
INTRODUCING ENGLISH VOCABULARIES TO CHILDREN
BY JOLI-JOLI PLAY

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ABSTRACT

This study aims to determine to what extent the effectiveness of the method of Joli -Joli play to children English vocabulary mastery in a kindergarten Padang, West Sumatera Indonesia. This study used a quasi experiment. The data was collected through Total sampling techniques. The Data collection techniques used tests. Then the data is processed with difference test (t-test). The result shows that the children in the experimental class using Joli-Joli Game the mean is higher when compared to children in control class using Pak Police game. Based on the calculation of the t-test obtained t calculated greater than t_{table}, it indicates that there is a significant difference between these two classes. It can be concluded that the use of Joli Joli play method contributes a significant influence on the mastery of children English vocabulary.

Keywords: *Joli- Joli Play, English to Children*

INTRODUCTION

English for children is one of the subjects that is introduced to kindergarten students. As English has been worldwide, some kindergartens put English as one of the subjects in a local curriculum. Some linguists and psychologists agree that the earlier to introduce a language is better. The age of golden age or the age zero to eight is a good starting point in introducing a foreign language. At this age children's memory are in the maximum capacity so it is better to introduce English vocabularies. That is why some kindergartens offer English as a subject that can be taken into consideration.

Many private kindergartens proud if they can provide English for children. English for children is offer and taught in kindegartens with the aims to introduce English vocabularies. However introducing English as foreign language require skillful teachers. The teachers also need to be creative in implementing methods and strategies to stimulate children's language skills.

Learning through play is one of the methods that can be used in teaching English to Kindergarten's students. Play is considered as one of the methods that can be used in

introducing English to very young learners. Children will not get bored easily by playing games and socio plays with their play mates. This research has an attempt to find out and analyze whether traditional play based on local culture can be used in introducing some English vocabularies to children? How to use that Play and How far is the achievement of using that play?.

Children develop and learn a new language in the stages of development. Piaget agree that children learn either first language or second language will have the same stages. Learners acquire languages through attention so in this case attention or notice is the central of language acquisition (Light bown and Spada, 2006; Gass and Selinker, 2008; Hall, 2011).

However, children way of learning is different from teenagers and adults. Children like learning through playing and mostly children spend their time by playing. Concept of learning by playing is developed from the nature of children that learning encounter by playing. The general activities like playing with sand, water and toys are commonly played by children. Through these plays children can learn nature and objects surrounded tehir environment and nature.

Experiential learning or learning through observing and experience is one of alternative learning which is suggested for young learners. Children learn and memorize more easily if they see, play and have experience with something (Vygotsky, 1967). Children like playing and learning encounters occur within the game or activity and should always be defined from the child point of view (Forman and Hill, 1984). Play is an activity for children to learn objects and environment. The term of play according to Fromber (1992) is characterized as an activity that is symbolic, meaningful, active, pleasurable, voluntary, rule-governed and episodic. Children play in play yard benefit to build their social skill and use their experience from their environment (Fairy, 2001).

Children play in nature closely inherent to the culture of society where the children grew up. Tanggare (1997) in White et al (2009) agree that play is understood as an appropriate way of transmitting culture and language. White, Jane, Ellis, Fional o' Malley, Rockel Jean, Stover sue and Toso Meripa (2009) state that games or leisure activityies of children reflect the comunity culture. Through playing games, players can experience the activitites which culturally appropriate in their community.

Play is a comfortable learning activity. When children play they have fun as well as learning language vocabularies (Smidt, 2011). Play can be used to improve children's first language and second language. Many researchers has explored the importance of play and children communicate with their play mates and adults can improve their language Smith and

Pellegrini (2008) ;and Vygotsky (1967). Children play and interact and use their language skills and vocabularies to talk in their play. Socio play, dramatic play, play with toys and traditional play and games can improve children first language second and foreign language. The activity in the play can be a tool to teach English vocabularies to children .

Traditional games are the games that played by children since past times. To day the numbers of children's traditional games are declined. Some of children's traditional games are disappear and are very rare seen young children play in the city play ground. Losing the games means the decline of children's playwith their culture. Traditional games can be a tool to develop children's language. Children can be trained to say new vocabularies, interact and improve new vocabularies mastery through play; either play with modern games or traditional games. Ochs and Schieffel in (1984) as cited in Montgomery (2015) states that there is a close relationship between the process of language acquisition and acquiring socio cultural knowledge trough play. It is supposed that by playing children can learn language as well as learn the social and the culture of the community. Take for example, playing congkak (traditional Minang board game), the young players feel fun also learn to use a new language as the media of instruction when they speak with friends in playing. Children account the numbers of stones, and fill the stones into the wood holes during play board game. Learning board game can be fun and and motivated for children.

Related to the aspect of developing language skill, Monthgomery (2015) found games can be the media for language acquisition. Monthgomery points out that during play, the process of language acquisition is began. Children use vocabularies in interaction, communicate and sharpen their linguistics skills. Play also support children to learn how to build social relationships and engage communication with other children. Here, play is meaningful and fun activities for children.

One of Minangkabau children traditional games is Joli Joli games. Joli -Joli play can be applied to learn English Vocabularies. In this play children are encourage to speak and mention the name of vocabularies in their play. Joli joli game is a local Minangkabau children game. In this game children jump and say the vocabularies that the leader request for example the leader of the play ask please all the members introduce your name in English and jump in Joly- Joly. The member of the players jump and introduce their name and say joli- joli.

Since games and plays can be used to develop the language skill of the children, then a question that needs to be answered wheteher or not those games or plays can be used to introduce English as foreign language to Indonesia children particularly West Sumatra or Minangkabau children? This research tries to answer that question because there is less

research related to enriching children English vocabulary by using traditional games and how the modification of traditional games or plays to be used in kindegartens in Indonesia.

Therefore, this study has an attempt to investigate the use of traditional game to improve children English vocabularies. To what extent traditional games , Joli- Joli game can improve children English vocabularies has been studied in kindergarten children .

METHOD

This study used a quasy experimental design. This design was used to answer the question of the research about how effective the use of joly-joly game toward the students' vocabulary mastery. Total sampling technique was used to gather the data in this research. The data collected through tests. Then, the data collected was analyzed by using t- test formula. To ensure the test applied was reliable, the product moment formula was used. The formula is as follow:

$$r_{xy} = \frac{n (\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

FINDINGS AND DISCUSSION

Findings

The research aims to obtain the result to what extent that Joli – Joli game effects to children language vocabulary mastery. Before conducting the research, both experiment class and control class were given a pre test. The result of pre test can be seen in the table below:

Table 1 The Result of Pre Test of Experiment class and control class

Variabel	English vocabulary	
	<i>Experiment class by using Joli Joli Play</i>	Control class Card Games
N	12	12
Highest grade	80	73
The lowest grade	40	40
Sum of grade	694	713

Mean	57.83	59.42
SD	11.2	11.25
SD²	125.44	126.56

The result of the pre test shows that the highest grade in experiment class was 80 and and the lowest was 40. The sum of the grade in experiment class was 694, while the mean was 57.83. Standard deviation was 11.2 and 125.44 was the quadrate of SD. On the other hand, the highest score in control class was 73 and the lowest score was 40. The sum of the grade was 713 and Standard deviation was 11.25 and 126.56 was the quadrate of Standard deviation.

Table 2 The Result of Post Test of Experiment class and control class

Variabel	English vocabulary	
	<i>Experiment class</i>	Control class
N	12	12
Highest grade	93.3	80
The lowest grade	67	67
Sum of grade	947	793
Mean	78.91	66.08
SD	9.20	8.84
SD ²	86.18	78.24

After conducted the experiment for 10 meetings the result of vocabulary mastery in experiment class increased significantly. The table below gives the information of the post - test result.

It can be seen the comparison of the results of English children between the experimental class (B1) with a control class (B2) where the mean of the experimental class (78.91) by the number of children 12, while the mean of the control class (66.08) with the same number of children. Standard deviation and variance of the results of the introduction of English children also differs between the experimental class and control class. The experimental class standard deviation or SD is 9,20 , while the control class is 8.84, the Quadrate of standard Deviation in the experimental class (86,18) while the control class (78.24). In addition, the highest and the lowest score both experimental and control class is

similar (67). The highest score of the experimental class (93.3) while the control class (80). It can be concluded that using Joly- Jolly play contributes significantly to the children score compare to Pak Police game.

Discussion

It can be seen from the result of the research that indicates that in introducing English to children by using the method of Joli- Joli Game in experimental class which is the mean is 78.91 while the mean of the control class is 66.08. Based on the data analysis illustrates that t-count α of 3.327 compared to 0:05 (T-Table = 2.073) with degrees of freedom df 22. So it can be concluded that t -count is higher than t table so it can be concluded that H1 is accepted and HO is rejected.

Tabel 3 The result of the test of Hypothesis by using t-test

No		N	Mean	df	T _{count}	t _{tablel} α 0,05	Decision
1	Experiment	12	78.91	22	3.327	2.073	refused H_o
2	Control	12	66.08				

Joli- joli game has a great contribution to increase children's vocabularies as well as building learners' motivation, building mutual respect and it involves learners as the center of the activity. This is in relation to Vygotsky (1967) theory that is play that can n be an aid to acquire and learn a language. Learning language through joli- joli game make children feel happy to learn because they enjoy the play as well as learning English expressions and vocabularies . Traditional Joli Joli game set children to learn language in natural language context. Fairy (2001) agreed that children in play yard can build their social skill and use their experience. Joli-joli play provides the children with learning English as foreign language in community.

CONCLUSION AND SUGGESTION

In conclusion Joli Joli play is better improve children vocabularies mastery. The result shows that the mean of the score in experiment class is 79.01 which is higher than control class (66.08). Moreover, the test of hypothesis indicates that Joli -Joli play is significant increase the children English vocabularies.

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