Who is the person in the picture?
a. students b. policeman c. teacher d. pilot

9.  Who is the person in the picture?
a. doctor b. astronaut c. students d. teacher

10.  Who is the person in the picture?
a. pilot b. scientist c. mechanic d. engineer

11. What shape is it?

a) hexagon
b) circle
c) triangle
d) heart

12. What shape is it?

a) square
b) oval
c) diamond
d) rectangle

13. What shape is it?

a) circle

- b) heart
- c) rectangle
- d) star

14. What shape is it?



- a) heart
- b) oval
- c) star
- d) rectangle

15. What shape is it?



- a) square
- b) circle
- c) diamond
- d) StarPart

16. What is the english language of “ Tangan ”

- a) Hand
- b) Foot
- c) Knee
- d) Eye

17. What is the english language of “ Jari ”

- a) Neck
- b) Finger
- c) Toot
- d) Lip

18. What is the english language of “ Muka ”

- a) Arm
- b) Finger
- c) Face
- d) Mouth

19. What is the english language of “ Bibir mulut ”

- a) Chest
- b) Hair

c) Leg

d) Lip

20. What is the english language of “ Lengan ”

a) Arm

b) Foot

c) Hand

d) Nose



Appendices 4 : Lesson Plan

LESSON PLAN (1)

(Rencana Pelaksanaan Pembelajaran)

School : Ban Thanam School

subject : English

Class : IV

Theme : Pre-test

Time : 60 Minutes

Meeting : 1

- I. Standard Competency
 - Mastery of English vocabulary
- II. Basic competencies
 - Understand and be able to answer the specified test
- III. Indicator
 - Students demonstrate their ability to master language vocabulary England.
- IV. Learning objectives
 - Mknow the ability to master vocabulary.
- V. Learning materials
 - Read, understand and know the meaning of the vocabulary in the test.
- VI. Method
 - Observe
- VII. Learning Activities
 1. Preliminary activities
 - Teacher greets students
 - The teacher told students to pray before starting the lesson
 - The teacher checks the attendance of students
 - The teacher conveys the learning objectives
 - The teacher explains the subject matter about vocabulary that will be discussed.

- The teacher asks students to do a pretest.
2. Core activities
- The teacher asks questions about things that students do not know
 - Students are asked to hear what the teacher says or hear from the application and repeat what they hear together.
 - Students repeat what the teacher said or heard from the application in groups and individually.
 - The teacher and students ask and answer to correct misunderstandings, provide reinforcement and conclusions
3. Closing Activities
- The teacher will ask students to conclude the material that has been studied
 - The teacher points at each student randomly to say what the teacher said aloud.
 - The teacher asks students to repeat at home the lessons that have been given in class.
 - The teacher will ask students to close the lesson by saying a prayer
- VIII. Learning Resources/Tools/Materials
- Mobile
 - LCD
 - Laptops
 - Whiteboard
 - Whiteboard marker
 - Paper
 - Pen
 - Eraser
- IX. Evaluation
- Multiple choice vocabulary test consisting of 20 questions
- Evaluation rules

LESSON PLAN (2)

(RPP)

School : Ban Thanam School

subject : English

Class : IV

Theme : family

Time : 60 Minutes

Meeting : 2

- I. Standard Competency
 - Understands and expresses simple instructions and information.
- II. Basic competencies
 - Respond by repeating new vocabulary aloud
- III. Indicator
 - Students can interpret English vocabulary well.
 - Students can read English vocabulary well
 - Students can recite English vocabulary fluently.
- IV. Learning objectives
 - Students can repeat what they hear aloud
 - Students can repeat what they hear with the correct English pronunciation
- V. Learning materials
 - Students together repeat aloud the new vocabulary spoken or heard from the application
 - Each student repeats aloud
- VI. Method
 - Observe
- VII. Learning Activities
 1. Preliminary activities
 - Teacher greets students
 - The teacher told students to pray before starting the lesson

- The teacher checks the attendance of students
 - The teacher conveys the learning objectives
 - The teacher explains the subject matter about vocabulary that will be discussed.
 - The teacher shows a picture that illustrates the topic of the chapter being discussed.
 - The teacher asks the students if they know the names of the objects in the pictures
2. Core activities
- The teacher asks questions about things that students do not know
 - Students are asked to hear what the teacher says or hear from the application and repeat what they hear together.
 - Students repeat what the teacher said or heard from the application in groups and individually.
 - The teacher and students ask and answer to correct misunderstandings, provide reinforcement and conclusions
3. Closing Activities
- The teacher will ask students to conclude the material that has been studied
 - The teacher points at each student randomly to say what the teacher said aloud.
 - The teacher asks students to repeat at home the lessons that have been given in class.
 - The teacher will ask students to close the lesson by saying a prayer
- VIII. Learning Resources/Tools/Materials
- Mobile
 - LCD
 - Laptops
 - Whiteboard
 - Whiteboard marker

LESSON PLAN (3)

(RPP)

School : Ban Thanam School

subject : English

Class : IV

Theme : Part of body

Time : 60 Minutes

Meeting : 3

- I. Standard Competency
 - Understands and expresses simple instructions and information.
- II. Basic competencies
 - Respond by repeating new vocabulary aloud
- III. Indicator
 - Students can interpret English vocabulary well.
 - Students can read English vocabulary well
 - Students can recite English vocabulary fluently.
- IV. Learning objectives
 - Students can repeat what they hear aloud
 - Students can repeat what they hear with the correct English pronunciation
- V. Learning materials
 - Students together repeat aloud the new vocabulary spoken or heard from the application
 - Each student repeats aloud
- VI. Method
 - Observe
- VII. Learning Activities
 1. Preliminary activities
 - Teacher greets students
 - The teacher told students to pray before starting the lesson

- The teacher checks the attendance of students
 - The teacher conveys the learning objectives
 - The teacher explains the subject matter about vocabulary that will be discussed.
 - The teacher shows a picture that illustrates the topic of the chapter being discussed.
 - The teacher asks the students if they know the names of the objects in the pictures
2. Core activities
- The teacher asks questions about things that students do not know
 - Students are asked to hear what the teacher says or hear from the application and repeat what they hear together.
 - Students repeat what the teacher said or heard from the application in groups and individually.
 - The teacher and students ask and answer to correct misunderstandings, provide reinforcement and conclusions
3. Closing Activities
- The teacher will ask students to conclude the material that has been studied
 - The teacher points at each student randomly to say what the teacher said aloud.
 - The teacher asks students to repeat at home the lessons that have been given in class.
 - The teacher will ask students to close the lesson by saying a prayer
- IX. Learning Resources/Tools/Materials
- Mobile
 - LCD
 - Laptops
 - Whiteboard
 - Whiteboard marker

LESSON PLAN (4)

(RPP)

School : Ban Thanam School

subject : English

Class : IV

Theme : shapes

Time : 60 Minutes

Meeting : 4

- I. Standard Competency
 - Understands and expresses simple instructions and information.
- II. Basic competencies
 - Respond by repeating new vocabulary aloud
- III. Indicator
 - Students can interpret English vocabulary well.
 - Students can read English vocabulary well
 - Students can recite English vocabulary fluently.
- IV. Learning objectives
 - Students can repeat what they hear aloud
 - Students can repeat what they hear with the correct English pronunciation
- V. Learning materials
 - Students together repeat aloud the new vocabulary spoken or heard from the application
 - Each student repeats aloud
- VI. Method
 - Observe
- VII. Learning Activities
 1. Preliminary activities
 - Teacher greets students
 - The teacher told students to pray before starting the lesson

- The teacher checks the attendance of students
 - The teacher conveys the learning objectives
 - The teacher explains the subject matter about vocabulary that will be discussed.
 - The teacher shows a picture that illustrates the topic of the chapter being discussed.
 - The teacher asks the students if they know the names of the objects in the pictures
2. Core activities
- The teacher asks questions about things that students do not know
 - Students are asked to hear what the teacher says or hear from the application and repeat what they hear together.
 - Students repeat what the teacher said or heard from the application in groups and individually.
 - The teacher and students ask and answer to correct misunderstandings, provide reinforcement and conclusions
3. Closing Activities
- The teacher will ask students to conclude the material that has been studied
 - The teacher points at each student randomly to say what the teacher said aloud.
 - The teacher asks students to repeat at home the lessons that have been given in class.
 - The teacher will ask students to close the lesson by saying a prayer
- VIII. Learning Resources/Tools/Materials
- Mobile
 - LCD
 - Laptops
 - Whiteboard
 - Whiteboard marker

LESSON PLAN (5)

(RPP)

School : Ban Thanam School

subject : English

Class : IV

Theme : Professions

Time : 60 Minutes

Meeting : 5

- I. Standard Competency
 - Understands and expresses simple instructions and information.
- II. Basic competencies
 - Respond by repeating new vocabulary aloud
- III. Indicator
 - Students can interpret English vocabulary well.
 - Students can read English vocabulary well
 - Students can recite English vocabulary fluently.
- IV. Learning objectives
 - Students can repeat what they hear aloud
 - Students can repeat what they hear with the correct English pronunciation
- V. Learning materials
 - Students together repeat aloud the new vocabulary spoken or heard from the application
 - Each student repeats aloud
- VI. Method
 - Observe
- VII. Learning Activities
 1. Preliminary activities
 - Teacher greets students
 - The teacher told students to pray before starting the lesson

- The teacher checks the attendance of students
 - The teacher conveys the learning objectives
 - The teacher explains the subject matter about vocabulary that will be discussed.
 - The teacher shows a picture that illustrates the topic of the chapter being discussed.
 - The teacher asks the students if they know the names of the objects in the pictures
2. Core activities
- The teacher asks questions about things that students do not know
 - Students are asked to hear what the teacher says or hear from the application and repeat what they hear together.
 - Students repeat what the teacher said or heard from the application in groups and individually.
 - The teacher and students ask and answer to correct misunderstandings, provide reinforcement and conclusions
3. Closing Activities
- The teacher will ask students to conclude the material that has been studied
 - The teacher points at each student randomly to say what the teacher said aloud.
 - The teacher asks students to repeat at home the lessons that have been given in class.
 - The teacher will ask students to close the lesson by saying a prayer
- VIII. Learning Resources/Tools/Materials
- Mobile
 - LCD
 - Laptops
 - Whiteboard
 - Whiteboard marker

LESSON PLAN (6)

(RPP)

School : Ban Thanam School

subject : English

Class : IV

Theme : Post-test

Time : 60 Minutes

Meeting : 6

- I. Standard Competency
 - Mastery of English vocabulary.
- II. Basic competencies
 - Understand and be able to answer the specified test
- III. Indicator
 - Students demonstrate their ability to master the vocabulary of the language England.
- IV. Learning objectives
 - Knowing the ability to master English vocabulary
- V. Learning materials
 - Read, understand and know the meaning of the vocabulary in the test.
- VI. Method
 - Observe
- VII. Learning Activities
 1. Preliminary activities
 - Teacher greets students
 - The teacher told students to pray before starting the lesson
 - The teacher checks the attendance of students
 - The teacher conveys the learning objectives
 - The teacher explains the subject matter about vocabulary that will be discussed.
 - The teacher asks students to do a pretest.

2. Core activities

- The teacher asks questions about things that students do not know
- Students are asked to hear what the teacher says or hear from the application and repeat what they hear together.
- Students repeat what the teacher said or heard from the application in groups and individually.
- The teacher and students ask and answer to correct misunderstandings, provide reinforcement and conclusions

3. Closing Activities

- The teacher will ask students to conclude the material that has been studied
- The teacher points at each student randomly to say what the teacher said aloud.
- The teacher asks students to repeat at home the lessons that have been given in class.
- The teacher will ask students to close the lesson by saying a prayer

VIII. Learning Resources/Tools/Materials

- Paper
- Pen
- Eraser

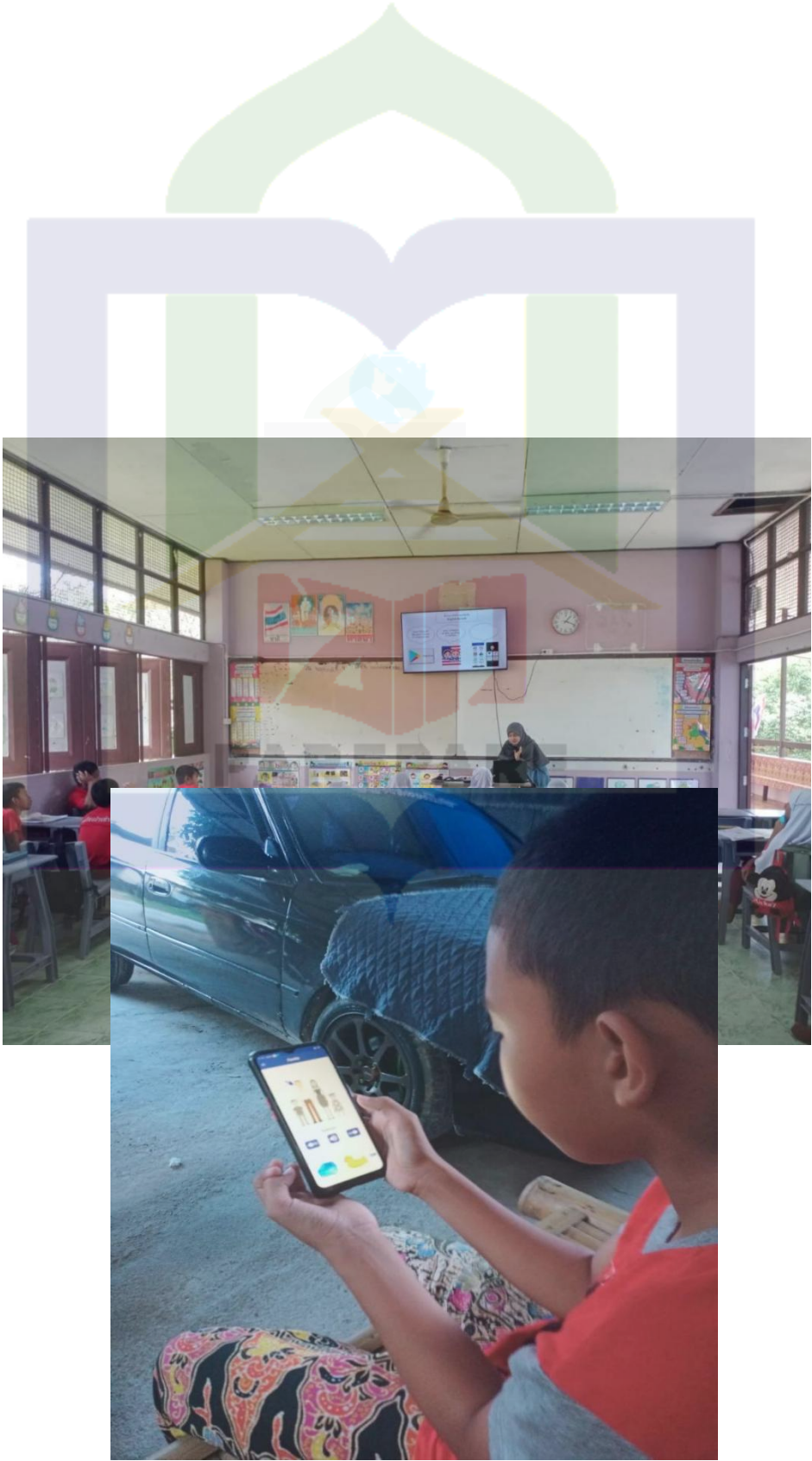
IX. Evaluation

- Multiple choice vocabulary test consisting of 20 questions
- Evaluation rules

Appendices 5 : Documentation Form









Appendices 6 : Administration Form



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

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Nomor : B.624/In.39/FTAR.01/PP.00.9/02/2023

03 Februari 2023

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Sekolah Ban Thanam School

di,-

Thailand

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : Afnan
Tempat/Tgl. Lahir : Patani, 10 Februari 1999
NIM : 18.1300.134
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : 129, Mo.2, Thanam, Panare District, Patani Province 94130,
Thailand

Bermaksud akan mengadakan penelitian di wilayah Thailand dalam rangka penyusunan skripsi yang berjudul "The Effect Of English For Kids Learn And Play Application On Vocabulary Mastery Of The 4 Grade Students At Ban Thanam School". Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2023. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3100 TAHUN 2021**

**TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu** : Menunjuk saudara; 1. Dr. Zulfah, M.Pd.
2. Drs. Ismail Latif, M.M
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Afnan Teh
NIM : 18.1300.134
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving The Students' Vocabulary Mastery By Using English For Kids Learn And Play Application At Grades 6 At Ban Thanam School
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 Oktober 2021





BAN THANAM SCHOOL

Alamat : No. 2 Thanam, Panare, Pattani, Thailand Kode Pos 94130 HP. 073417011

Email. bantanam2514@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini Kepala Sekolah Ban Thanam

Menerangkan bahwa :

Nama : AFNAN TEH

NIM : 18.1300.134

Program Study : Pend. Bahasa Inggris

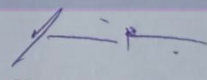
Nama Universitas : Institus Agama islam Negeri (IAIN) Parepare

Judul Penelitian : " THE EFFECT OF ENGLISH FOR KIDS LEARN AND
PLAY APPLICATION ON VOCABULARY MASTERY OF
THE 4 GRADE STUDENTS AT BAN THANAM SCHOOL"

Bahwa nama tersebut diatas telah melakukan penelitian dalam rangka penyusunan Skripsi di
Ban Thanam School Kab. Panare, Thailand pada tanggal 9 February s/d 24 February 2023.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan
sebagaimana mestinya.

Thanam, 2 March 2023
Warek Kepala Sekolah Ban
Thanam


Mr. Korseng Sani

CURRICULUM VITAE



Afnan Teh, writer, was born on February 10, 1999 in Pattani, domiciled in Thanam Village, Panare District, Pattani Province, Southern Thailand. She was the first of four children in his family. Her father's name is Weauma, and her mother's name is Ruzeeta. She has 2 younger sisters and 1 younger brother. Started studying in 2004-2006 at Poming Child Development Center and graduated in 2006, and studying in 2007-20013 at Ban Thanam School at the kindergarten and elementary school levels graduated in 2013, then continued her education at Watthanatham Islam School in 2013-2018 graduating in 2018. Then in the same year continued his higher education at the State Islamic Institute (IAIN) Parepare, South Sulawesi, Indonesia by taking a

study program at the Faculty of Tarbiyah, Department of English Education. She also actively participates in several student events both at campuses and dormitories. She is involved in an organization namely the Association of Thai Students in Indonesia and the Association of Pattani Students in South Sulawesi (PMPS). Ever attended the Thai Student Association event in Indonesia in Jogjakarta in 2019. Title " The Effect of English for Kids Learn and Play Applicatoin on Vocabulary Mastery of the 4 Grade Students at Ban Thanam School ".

