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rawijaya	Universities By English is foreign language for Indonesian students'. Nowadays, English
rawijaya	becomes very important for everyone. We learn English starting from child until
rawijaya	adult in school or English courses. English was introduced as foreign language as
rawijaya	soon as possible, especially for young learners at Kindergarten. Teaching English University of the Company of
rawijaya	to young learners especially for Kindergarten students, is focused on teaching
rawijaya	vocabulary because young learners are still introduced to new language in which it has not ever been learned before. There are many teaching strategies and media Brawija
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Universitas Brawijaya Universit English native speaker. This school have system "fun and learning" which make Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi each individual easily in the process of development. Child development is the sites growth of perceptual, emotional, intellectual, and behavioral and capabilities Universit during childhood (Encyclopedia Brittanica, 2016), versitas Brawijaya Universitas Brawijaya Universithave critical period, the period that children are able to learn anything easily. Insitas Brawijaya this period, their brains are still flexible so that they are able to learn anything, including languages. Besides, children's attitudes to other languages and culture Universitare open and these attitudes help the children learn the languages. Lightbown and sitas Braw Spada (1999) argue that "childhood is the golden age for creating simultaneous bilingual children due to the plasticity and virginity of the child's brain to make sitas ersi for superior ability specifically in acquiring the early sets or units of languagesitas (1999: 29)". This mental flexibility signifies the privilege attained by children Brawijaya Universit over the adults in learning languages, which is probably also due to the muscularsitas Brawijaya plasticity used in the articulation of human speech by children to produce a native Universities Brown (1994) claims that this ability is almost missing after puberty Brawijaya and this may explain the difficulty encountered by some adults in acquiring a native like accent, regardless of the way in which they learn new languages. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Braccording to Halliwel (1992: 3-5), Lyoung learners have own specialsitas Brawijaya characteristics that differentiate them from adult learners. Children are already very good in interpreting meaning without necessarily understanding the Universitas Brawijaya Universitas Brawijaya Universi individual word. Children already have great skill in using limited language Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya creativity. Children frequently learn indirectly rather than directly. Children take Universitas Brawijaya Universitas Brawijaya University good pleasure in finding and creating fun in what they do. Children have a ready imagination, children words are full of imagination and fantasy, and it is more Universi than simply matter of enjoyment. Children learn through experiences by the Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita children in primary or elementary school are usually in what is called the concrete Universit operational stage of cognitive development. This means that they learn through sites hands –on experiences and through manipulation of objects in the environment. Accordingly, it is important that the English teachers use media or realia in delivering the materials in order that the students are able to understand easily. Children are clearly capable of learning foreign language words through participating in the discourse of classroom activities. Vocabulary teaching has a ersitioentre stage in foreign language teaching. Besides, although opinions differ in sitas how much grammar can be taught, vocabulary learning can be a stepping stone to learning and using grammar. Young learners of a second/foreign language are still Universibuilding their first language vocabulary, which is tied up with their contextualsitas Bra development. So that, in planning and teaching a foreign language we need to take into account this first language background to know what will work and what may Universibe too difficult for children. Cameron, L. (2001) states that "The role of words as Universities Brawija Universit language acquisition and use of other words to express the child's wants and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Vocabulary development involves children's coming to understand Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitunfamiliar words and being able to use them appropriately. It also involves it as teachers' helping them to model how to use a variety of strategies. According to University Jack C. Richards and Willy A (2008) Without an extensive vocabulary and sitas Brawijaya Universitas Brawijaya potential and may be discourage from making use of language learning Universitopportunities around them such as listening to the radio, listening to native sitas speakers, using the language in different contexts, reading, or watching television. In teaching learning process the students' are influenced by the ways teachers Universi presents their instructional material by media and teaching strategies. Manysitas B peoples who learn English especially for the beginners level are often faced with Universi the problem of vocabulary. It's important to using a suitable method and media tositas make lesson material will be more interesting, effective and enjoyable for Universit students. The researcher wants to know deeper about young learner ability to learn sitas Brawijaya vocabularies during teaching process. Universitas Br-Another study about teaching vocabulary also conducted by Tri Itutsitas Brawijaya Wijayanti. It was conducted at PG/TK Laboratory of State University of Malang because PG/TK Laboraturium State University of Malang is one of kindergarten State University Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya in Malang that administers bilingual class. The study was descriptive qualitative, researcher conducted the observation at Global University Kindergarten Malang, the researcher conducted observation with recording videositas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi the teaching process, interview, observation checklist and questionairre to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit formulate problem into specific questions as follows: Serawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universita What are the teaching strategies and media used in English teaching p	Drocess at Brawijay
rawijaya	Universitas Br	Universitas Brawijay
rawijaya	Universit Global Ednovation Kindergarten Malang?"	Universitas Brawijay
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rawijaya	Universitas Brawijaya process especially for the teaching of vocabulary for the Universitas Brawijaya	Universitas Brawijay or young
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rawijaya	Universitas Universitas Universitas	Brawijay:
rawijaya	Universitas Sunshine class / TK B which have twenty-four students and three teachers. Versitas B	3rawijay
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rawijaya	Universitas Bra Jaya Universitas B	3rawijay:
rawijaya	Universit1.6 Definition of Key terms jaya Universitas B	3rawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **REVIEW OF RELATED LITERATURE**Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universit provides the literatures and theories to strengthen the study. Brawijaya SITAS BRAW, **Universitas Bray** University 2.1 Vocabulary Vocabulary is a core component of language proficiency and provides Brawijaya Universit Universi much of the basis for how well learners speak, listen, read and write. Vocabularysitas Brawijaya rawijaya Universitis one of the most important elements in a language. To speak the language, we Universitneed to master vocabulary. Vocabulary becomes a major problem in learning sitas rawijaya Universi English, teachers of kindergarten emphasizes on this matter earlier. In teaching Universities vocabulary, generally the teacher teach new words based on curriculum 2014 Brawijaya rawijaya Universit revision. It's about my self, my needed, daily activity, my environment, animal, sitas Brawijaya plant and etc. Universitas Brathere are definitions of vocabulary given by experts. Hatch and Brown Sitas Brawijaya Universi (1995) defines vocabulary as a list or set of words for a particular language or setsitas Brawijava of words that individual speaker of language might use. Penny Ur (1996) defines rawijaya Universithat vocabulary is the words that teach in the foreign language. According to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Nunan (1991), "vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar". The Universities Brawijaya Universitas Brawijaya rawijaya

**Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University researcher take those theory because appropriate with young learners, vocabulary sites Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University for young learners means basic element to learn English as foreign language. iversity Brawijavi Universitas Brawijaya Universitee Field (1997): Universitas Brawijaya Universitas Brawing and it is also called as productive vocabulary. It means that to Universitas Brause the productive vocabulary, the students are supposed to know how to sitas Brawijaya pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and Sitas Brawijaya understand the connotation meaning of the words. This type is often used in speaking and writing skill. b. Passive Vocabulary is a language items that can be recognized and understood in the context of reading or listening and also called as Universita receptive vocabulary. Passive and receptive vocabulary usually find on Sitas Brawijaya students activity in class, assignment or test. After definition and kinds/ types of vocabulary. There are some of the University ocabulary used, based on Charles C. Fries: a) Helping students master kinds of meaning in mastering the kinds or levels of meaning such as the words with their Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br lexical meaning are: they are by no means the only essential meaning insitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the symbol and device of a language and also the lexical content of the Universitas Bravarious words -the words as listed and defined in a dictionary (Charles c. SIT Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brafries, 1970) niversitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas b) Recognizing group of vocabulary items niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraVocabulary is extremely large and also varies. Teacher however must helpsitas Brawijava Brawijaya Universitas Brawijaya rawijaya Universitas Br the central points of the activity as fries says" gaining words of Englishsitas Brawijaya Universitas Bravarious kind" (Charles c. Fries, 1945). Universita 2.2 Young Learner Young learners means children from three until twelve year age. In this Universitas Brawijaya Universitas Br University the researcher focused on child at kindergarten age (4-6 years). Sitas Brawijaya University Kindergarten is an educational program- serving child ages four through six. The Brawijaya educational programs Kindergarten shares the common objective of helping the Universityoung childs social, emotional, and academic development. Kindergarten is thesitas Brawijaya rawijaya next level of education after playgroup before the children enter elementary Universitischool. The program helps the children in entering their first formal education. Assitas Brawijaya Universitione year of age makes a huge difference among children, the generalizations made Universities for young learners may need more detailed analysis and some subcategorization. Universit Although different sources classify young learners taken into account differentsitas Brawijaya levels, the following grouping reflects the EFL ages or grade teaching Universitas Brawijaya Universitas Brawijaya environment. Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Irawijaya	Universitas Brawijaya Unive	ersitas Brawijaya Universita	as Brawijaya Universitas	s Brawi
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rawijaya		ersitas Brawijaya Universita		
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rawijaya	Univer Very Young Learner	Young Learner ya Universita	Older/ Late Young Learner	s Brawi
rawijaya	Universitas Brawijava Unive	ercitas Rrawijava Universita	as Brawijava – Universita	s Brawi
rawijaya	University Age: 3-6 years old	Age: 7-9 years old	Age: 10-12 years old	s Brawi
rawijaya	Univer Grade: Pre-school Education	Grade: 1 st – 3 rd grade Grade: 1 st – 3 rd grade Grade: 1 st – 3 rd grade	Grade: 4 th - 6 th grade	s Brawi
rawijaya	Univer Language Focus/ Skills Used:	Language Focus/ Skills Used:	Language Focus/ Skills Used:	s Brawi
rawijaya	University 1. Listening & Speaking	1. Listening & Speaking	1.Listening/Speaking/Reading/	s Brawi
rawijaya	Univer 2. Vocabulary Items (concrete	2. Vocabulary Items (concrete &	Writing S Brawijaya Universita	s Brawi
rawijaya	Univer & familiar objects)	familiar and new objects)	2. Vocabulary Items (concrete	s Brawi
rawijaya	Univer 3. No Grammar Teaching or	3. New in Reading and Writing	&Braabstract) Grammar	s Brawi
rawijaya	Univer metalanguage (can't analyze	(word to sentence level)	(inductive) ava Universita	
rawijaya	Univer language but may be exposed to	4.No Grammar Teaching or	rawijaya Universita	
rawijaya	Univer chunks through songs,	metalanguage (chunks through	ijaya Universita	
rawijaya	Univer classroom language)	songs and classroom language)	va Universita	
rawijaya	Univer 4. No reading & writing (ma	y *	Universita	s Brawi
rawijaya	Universecognize letters or short words	A AVE	Universita	s Brawi
rawijaya	Univer Characteristics:	Characteristics:	Characteristics: niversita	s Brawi
rawijaya	Universe Low concentration span but	The state of the s	• Longer attention span but	s Brawi
rawijaya	Universite deasily excited	Wide variety of activities needed	still children  Taking learning seriously	s Brawi
rawijaya	High motivation; active involvement	Short memory: frequent	<ul> <li>World knowledge iVersita</li> </ul>	s Brawi
rawijaya	Universet Love talking but problems	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<ul> <li>More cooperation in groups</li> </ul>	
rawijaya	University in sharing *Short memory:		and in pairs / Iniversita	
rawijaya	Universita Repetition and revision is	questions  • Problems in sharing in group	<ul> <li>Developed social, motor</li> </ul>	s Brawi
rawijaya	Universita necessary	work	<ul> <li>Learning strategies are used</li> </ul>	
rawijaya	Universeta Limited motor skills (using	Developing confidence in	and developing Iniversita	
rawijaya	a pen and scissors) but	expressing themselves	//a Universita	
rawijaya	kinesthetic and energetic Univer Learn holistically	<ul><li>Developing world knowledge</li><li>Limited motor skills (left-</li></ul>	aya Universita	
rawijaya	Universeta Love stories, fantasy,	right)	<b>J</b> ijaya Universita	
rawijaya	University imagination, art, drawing	Reasonable amount of input	wijaya Universita	
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rawijaya	Adapted from: Ers	öz, A. (2007). Teaching English to young le	earners. Ankara: EDM Publishing. AS Brawijaya Universitas	s Brawi
rawijaya	Universitas Brawijaya Unive	Table 2.1 Young Learners Characterist	as Brawijaya Universita	s Brawi
rawijaya		ersitas Brawijaya Universita		s Brawi
rawijaya	Universitas Brawijaya Br	rsitas Brawijava Universita n students, no matter what their	as Brawijaya Universitas	s Brawi
rawijaya	Universitas Brawijaya Unive	ersitas Brawijaya Universita	as Brawijaya Universita	s Brawi
rawijaya	Universi background, have charac	cteristics in common with other of	children of their ages and sita	s Brawi
rawijaya	Universitas Brawijaya Unive	ersitas Brawijaya Universita	as Brawijaya Universita	s Brawi
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University characteristics that are particularly their own, according to Kasihani (20)	07:15) the Brawijay
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Universitcharacteristic of young learner are as follows: Universitas Brawijaya	Universitas Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
1. They have egocentric attitude. It means that the young learner d	on't know Brawijay
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them and they only focus with theirself only not about others/ environments.	Universitas Brawijay
Universities Brawijay  They tend to imaginative and more active. It means that the you	Universitas Brawijay
	r Sumversitas Brawijay I Universitas Brawijay
like the lesson by conducting the game.	Universitas Brawijay
PRE CHIEF DATE	niversitas Brawijay
shorter than the adult learner	niversitas Brawijay
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Universit coloring the picture I think the students will be happy and the you	
Universita try to know their environment	<b>J</b> niversitas Brawijay
Universitas Universitas	Universitas Brawijay
Universit 6. The young learner like a story.	Universitas Brawijay
Universities L. 7. The young learners likes to do their teck by themselves	Universitas Brawijay
	Universitas Brawijay
10. Young learners like learning by doing.	Universitas Brawijay
the teacher must deliver clear meaning and make students undertsand	about the Brawijay
new vocabulary. Some techniques or strategies can be used to prese Universitas Brawijava Universitas Brawijava Universitas Brawijava	enting and the Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijava** Universities explain meaning vocabulary. Young learners need something fun and different in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitlearning process, so they can enjoy the lesson and easy to memorize vocabulary. arsitas Brawijava In teaching English to children (young learners) at kindergarten, the Universi English teachers need to comprehend language learning principles, which it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya according to some experts, are as follows. Universitas Brawijava Universitas Brawijava Universitas a) Children learn through experiences by manipulating surrounding objects. Sitas Brawijaya Universitas Bra Piaget in Hudelson (1991: 256) states that children/in/primary/orsitas kindergarten are in the concrete operational stage of cognitive development. It means they learn through experiences and through sitas Brawijaya manipulation of objects in the environment. So, it is important that the English teachers use media or realia in delivering the materials in order that the students are able to understand easily. b) Children learn through social context, in groups to make they know with one another. Vygotsky in Hudelson (1991: 257) states that children learn Sitas Brawijaya in social contexts, in groups to make group members know each others. Thus, the English teachers should make their teaching situations similar to Universitas Brasocial contexts. c) Acquisition takes place when learners comprehend how the language is Universitas Brawijaya Universitas Brathrough learners figuring out how the language works, through learners sitas Brawijaya and produce the language. The English teacher should use making Universitas Bra English correctly when delivering lesson versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas d) Acquisition takes place in social interaction. Vygotsky in Hudelson (1991: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra 257) states that language acquisition occurs through social interaction. Its itas means that the teacher should use English in the classroom more naturally Universitas Braas if they were in their daily activity on society tas Brawijaya Universitas Brawijaya University unfamiliar words and being able to use them appropriately. It also involves Brawijaya Universitteachers' helping them to model how to use a variety of strategies. Vocabulary sitas learning strategies are a subcategory of language learning strategies and constitute Universit knowledge about what students do to find out the meaning of new words, retain<sup>Si</sup> Universi them in long-term memory, recall them when needed in comprehension, and use them in language production (Ruutmets, 2005). They are classified into: a) strategies for understanding the meaning of words, such as makingsitas Brawijaya deductions from the word-form, linking to cognates, guessing from the context and using dictionary b) strategies for acquiring words, such as repeating the word over and over again, organising words in the mind, linking to background knowledge. Universitas B Schmitt (1997), developing Oxford's (1990) taxonomy for vocabularysitas Brawijaya learning strategies, goes a step further dividing vocabulary learning into two main phases: 'discovering new word meanings' and 'consolidating new word forms and University meanings'. During these phases, students apply different strategies: available of the strategies and the strategies are strategies. a) Cognitive, which are the strategies which accomplish the process of using Universitas Brawijaya the language material. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** Universities b) Social, which develop interaction either amongst students or teacher and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brastudents. Universitas Brawijaya Universitas Brawijaya c) Memory, that is recalling the meaning word based on its decoding and Universitas Braconnection with the student's background knowledge, rawijaya Universitas Brawijaya their individual preferences and learning style. Metacognitive are the strategies University which help students to monitor and evaluate their process of learning and to uses consciously certain techniques that improve performance in the target language. Jones (1998) and Yamato (2000), said that Metacognitive and cognitive strategy Universi use is a main 'key' for students to become more independent and responsible forsitas their own learning; therefore, learners should be encouraged to individualize their Universitstrategy use, which may vary based on educational, linguistic or cultural sitas background and learning style. Communicative language teaching is one of teaching strategies for young Sitas Universitlearners. It can be understood as a set of principles about the goals of languages teaching, how learners learn a language, the kinds of classroom activities that best Universitacilitate learning, and the roles of teachers and learners in the classroom. According to Richards (2006), in CLT, learners now can participate in classroom activities that were based on a cooperative rather than individualistic approach to ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning. And teachers now had to assume the role of facilitator and monitor. iversitas Rewijaya Universitas Brawijaya Universitas B users of the language. For example students' interaction with English native speaker or Indonesia English teacher. They can creating meaningful and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya university purposeful interaction through language. The goals of CLT is improving Universitas Brawijaya Universitas Brawijaya Universit communicative competence of Ether children. Knowing how to produce and sitas Brawijava Universitas Brawijaya rawijaya Universitand functions.a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Kasihani (2007: 88) said that there are some techniques to teach University ocabulary for the English Young Learners; listen and repeat, listen and do, sitas Brawijaya Universit question, and answer, substitution, draw and color, listen and identify, seesitas Brawijaya discussion, cooperative learning and modeling Universit demonstration. a) Listen and Repeat. The teacher says something and the students only listen. Then, the teacher says again and asks them to repeat what the teacher says. The function is sitas Brawijaya to introduce new words and memorization. Listen and Do The activity listen can be done by teacher or audio then students listen carefully. Then, the students respond it by doing what their teacher says. Universitas c)raQuestion and Answer Universitas Brawijaya The teacher starts to ask something and give sample of the answer. Then, Universities Branch the students imitate; after that the teacher asks something and the students Universitas Brawijaya Universitas Brawijaya Universities Branswering the question. Before answer the question, the students must as Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas BraThe students must have background knowledge about colours and the sitas Brawijava rawijaya Universitas Brawijaya rawijaya rawijaya Universitas Bradone after the students know some words, things, and colors, such assitas Brawijaya Universitas Brawijaya rawijaya Universitas Branatched to student's interest and the context or real life. Universitas e) Listen and Identify In English, practicing to identify sound is the important thing to do because of wrong pronunciation will have different meaning. In this sitas Brawijaya Universit activity, the teacher gives two similar sounds by using interesting way, for sitas Brawijaya example by using "minimal pairs" for vowel and some consonant. rawijaya See Differences The students try to observe and find out the differentiations of two things rawijaya or pictures. This activity is useful for the student's accuracy. **Group Discussion** Universitas g) It is appropriate for elemantary school students. The teacher gives the Universitas Braproblem to the group, and then they discuss about it. It helps the students sitas Brawijaya Universitas Brato be more active. Universities h) Cooperative Learning emversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Every students learn together. They must work together to give the reportssitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya or the tasks that are given by the teacher. rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas BraModeling and demonstration are the techniques to give examp		
rawijaya			
rawijaya	Universitas Brawijaya Universitas Brawijaya Students about how they do, learn, and make something. For Universitas Brawijaya Universitas Brawijaya	example Universitas	Brawijay
rawijaya	Universitas Briteacher give a worksheet about art and teacher explain what they		
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	
rawijaya	Universitas Brademonstration the way to do the worksheet, ersitas Brawijaya	Universitas	
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rawijaya	Universit 2.4 Media of Teaching Vocabulary	Universitas	
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rawijaya	Universitas Braw Media is something that brings messages or information that has universitas Braw Media is something that brings messages or information that has a something that has	function	Brawijay
rawijaya	Universition purpose certainly. Christine (1996) said that media means transf	erriniversitas	Brawijay
rawijaya	University University	Universitas	Brawijay
rawijaya	Universi delivering messages. According to Vans Els et al (1984), media are all ai	ids which sitas	Brawijay
rawijaya	Universi may be used by teachers and learners to attain certain educational object	Lhiyersitas	Brawijay
rawijaya	may be used by teachers and learners to attain certain educational object	niversitas	Brawijay
rawijaya	Universi media as communication tool in order to further streamline the learning	g process.sitas	Brawijay
rawijaya	Universit	Iniversitas	Brawijav
rawijaya	Universita Teaching English needs a good and interesting media. Media have an i	important	Brawijay
rawijaya	Universitiole in the education of students because media can make students int		
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universit focus during learning and teaching process. Media are flexible because	they cansitas	Brawijay
rawijaya	Universities By be used for all level of students in all subjects.	Universitas	Brawijay
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rawijaya	Universitas Braw Media can be subdivided into three kinds; they are audio, visual a Universitas Brawija	Universitas	Brawijay
rawijaya	Universitas Brawija	Universitas	Brawijay
rawijaya	Universit visual. (Kasihani, 2007:102)	Universitas	Brawijay
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rawijaya	Universitas BraThis media is used to listen and understand oral text, for examp		
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rawijaya	Universitas Brawijaya Cassette recorder, and tape recorder Universitas Brawijaya	Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Bravillaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraVisual media is a media that can be watched and touch. The teacher cansitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya give a picture, realia, map, and miniature. The most used by the teacher are Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universitas Br such as picture, flash cards, and real object (banana, mango, book, etc). Versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas c) Audio visual media Universitas Brawijaya Universitas Brawijaya Universitas Braudio visual media is media that can be watched and listened, for example Sitas Brawijaya Universitas BraTV, HP, and film. Universitas Braw, Jeremy Harmer says that there are some forms / best way of presentation Universition explanation to bring new words into the classroom. (Harmer, 2007:161-162) Sitas Brawijaya niversitas Brawijaya Universi The examples: rawijaya a) Realia One way of presenting words is to bring the things they represent into the sitas Brawijaya rawijaya classroom by bringing 'realia' into the room. Words like'doll', 'ruler', rawijaya 'pen', 'ball', etc. Teacher can obviously be presented in this way. The Sitas Brawijaya teacher holds up the object or point it, says the word and then gets students stas Brawijaya Universitas b) Pictures Universitas Brawijaya Picture can be magazine picture, wall pictures, flashcards, board drawings, Universitas Brawd and any other visual representation. Picture can be used to explain the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br meaning of vocabulary items: teachers can draw things on the board orsitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas c)raMime and gesture sitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The teacher explain the meaning of words and either through a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Braparticular, are probably better explained by mime. Concepts like	e runningsitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Bror eating are easy to present in this way; so are ways of	walking, sitas Brawijay
rawijaya	Universitas Brawijaya expressions, preposition ('to', 'towards', etc). rsitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Las Brawijaya	Universitas Brawijay
rawijaya	Universitas d)raContrast	Universitas Brawijay
rawijaya	Universitas Braw Contrast is compare some different objects and relate it with opportunity of the contrast is compare some different objects and relate it with opportunity of the contrast is compare some different objects.	Universitas Brawijay
rawijaya		
rawijaya	Universitas the object. We can present the meaning of 'cold' by contrasting	
rawijaya	Universite Universite 'hot', 'big' by contrasting it with 'small'. We may present these	Universitas Brawijay
rawijaya rawijaya		
	Universi Universi	ensure our inversitas Brawijay
rawijaya rawijaya	Universit students' understanding.	hiversitas Brawijay
	Universita students understanding.	niversitas Brawijay
rawijaya	Universita e) Enumeration	Iniversitas Brawijay
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rawijaya	Universita This is about <i>general</i> and <i>specific</i> word. We can say 'clothes' an Universitas	Universitas Brawijay
rawijaya	Universitas this by enumerating or listing various items. For example 've	egetable', sitas Brawijay
rawijaya	Universitas Bi fruit, transportation, etc.	Universitas Brawijay
rawijaya	Universitas Bra	<b>Universitas Brawijay</b>
rawijaya	Universitas BraA good media have some characteristics, which make the me	diarmoresitas Brawijay
rawijaya	Universitas Brawija wijaya	<b>Universitas Brawijay</b>
rawijaya	Universi effective and easy to use. There are three characteristics of media by Ge	
rawijaya	Universitas Brawijaya Iniversitas Brawijaya Ely (1980) are follows:	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Bri) w Fixative property itas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawconstruction the levent or object. The sevent or object	
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rawijaya	Universitas Brayphotography, video tape, audio tape, disc computer, and film.	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas B2) Manipulative property Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Transformation of the event or object makes possible because the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	nis media Universitas Brawijay
rawijaya	Universitas Brawhave manipulative characteristics. This object is showed to stu	
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	<b>Universitas Brawijay</b>
rawijaya	Universitas Brawtwo or three minutes by taking picture technique time-lapse reco	ording Ordingversitas Brawijay
rawijaya	Universitas Brawijaya Distributive property Persitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas BrawDistributive property of media can be object or event	
rawijaya	Universitas Braw transformated by space and the way of equivalent from this	Universitas Brawijay
rawijaya	Universitas Br transformated by space and the way of equivalent from this	Universitas Brawijay
rawijaya	Universitas offered to all of students to stimulate their experience has same	e relativesitas Brawijay
rawijaya	Universita	Universitas Brawijay
rawijaya	Universi connected that event.	<b>Niversitas Brawijay</b>
rawijaya	Universi Universi	Liversitas Brawijay
rawijaya	Universit Universit	hiversitas Brawijay
rawijaya	University general, the benefits of the media in the learning process is to facilities	
rawijaya	University interaction between teachers and students so that learning will be more	niversitas Brawijay
rawijaya	universita interaction between teachers and students so that learning will be more	Universitas Brawijay
rawijaya	Universit and efficient. But in particular there are some benefits of media based	
rawijaya	Universitas (1995)	Universitas Brawijay
rawijaya	Universit and Dayton (1985):	Universitas Brawijay
rawijaya	Universitas B  1) The learning process becomes more vivid and attractive.	Universitas Brawijay
rawijaya	Universitas Bray	Universitas Brawijay
rawijaya	Universitas Bra2) The learning process becomes more interactive.	Universitas Brawijay
rawijaya	Universitas Brawija Universitas Bra <sup>3</sup> ) <sub>ij</sub> Efficiency in time and effort.	Universitas Brawijay
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rawijaya	Universitias Bras) The media allow the process of learning can be done anyw	
rawijaya	Universitas Brawijanytime Iniversitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya		
rawijaya	6) The media can foster a positive attitude towards students and	l learning Universitas Brawijay
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rawijaya	Universitas Bra7) Changing the role of teachers to a more positive and productive	
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Universitas Brawijaya Universit2.5 Critical Period Hypothesis Brawijaya Universitas Brawijaya The Critical Period Hypothesis, is the theory that relate with young Universi learners. Theory about successful language acquisition occurs before puberty sitas Brawijaya Universitas Brawijaya that there is a stage in the maturation of human beings during which language Universitacquisition is possible in a natural fashion and that true language acquisitions it as cannot take place before and after this period. The first few years of life are University viewed as crucial for acquiring language skills. If the individual misses the sit Universi "window" then it will no longer be possible to achieve a full command of sitas B language skills. In other words, those who learn languages before puberty, the Universitheoretical "critical period", will have a better chance of acquiring normal orsitas Brawi native-like skills than those who learn after this period in time. The concept for this theory was originally proposed by Penfield & Roberts Universi (1959) and later developed by Lenneberg (1967). Penfield & Roberts hypothesised that progressive lateralisation of cerebral functions and continuous University myelination in Broca's area and the cortex of the brain, meant that the neural sitas Br substrate, the section used and required for language learning, was no longer sites Br available after its closure, which occurred around the critical period of puberty. ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Univers Universi Lenneberg advanced the theory even further by claiming that as a result of loss of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya universitas Brawijaya neural plasticity, an individual could no longer successfully acquire full language skills. In his hypothesis, he advanced the theory that this critical period occurs Universi between the ages of two and ends at puberty. Any attempts to acquire language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya after the end of this period would not be as successful or as fully developed as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi those commenced within the critical period. Lenneberg's theory however, focused itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas only on first language acquisition. itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Lightbown and Spada (1999) argue that childhood is the golden age forsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi creating simultaneous bilingual children due to the plasticity and virginity of the Universitas Brawijaya Uni Universit child's brain to make for superior ability specifically in acquiring the early sets or Universitunity of language (1999: 29)." This mental flexibility signifies the privilegesitas attained by children over the adults in learning languages, which is probably also due to the muscular plasticity used in the articulation of human speech by children Universi to produce a nativelike accent. Brown (1994) claims that this ability is almost missing after puberty and this may explain the difficulty encountered by some Universitadults in acquiring a native-like accent, regardless of the way in which they learns it as new languages. 'Children who acquire a second language after the age of five may have a physical advantage in that phonemic control of a second language is University physically possible yet that mysterious plasticity is still present. It is no wonders to as that children acquire authentic pronunciation while adults generally do not, since University pronunciation involves the control of so many muscles (Brown, 1994: 51). Universitas Bi Universitas Br According to Brown's argument, young children can sound similar to their new-language classmates very quickly and if young enough can become native Universi speakers of the new language, with all the cultural background that this implies. Sitas Bra ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit ersi Adults, on the other hand, can rarely gain the depth of cultural background that makes a real native speaker of a language. Vygotsky (1978) have different way to ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi explains about the Critical Period Hypotesis. He argues that the adults tend to be Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit more analytical in learning languages unlike children who tend to be more sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitholistic. Children acquire the language as it is formed and produced by others it as sitas Brawijaya Universitas Brawijaya Univer Universit conversation. Young children speaking the new slanguage still speak likesitas Brawijaya Universitas Brawijaya Universities Brawijaya concrete topics. Adults, on the other hand, have a higher level of cognitive sitas Brawijaya s Brawijaya Universit Universit development, knowledge of the world, and experience of how to learn that helps it as them achieve satisfactory levels of language proficiency in remarkably short Universitieriods. A young age can be an advantage in learning languages faster and Si University gaining a native-like fluency; however, it does not hinder the acquisition of newsitas languages for those who have already skipped puberty. Other factors may Universit contribute to this acquisition such as language input. When language learning starts at a younger age, it is possible to help Universit children develop positive feelings and attitudes towards other people and cultures Universi having different languages, which develop acceptance and understanding towards others. So that, criticisms, incorrect judgments and feelings of superiority would Universities replaced by recognition and toleration of differences. The result of developsitas Brawijaya positive feelings would help children develop positive attitudes towards learning a foreign language. From this perspective it can be argued that teaching foreign Universitas Brawijaya Universitas Brawijaya Universitanguages to young learners has affective components that help facilitating thesitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya tas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 2.6 Previous Study iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas There were some research who have already conducted research about Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universite aching vocabulary for young learner. Research by Tri Itut Wijayanti (2011) sitas Brawijaya Universitas Brawijaya Universit" PG/TK Laboratory" of State University of Malang". The study was a descriptive University qualitative research. The subjects are four teachers of two classes namely two sites Versitas Braw ("A" Bilingual Moon and two teachers of "A" Bilingual Star. The Universitinstruments used are observation checklist, field note, and interview guide for the sitas Brawijaya University four teachers. The findings from this research, it can be concluded the sitas B characteristics of the songs used in teaching vocabulary were the lyrics of the Universitsongs were simple and not too long, there was the repetition of the words whilesitas singing the songs, the vocabulary used in the lyrics was presented in the Universit meaningful context, the lyrics were based on the theme in the school curriculum, sitas Brawijaya Universitand the rhythm of the songs was fun. Based on the result of this research, there are sites some suggestions offered. For the teachers of Bilingual Classes at PG/TK Universit Laboratory of State University of Malang, The teachers were expected to be more sitas Brawijaya creative to create their own songs and they can also use the songs since the songs are appropriate for the students. Besides, the teachers are also suggested to find ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University out activities that can be combined with the songs, can find those activities bysitas Brawijaya Universitas Brawijaya a book of "English for Young Learners" which is written by Kasihani K.E. Universitas Brawijaya Universitas Brawijaya UniversitSuyanto.vijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramilarities with this study was the design which used descriptive sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi qualitative, observed at bilingual class kindergarten and the subject are foursitas Brawijava rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas teachers of kindergarten. The differences was the instruments that used by the tersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University researcher which is observation checklist, field note, and interview guide without sitas Brawijaya Universitas Bracher study about teaching vocabulary for young learner was also sitas Brawijaya conducted by Anita Wahyuni, et al (2013) entitled "The Techniques Used in Teaching Vocabulary To Young Learners at SDN SUMBERSARI 2 MALANG". Sitas Brawijaya Universit The study was descriptive qualitative research. To collect the data the researcher sitas Bi did interview and observation, there are four instruments were used, they were Universitinterview guide, observation checklist, field note and recording the video. Thesitas interview was conducted to know the background of the teachers' education, Universitieaching techniques and the students respond and evaluation. The subject was sitas Brawijaya Universi English teachers from 1st-6th grade. Universitas B. The similarities with this study was the subject, because she had observed Universitelementary school students but it still categorize into young learner and also sitas Brawijaya research design which used descriptive qualitative. The differences was the sitas B instruments, which almost same but she didn't used questionnaire. The topic also Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University focused on teaching teaching vocabulary but didn't discussed as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas **RESEARCH METHOD**s Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter presents the research methodology which is used in this sitas Brawijaya Universitas Brawijaya University source, data collection, reseach instruments, and data analysis rawijaya Universitas Brawijaya
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Universitas Brawijaya Universi Sandelowski (2010), qualitative descriptive studies produce findings closer to the Sitas Bi data ("data-near") than studies within such traditions as phenomenology or Universit grounded theory, but that good qualitative descriptions still have some interpretives it as Brawijaya rawijaya rawijaya obligations. She noted that, rather than being a distinct methodologic Universit classification, qualitative description is perhaps viewed as a "distributed residual sitas Brawijaya Universi category" that signals a "confederacy" of diverse qualitative inquirers. In other stass Br words, a qualitative descriptive study may have grounded theory overtones, Universit because it used constant comparative analysis when examining the data. However, sitas Brawijaya Universita qualitative descriptive study is not grounded theory, because it does not produce sit as B a theory from the data that were generated. Descriptive qualitative research was a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit designed to obtain information concerning with the current status of phenomenasitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya in particular place. The researcher observed about the teaching process of ersi vocabulary which focused on teaching strategies and media conducted in Global Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniversitEdnovation Kindergarten Malang, rawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Qualitative research inquiry looks for verbal accounts or descriptions in Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universityords, or it puts observations into words. Based on Bogdan and Biklen (1984) sitas Brawijava versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas qualitative research has the natural setting as the direct source of data and the versitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya University researcher is the key instrument. In this study, the teacher was observed and sitas Brawijaya Universitas Brawijaya Universithe data, the researcher interviewed teachers, give questionnairres for them and sitas Brawijaya Universit did observation checklist. The researcher as the observer, with observation the sitas Brawijaya Universities Braw class with recording video during teaching process and completed with Universit observation checklist. After observation and collect the data, the researcher will sitas Brawijaya Universi analyzed the data. niversitas Brawijaya hiversitas Brawijaya Universit3.2 Data Source The setting of this research was Global Ednovation Kindergaten Malang Universitiocated at Jl. Danau Toba blok B 24-26 Sawojajar. The researcher choose this Sitas University kindergarten, because this school had curriculum national plus. National curriculum means standart curriculum 2014 revision from government Universit (Permensikbud 137/2014). The teachers develop English in every lesson plan. Sitas Brawijaya tas Brawija This school also provide a guest teacher or English Native speakers. The subject Brawijaya were three teachers of Sunshine class. The researcher interviewer three teachers, Universithe English Native Speaker and two Indonesian English Teacher. The researchers it as Brawijaya Universities Brawijava Mrs. Dewi. Sunshine class have twenty-four students, that divided into two small Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi class. Based on my observation, students of Sunshine class really enthuasiastic, sitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University active and easy to memorize vocabulary than other class. So, the researcher chose sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithis class as my observation to know deeper about each students when learns it as Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 3.3 Data collection niversitas Brawijaya Universitas Braceswel (1998) said that, the data collection in descriptive study is Brawijaya Universitypically extensive, drawing on multiple sources of information, such assitas observation, documents and audiovisual materials. The data collection techniques Universitins this research were using observation checklist, quationnaires and interviews tas Brawijaya Universi which was used to find out about teaching strategies and media used in teaching sitas Bi process.. The researcher did recording video to make researcher knew the real Universitisituation during learning process and to knew students' characteristic And tositas knew students' respond when learn vocabulary. So, the researcher can got more Universitinformation/ data about the students learning and teaching process vocabulary. Versitas Brawijaya Universit 3.3.1 Observation Observation was conducted on October until November 2016. According University Cresswel (1998) observation is an instrument the data that can be used to obtain sitas Brawijaya tas Brawija a comphrensive picture of situation. When observed the class, the researcher was sitas Br not active participated in the teaching and leaning process to keep the natural and ersitas Brawijaya <sup>†</sup> Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Universitoriginal condition during the observation. The researcher observed the teachingsitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas and learning process in class and also used observation checklist as the instrument Universitas Brawijaya Universitas Brawijaya of this research. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya Universitas Brawijaya University 3.3.2 Interview Universitas Brawijaya Universitas Brawijaya Universitas Br Interview is process of gaining the information for the specific goals of thesitas Brawijava rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas study by proposing some questions to the respondent initiated by the interviewer tersitas Brawijaya Universitas Brawijaya Universitas rawijaya Universi (Nazir, 2006). Good practice was to develop an interview guide that helps the itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya interviewer focus the interview without imposing too much structure. Based on Universit Hill et al.(1997) recommend providing interviewers with a list of questions before Sitas Brawijaya as Brawijaya Universitas Brawijaya Universithe interview. The interview was about teaching strategies, media which was usedsitas by teacher, and asked about students difficulty when learn vocabulary. This Universitinterview used to confirm some unclear or ambigous results of classroom sitas Brawijaya Universi observation. The interview consist of 15 questions and adapted by TiPPs, Thesitas Brawijava Second Language Teaching & Curriculum Center (2002). The researcher also University record the voice of the teacher to help researcher to memorize and make a details it as Brawijaya the conversation. University 3.3.3 Video Recording Fraenkel and Wallen (1993) state that one of the strenght of videositas ercording is that can replayed for several time in order to check and clarify the University sata. The researcher recording a video during teaching process to maximize the sitas Brawijaya result of collecting data and also know real situation when teacher teach the students. The video recording was used to knew how teachers applied the teaching Universitas Brawijaya Universitas Brawijaya University strategies, media, and also how students respond teacher instructions. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit3.4.1 Questionnaire iversitas Brawijaya Universitas Brawijaya University present respondents with a series of questions or statements to which they are to sit as Brawijaya Universitas Brawijaya Universit answers. The questionnaire distributed to three teachers, English native speaker Strawijaya Universitand Indonesian English teacher. The questionnaire in the form of multiple choice: sitas The questionnaire divided into some parts, first about basic question about Universitieaching process, second part about teaching strategies, and the last part about Universi teaching media. The questionnaire consist of twenty-five statement adapted from sitas B Kasihani, K.E. (2007) "English for Young Learners". The result of this Universit questionnaire will be explain in the form of percentage. University 3.4.2 Observation checklist The observation checklist was consist of some questions, adopted from Classroom Checklist tools from Improving Educational Quality (IEQ) project Universit (2009). Checklists that focused on the presence or absence of certain events orsitas Brawijaya actions are used to provide a profile of what happens in classrooms. The types of questions for which this form of checklist can be used include: "Do small groups ersitas Brawijava Universitas Brawijava Universitas Brawijava Universit occur? Do teachers use praise?". Classroom observations can capture the naturally sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas occurring events of an teaching and leaarning process, but with this observation checklist, will be help the researcher to know detail what students and teacher do Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitduring the English classersitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas BraThe anaylisis of the data use qualitative method which was reports tas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas decriptively. The data analysis was obtained from an interviews, questionnaires Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya University and observation checklist in order to increase researcher understanding and tositas Brawijaya Universitas Brawijaya University procedure that suggested by Miles and Huberman (1984,p.247). Universitas Brawijaya **Universitas Brawijas** Collecting Data Universitas Brawijaya Data Display Data Reduction Iniversitas Brawijaya Universit hiversitas Brawijaya **Conclusion Drawing** rawijaya Figure 1 Interactive model of analysis, Miles & Huberman, 1984 rawijaya Data Reducing was process of selecting, focusing and simplyfying tas Brawijaya Universities Universities Brabstractting & transformation that appear in written up field note/ trancripts in this University process should be emphasize and minimize the data that were already collected it as Brawijaya reduced into relevant and irrelevant data. Irrelavant data was data which not give meaningful contribution to the study. And relevant data was data which used to Universi support the study, such us about young learners, vocabulary, teaching strategies it as Brawijaya Universitas Brawijaya rawijaya Universitate without significant loss of information. Universitas Brawijaya rawijaya Universitinformations. Display were used at all stages, since they enable data to besit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University organized and summarized, they show what stage the analysis has reached and summarized, they show what stage the analysis has reached and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithey are basis for futher analysis. For Questionnaire and observation checklist, the sitas Brawijava rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universitat unnecessary. Display can be a text, diagram, chart and matrix. Jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Braconclusion drawing was conclude from data display and data reducing. Insitas Brawijaya Universitas Brawijaya Universities Brawijaya explanation and conclusion as the answer to the research problems in the form of Universitas Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi know what kind media and strategies which very effective to used in vocabulary Brawijaya rawijaya Universi teaching process. And also can help the teacher to revise their teaching strategies it as Brawijaya rawijaya rawijaya before. rawijaya rawijaya rawijaya **Universitas Bl** Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawija Universitas Brawijaya Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya FINDINGS AND DISCUSSION rawijaya Universitas Brawijaya rawijaya with thesitas Brawijaya Universi including the result of the quesionnaire for the teachers, interview Universitas Brawijaya Universitas Brawijaya rawijaya teacher, the observation checklist result and video recording result. Universitas Brawijaya SITAS BRAM **Universitas Brawijaya Universit4.1 Finding** This chapter reported about teaching strategies and media used by the sitas Brawijaya teacher of teaching English (vocabulary). The researcher had collected data from Universit the research subjects which were three English teachers of Sunshine class. Data Brawijaya rawijaya rawijaya Universit collection was conducted from October until November 2016. rawijaya The result was divided into four parts: The teachers interview transcript, sitas Brawijaya rawijaya The teachers questionnaires, classroom observation checklist and recording video. UniversitThe collecting data held three times in a weeks and the researcher also recorded Brawijaya Universit activity inside and outside the class. The result of the data was written as follows: sitas Brawijaya **Universit4.1.1 Teachers Questionnaires Results** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br The questionnaire was about teaching strategies and media that used insitas Brawijaya Universitas Brawijaya rawijaya University researcher divided the questionnaires into three parts. First part, ten question Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitabout teaching process in daily activity. Second part, ten questions about what sitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University what kind of media used by the teachers. The following scales were mostly used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University indicate the frequency of the following question was 1 = never, 2 = seldom, 3 = sitassometimes and 4 = often. Other scales was different depend on the questions. The researcher distributed questionnaires to three teachers of Sunshine Universit class. Before teachers answer the questionnaire, the researcher explain each sitas Brawijaya Universitas Brawijaya Univers University first part, all teacher 100 % teach English almost everyday (five times) during one Universities Brawijaya
Universities Brawijaya
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Universities Brawijaya
Universities Brawijaya teaching process and 33,3% teacher need thirty minutes to explain the material during teaching process. All teachers 100% always ask one by one the students to liversitas Universi make sure that students have a clear understanding with English material. Thesitas result showed to solved missunderstanding problem between students, 66,6 % of Universiteachers will explained again, 33,3 % teacher will change into Bahasa Indonesia. Sitas It means one of three teacher will change into Bahasa Indonesia if happened University missunderstanding. Universitas Branchere are some factors of students difficult to learn vocabulary. 66,6% for Universitate parents did not review vocabulary at home and 33,3% for some of them ignoresitas Bullinguesitae Provisione P when teacher explain. The teaching strategies mostly used by the teacher 100% sites. Universities listening and repeating. The researcher saw that this strategies almost use Universities Brawijaya Brawijaya Universities Brawijaya Brawi Universiteveryday in class. The activities mostly used was 100% worksheet. The worksheet consist of vary activity like cognitive, art, writing, reading and so on. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

**Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Bramilaya The percentage of students' success vocabulary mastery is 66,6% for 81-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 90% and 33,3 % for 71-80%. It means that 66,6% students' of Sunshine class cansitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya master vocabularies in the range 81-90% and other 33,3% students' can master Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya University ocabulary in the range 71-80%. The result of this percentage based on studets's itas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya daily activity and worksheet score. Each teacher have different answer based on Universit their students'. Universitas Brawijay Universitas Brawijaya Percentage of students' vocabulary mastery **Universitas Braw** Universitas Brawijaya Iniversitas Brawijaya 33,30% 71-80% **81**-90% 66,60% Figure 4.1 percentage students' vocabulary mastery Universitas Br Second part, questions about what kind of teaching strategies used bysitas Brawijaya teachers. In the questionnaire, the researcher gave ten kinds of teaching strategies Universit English for young learner. Teaching strategies which categorized "often" used sitas Brawijaya Universitive listening and repeating, drawing and colour and group learning (100%). Sitas Brawijava Other teaching strategies also categorized "often" used were question and rawijaya Universitianswers, modeling and demonstration, and CLT (66,6%). Although the das Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya percentage of this strategies show only 66,6%, but it still categorized "often" University because higher percentage than "sometimes" 33,3%. rsitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava <del>Univ</del>ersitas Brawijava Teaching Strategies Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Roowijaya 60,00% rawijaya Universitas Boowijave Universitas Brawii Universitas Bra Universitas Brawiia **Universitas** Brawiia Figure 4.2 Percentage of teaching strategies used by the teachers Teaching strategies which categorize "sometimes" used were see differences (100%). Teaching strategies listening and doing, listening and Universitidentify, and cooperative learning also categorized "sometimes" (66,6%), then sit as 33,3% of them categorized "seldom" used by teacher. From ten kinds of teaching Universit strategies, six of them often used by the teacher, and four of them sometimes and sit as Brawijaya seldom used in the class. Each teacher answers with different strategies based on their teaching style. Third part, questions about what kind of teaching media used on teaching University process. At the questionairre, the researcher gave five kinds of media for teaching sites. young learners. Song, picture, flashcard were the media "often" (100%) used during English teaching process. Realia also categrized "often" media used by ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi teacher in the range 66,6%. Video/ movie, storybook and puppet were the media itas Br rawijaya categorized "sometimes" 66,6% and also categorized "seldom" 33,3% used University during teaching process. From five kinds of media, three of them often used by Sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Univ<sup>28</sup>sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universithe teacher and two of them sometimes and seldom used in the class. So, the Universiteachers used kind of media during English teaching process everyday. rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Teaching media Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra90% 80% Universitas Bray Universitas Brawijaya Universitas Bra60% 50% Bra40% 30% Universitas Brawijaya 20% Universitas Brawijaya 10% Universitas Universitas Brawijaya song movie/video puppet/ Universit Iniversitas Brawijaya bookstory rawijaya Figure 4.3 Percentage of teaching media used by the teachers rawijaya Universit 4.1.2 Teachers Interview Results rawijaya Interview guide consist of fifteen questions about teaching experience, sitas Brawijaya teaching strategies and media, also about students behaviour. Each teachers had University different teaching experience. Ms. A, it was the first time of her teaching English, Sitas Brawijaya she teach for seven weeks. Mrs. B, she had been teach around twenty years, before teach at Global, she was a teacher at Tlogowaru and Al Azhar Universitas Universi Kindergarten. Then Mrs. B, she had been teaching around 4 years at global and sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya before that she was teacher at Akademik Kindergarten. Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe strategies used by all teacher almost same. That were listen and sitas Brawijaya repeat, listen and do, group learning, question and answer, etc. All teacher said rawijaya Universitas Brawijaya rawijaya

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rawijaya	<b>Universitas Brawijaya</b>	Universita	s Brawijaya U	Jniversitas <b>J</b>	Brawijaya	Univ <sup>39</sup> sitas	Brawijaya
rawijaya	<b>Universitas Brawijaya</b>	Universita	s Brawijaya U	Jniversitas <b>J</b>	Brawijaya	Universitas	Brawijaya
rawijaya	<b>Universitas Brawijaya</b>	Universita	s Brawijaya U	Jniversitas <b></b>	Brawijaya	Universitas	Brawijaya
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rawijaya	Universit students happy,	fun and focuse	ed to the lesson.	Jniversitas <b>S</b>	Brawijaya	Universitas	Brawijaya
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	Universitas Brawijay	1 able 4.1 <i>te</i>	eaching strategies	usea (intervie	w) Yawijaya	Universitas	
	Universitas Brawi Universitas Brawi	ooobyloria 1	AS.R	unina this -	nagtarijaya		
rawijaya	Universitas Br. Many v	ocadularies na	ve been teach di	uring this sei	nester. This	semester, Universitas	Brawijaya
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rawijaya	Universita 1	191	A. H.	F - 1		Universitas	Brawijaya
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThere were significant change since first semester until now. Based on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universiteacher's interview, all students had good vocabulary mastery in the end of sites sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit semester. They can memorize all vocabulary by song or repetation. The problem Universi faced by students almost same. Ms. A said that the problem happened becauses it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universite English in school (see appendix 6). Furthermore, Mrs. Bassid that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit development of each children was different. So teacher, must teach them slowly, sitas because not all students can understand faster (see appendix 7). Mrs. C said that problem of the students was not all students focused on the lesson, because some of them was talk or play with other friend when teacher delivering the lesson. The challenge to teach English for young learner also different for some teachers. Ms. A said that the challenge when she tried to teach the class alone, so Universitishe must make sure all students understand because she used full English, i shesitas taught slowly to make them really understand with her. Mrs. B said that the Universit challenges because student's had mother tounge Bahasa Indonesia, then some of Sitas Brawijaya Universi parents did not review students vocabulary at home, so they sometimes forgots as Brawijaya because only learn at school. Furthermore, Mrs. C said that the challenges to teach ers young learner was every child had different ability, so every teachers must had an extra power to teach and persuasive all students focused to the lesson (see its appendix 8). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University 4.1.3 Observation Checklist Result Wijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Observation was conducted three times. First observation, the researcher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi observed Ms. A at Sunshine class A. This class consist of thirteen students, the sitas Brawijava teacher discipline children with quietly reminds the child who talk to their friends Universition ignore the teacher. The teacher praise the student's with compliment and hugsitas Brawijaya Universitas Brawijaya Unive Repeat, Question and Answer, Modeling and Demonstration and Communicative Universitas Brawijay Universit Colouring (all the activity from worksheet), answer teacher questions one by one. Before did the worksheet, Ms. A reviewed their vocabulary and play flashcard. Universi Media which used were flashcard and picture. When the students did something wrong, the teacher re-explain and give correction to students. Ms. A used English Universit100% in class, then the children spoke 50% Bahasa Indonesia and 50% Englishsitas (see appendix 10). Second observation, the researcher observed Mrs. B at Sunshine A class. University Braiso discipline the students quietly reminds student did not focused. The Universiteacher praise students with said "Excellent, good, etc". The strategies used also itas B same with Ms. A. Before did the worksheet, the students, sing a song, review sites University ocabulary with repetation, and play flashcard. The activities were did math sitas Bra University University University Bra Univers Universi (cognitive) and art (colouring). Ms. B was Indonesian English Teachers, so the sitas B class used English 50% and 50% Bahasa Indonesia, then the children spoke 50% Universi Bahasa Indonesia and 50% English (see apendix 11). Sitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Bramilaya Third teacher, Mrs. C teach at Sunshine B class. This class consist of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitelevent students. The teacher praise the children with compliment and did hi five.sitas versitas Brawijaya Universitas Brawijaya rawijaya Universit Question and Answer, Modeling and Demonstration and Communicative sitas Brawijaya Universitas Brawijaya Universities also from worksheet which sitas Brawijaya as Brawijaya Universitas Br Universitive coloring, math and writing. The teacher used English 50% and 50% Bahasa it as Indonesia, then the children speak 50% Bahasa Indonesia and 50% English (see Universitapendix 12). 4.1.4 Video Recording Result The researcher recorded video at Ms. A class, the class started with review Universitactivity about animal vocabulary outside the class. This activity used teachingsitas Brawijaya strategies listen and repeat, and question and answer. Before discuss lesson of Universiteday, students learning number by flashcards. This activity called assitas Brawijaya brainstorming and used listen and repeat strategies. Teacher did group learning, University all students mention the number of flashcard together. Sometimes teachers asked Universi them one by one to make sure they understand clearly. Universitas Brafter learn number with flashcard, teacher explained the worksheet. That Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya day, students got two worksheets. Teacher explained the worksheet on the whiteboard one by one. This activity used modeling and demonstration strategies. Universit After clear understand, students did the worksheet, first worksheet about numbers it as Brawijaya and second worksheet about kind of shapes and colouring. Students' which have Universitas Brawijaya rawijava

Universitas Brawijaya University been did the first worksheet, took the second worksheet in front of the class. For ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi second worksheet, teacher asked one by one about name of the shape aftersitas Brawijava rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Students' finished the worksheet. rersitas Brawijaya Universitas Second video, Mrs. C class. Teacher started the class with greeting and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitatendance. Attendance, students will counting one by one. After this, teachers as Brawijaya tas Brawijaya Univers reviewed vocabulary about number and part of plant. This activity which used Universitas Brawijay were memorizing and listen and repeat strategies. Media which used were book Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay the worksheet to the students. First worksheet about fruit, teacher asked about name of fruit and the colour of fruit to make them understand. Second worksheet, Universi about writing and identification picture about togetherness. Teacher used Bahasasitas to explain this worksheet. This activity used group learning and communicative Universi language teaching stategies. After the student's understand, teacher asked aboutsitas Brawijaya math like four plus five equal. Students which can answer the question, took a sit Universitiand did the worksheet. After all students' answer, they did the worksheet. While Brawijaya Universi students' did worksheet, teacher ask about favorite fruit one by one. This activity used question and answer strategies. Third video at Mrs. B class started with greeting and attendance. Same Universitas Mrs. C class. After this Mrs. B reviewed vocabulary about part of plant and Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi fruit. This activity used memorizing strategies. Students can remember all less Br vocabulary, beside that teacher asked them to sang a "fruit" song. Media which Universitused was flashcard and song. Then, teacher explain about worksheet. and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brifirst worksheet about art (cut, paste, and colouring). This activity used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi modeling and demonstatrion and draw and colour strategies. Before explains it as Universitas Brawijaya rawijaya rawijaya rawijaya Universi second worksheet about math. Finished with flashcard, Mrs. B explained the idas Brawijaya Universitas Brawijaya rawijaya Universit together. After students understand, they're did the worksheet. Mrs. Dewi walked Sitas Brawijaya t have Universitaround the class to make sure, they did not have a problem. **Universitas Brawijaya** Universit4.2 Discussion In the discussion, the results and findings of the research are being Brawijaya Universi discussed to lead deep comprehension with theories of the related concern. The researcher check the characteristic of young learners by Erzos (2007). Based on Universit observation, all of the characteristics of young learner were appropriate with sitas Brawijaya Sunshine class students. Students showed their behavior naturally, so the Universities earcher can analyzed kind of characteristic easily. Student's were very active sitas Brawijaya University and have high motivation to learn. They sometimes lose their concentration when sites talk to others. But students always excited and interesting during teaching process. UniversiThey were had limited motorskills, it means they wrote use a pencil or cutting sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra paper slowly. They like art, colour, play, sing a song and dance. They were so like it as to move (kinesthetic) after finish the worksheet. The researcher saw that mostly University students focused with the lesson, than playing or talking as Brawijava Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Braccording to the result of the data, the teaching strategies mostly used Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitive listen and repeat, draw and colour, question and answers, modeling and demonstration, group learning and CLT. The teaching strataegies by Kasihani Universi (2007: 88) was applicable teaching technique which make students easy to learns it as Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi English. Those strategies make young learner like English. Listen and repeat, very stras Br match with students characteristic which had short term memory, so repetation Universi needed to increase their memory of vocabularies. The development of children's sitas vocabulary, the students need to meet word again and again in new context that help increasing what they know about words. Draw and colour strategies match Universi with young learner which like art, fantasy and colour. Modeling and demonstration strategies make students building background knowledge or Universitimagine what they should do. Communicative Language Teaching strategies used by teachers because this strategies focus on communication that structure. University emphasizes functional uses of language, and applied at classroom activities. CLT Universi make second or foreign language students successful learn English than use a worksheet. Group learning strategies was teaching strategies which make Universi Sunshine class situation similar with social context and make student interact with Sitas Universitothers.aw Universitas Brawijaya Universitas Brawijaya The English teachers need to comprehend teaching style with language learning principles. According, Piaget in Hudelson (1991: 256), "Children learn Universi through experiences by manipulating surrounding objects". Teacher need a mediasitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit to make student understand about the topic of the lesson. Based on observation, media was important thing to teach English vocabulary, because media make as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students built background knowledge and knew the meaning of new vocabulary... ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi Without a media, young learner will found a difficulty to learn and memorize was itas Brawijaya Universitas Brawijaya Univers University ideo, and book. Those media very usefull for young learners which needs it as Brawijaya Universitas Brazilatiown and Spada (1999) argue that childhood is the golden age for University creating simultaneous bilingual children due to the plasticity and virginity of the sitas child"s brain to make for superior ability specifically in acquiring the early sets or units of language (1999: 29)". This was a real phenomena about young learner. Universi Students of Sunshine class showed that children had this period. They can it as memorize a new vocabulary well because children at this age, easy to catch Universite verything include language. Children easy to imitate everything around themsitas based on their environment. For example, at school students imitate what teacher said or what teacher do. Teachers at Global Ednovation always review vocabulary Brawijaya Universiting every morning. This activity, help student to had many vocabulary bysitas Brawijaya memorizing. This activity was an effective way because teacher use song, dance Universitand repetition which make student enjoy and fun. Beside that, students in goldensitas Brawijaya tas Brawija, wijaya Universitas Brawijaya age, yery receptive, active, enthusiastic and easy to memorize. awijaya Universitas Brawijaya Universit similar to their new-language classmates very quickly. This was relate with it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas English native speaker. The reason why this school provide English native speaker, to make students had a good pronounce which can similar with English Universitas Brawijaya Universitas Brawijaya Universit University native speaker. Although, the time in school very limited the students cannot Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas	Brawijaya Unive	ersitas Brawija	aya Universit	as Brawijaya	a Universitas	Brawijay
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rawijaya	Universitas	Brawijaya Unive	ersitas Brawija	aya Universit	as Brawijaya	a Universitas	Brawijay
rawijaya	Universitas	Brawijaya Unive	ersitas Brawija	aya Universit	as Brawijaya	a Universitas	Brawijay
rawijaya	Universitas	Brawijaya Unive	ersitas Brawija	aya Universit	as Brawijaya	a Universitas	Brawijay
rawijaya	Universitas	Brawijaya Unive	ersitas Brawija	aya Universit	as Brawijaya	a Universitas	Brawijay
rawijaya	Universitas	Brawijaya Unive	ersitas Brawija				Brawijay
rawijaya	Universitas	Brawijaya Unive	Questionn	aire Result	as Brawijaya	a Universitas	Brawijay
rawijaya	Universit#T	he Teaching of Vocal					Brawijay
rawijaya	Universitas	Brawijaya Unive	Kindergart ersitas Bladgart	en Malang" "	as Brawijaya	a Universitas	Brawijay
rawijaya	UniversitPar	<b>G</b> rawijaya Unive	ersitas Brawija	aya Universit	as Brawijaya	a Universitas	Brawijay
rawijaya	Universitas	How much you teach	ersita1-2 in avija	aya3-4 inia/ersit	almostvijaya	□ othersversitas	Brawijay
rawijaya	Universitas	English in a week?	ersitweek	weekniversit	everyday		
rawijaya	Universitas	Brawijaya Unive	9"	ersit	(100%) as Brawijaya	a Universitas	Brawijay
rawijaya	Universit <sup>2</sup> as	How long the English	□ 20	□ 30 minutes	345 rawijaya	othersversitas	Brawijay
rawijaya	Universitas	learning process in one meeting?	Minutes (66,6%)	(33,3%)	minutes		
rawijaya	Universitas	Braw	TAS	R.A.	ijaya		Brawijay
rawijaya	Universitäs	How the teacher make sure that all students	□ ask one by one	☐ question and answer	□ only worksheet	□ others a Universitas	Brawijay
rawijaya	Universitas	understand?	(100%)	together		Universitas	Brawijay
rawijaya	Universita	How teacher solve	□ explain	□ give another	□ change into	others others	Brawijay
rawijaya	Universi	students	again	example	Bhs Indonesia	niversitas	Brawijay
rawijaya	Universi	missunderstanding?	(66,6%)	071	(33,3%)	hiversitas	Brawijay
rawijaya	Universi 5	What is the factor of	□ not learn at	□ ignore when	□ they dont	□ othersversitas	Brawijay
rawijaya	Universit	difficulty to learn vocabulary?	home (66,6%)	teacher explain (33,3%)	understand	hiversitas	Brawijay
rawijaya	Universit	II and the manager	- 50 700	_ 71 900	- 91 00 0	/ niversitas	Brawijay
rawijaya	Universita 6	How much the percentage of students success lear		□ 71-80% (33,3%)	□ 81-90 % ( <b>66,6%</b> )	□ 100% Universitas	Brawijay
rawijaya	Universita	vocabulary in class?	100 119		. , ,	Universitas	Brawijay
rawijaya	Universitas	What were the best	□ listen and	□ listen and do	□ question	others others	Brawijay
rawijaya	Universitas	strategies to teach Engl			and answer	Universitas	
rawijaya	Universitas	you have had?	(100%)			a Universitas	Brawijay
rawijaya	Universit&s	What are strategy liked		□ listen and do		□ othersversitas	Brawijay
rawijaya	Universitas	the students ?	repeat (100%)		and answer		
rawijaya	0	What the activities mos	stly upworksheet	□ drawing and	□ wijaya		
rawijaya	Universitas	used to the students?	(66,6%)	color	memorization (33,3%)	a Universitas	
rawijaya	Universitas		listen and				
rawijaya		What were the best strategies for students,	repeat	□ listen and do	and answer	others versitas	Brawijay
rawijaya		based your opinion? V	ersit(100%)3Wija	aya Universit			
rawijaya	Universitas		ersitas Brawija				
rawijaya	Universitas		ersitas Brawija				
rawijaya	Universitas		ersitas Brawija				
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rawijaya	Universitas	Brawijaya U	Iniversitas Bra	wijaya 🏻	Universita	ıs Brawij	ava	Uni	versitas	Brawijay
rawijaya	Universitas		Iniversitas Bra							Brawijay
rawijaya	Universitas		Iniversitas Bra							Brawijay
rawijaya	Universitas	Brawijaya U	Iniversitas Bra	wijaya	Universita	ıs Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya U	Iniversitas Bra	wijaya	Universita	ıs Brawij	aya	Uni	versitas	Brawijay
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rawijaya	Universites	Brawijaya U	Iniversitas Bra	wijaya 🏻	Universita	Is Brawij	aya			Brawijay
rawijaya			Iniversitas Bra om, 3 = sometimes							Brawijay
rawijaya	Universitas	never, 2 = seldo	om, 3 = sometimes Iniversitas Bra	s,4 = oft wijava	en Universita	ıs Brawij	ava			Brawijay
rawijaya	Univers tas	Brawijaya L	Iniversitas Bra	w <sup>l</sup> ijava I	Ur <sup>2</sup> iversita	3 Brawii	<del>4</del> va	Uni	versitas	Brawijay
rawijaya	Universitas	teacher used use strategies (in a	listen and repeat	0% wijaya l	0% Universita	0% Is Brawij	100%	)		Brawijay
rawijaya	Univers t2s	•	en and do as Bra	<b>10%</b> va	33,3%	66,6%	0%			Brawijay
rawijaya	Universites	strategies (in a		wiiava	Universita	s Brawii	ava	Uni		Brawijay
rawijaya	Universitas	teacher used que strategies ( in a	estion and answer	0%	0% Universita	33,3%	66,6%	0		Brawijay
rawijaya	Universitas	teacher used dra		0%	0%-rsita	<b>0%</b> rawii	100%			Brawijay
rawijaya	Universitas	strategies (in a	week)			s Brawii	ava		versitas	
rawijaya	Universitas	teacher used list	•	0%	33,3%	66,6%	0%			Brawijay
rawijaya	Universités	strategies (in a teacher used see		0%	0%	100%	0%			Brawijay
rawijaya	Universitas	diferrences(com	pare a picture)	P B	Ra.	20070	va			Brawijay
rawijaya	Univers tas	strategies (in a		0.07	0.07	22.20	(( ( ( (	Llasi		Brawijay
rawijaya	Universita	teacher used mo demonstration s		0%	0%	33,3%	66,6%			Brawijay
rawijaya	Univers	week)	357 0							Brawijay
rawijaya	Universi 8		perative learning	0%	33,3%	66,6%	0%			Brawijay
rawijaya	Univers 9	(in a week)	up learning ( in a	0%	0%	0%	100%			Brawijay
rawijaya	Universit	week)				0 /6	100 /6		versitas	Brawijay
rawijaya	Universit 10	teacher used cor		0%	0%	33,3%	66,6%	o n	versitas	Brawijay
rawijaya	Universita	language teachin	ig (in a week)							Brawijay
rawijaya	Universitea	rt III								Brawijay
rawijaya	Universitas		Tel E		2	3	4			Brawijay
rawijaya	Univers ths	teacher use song		0%	0%	0%	100		_	Brawijay
rawijaya	Universitas	english ( in a we	ek) 113				a			Brawijay
rawijaya	Univers tas	teacher use movi	e/video for	0%	33,3%	66,6%	0%			Brawijay
rawijaya	Universitas	teaching english		and a	22,0 %	33,0 /0	aya			Brawijay
rawijaya	Univers tas	Brawii	no/flock soud	0.07	0%	0%	9400			Brawijay
rawijaya	Universitas	teacher use pictu teaching english		0%	0%	l wij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya L	niversitas		nversita			Uni	versitas	Brawijay
rawijaya	Universit4s		object for teaching	w <b>0%</b> ya 1	Un <b>l%</b> rsita	33,3%	66,6	%ni	versitas	Brawijay
rawijaya	Universitas	Brawijaya L	ek) Iniversitas Bra	wijaya	Universita	s Brawij	aya			Brawijay
rawijaya	Universits	, , , , ,	et & bookstory for	0 0	33,3%		a)0%	Uni	versitas	Brawijay
rawijaya	Universitas	teaching english	(in a week) Bra	wijaya I	Universita	s Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya U	Iniversitas Bra	wijaya 🏻	Universita	s Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya U	Iniversitas Bra	wijaya 🏻	Universita	s Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya L	Iniversitas Bra	wijaya	Universita	ıs Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya L	Iniversitas Bra	wijaya	Universita	ıs Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya U	Iniversitas Bra	wijaya	Universita	s Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya L	Iniversitas Bra	wijaya	Universita	s Brawij	aya	Uni	versitas	Brawijay
rawijaya	Universitas	Brawijaya U	Iniversitas Bra	wijaya	Universita	ıs Brawij	aya			Brawijay
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rawijaya	Universitas	Brawi	iava l	Jniversi	itas B	rawijaya	Universita	s Brawijaya	Universitas	Brawijay
rawijaya	Universitas							s Brawijaya		
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rawijaya	Universitas							s Brawijaya		
rawijaya	Universitas		iava l	Jniversi	itas B	suonnaire rawiiava	Universita	s Brawijaya	<u>Unive</u> rsitas	
rawijaya	Universitas					, ,			Universitas	
rawijaya	Universitas							s Brawijaya	7	
rawijaya	Universitas							s Brawijaya	Universitas	
rawijaya	Universitas							s Brawijaya	Universitas	
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rawijaya										
rawijaya	Universitas Universitas	Brawi	e Teaching	of Vocabular	y of Englis	sh for Young Learten Malang"	arners at Global E	Ednovation Is Brawijaya		
rawijaya Brawijaya	Universitas				Miluerga	arten waaiang	isita	s Brawijaya s Brawijaya	Universitas	
rawijaya Brawijaya	Universitas			Pita David	0			rawijaya	Universitas	
rawijaya	Universitas			22		Ch		ijaya	Universitas	
rawijaya Irawijaya	Universitas		women	man D		9 0	RA	ya	Universitas	
rawijaya	Universitas			23"	200		74		Universitas	
rawijaya	Universita		ose one of t	them to answ	ver, based	on vour oninio	n and give mark	(V)	Universitas	
rawijaya	Universit	Part		38	110				niversitas	
rawijaya	Universi	1.	How much y	you teach	□ 1-2 in a	□ 3-4 in a	⊌ almost	others o	niversitas	
rawijaya	Universit		English in a	week?	week	week	everyday		niversitas	
rawijaya	Universit		How long th learning pro-		√20	□ 30 minute		□ others	hiversitas	
	Universit		meeting?	cess in one	minutes	SIR	minutes		niversitas	
rawijaya	Universita	3.	How the tead	cher make	s ask one	□ question	□ only	□ others	Jniversitas	
rawijaya	Universita		sure that all understand?		by one	and answer together	worksheet		Universitas	
rawijaya	Universitas	4	How teacher	solve	€ explain	□ give	□ change into	□ others	Universitas	
rawijaya	Universitas		students		again	another	Indonesia	LI others	Universitas	
rawijaya	Universitas	B 5	missundersta What is the	factor of	Inot learn		they dont	others	Universitas	
rawijaya	Universitas		difficulty to vocabulary?		at home	when teache explain	understand	aya	Universitas	
rawijaya	Universitas	Dia	How much t		□ 50-70%	□ 71-80%	<b>√</b> 81-90 %	□ 100% /jaya	Universitas	
rawijaya	Universitas		nercentage o	fstudents	20 7070	271 0070	2017070	wijaya		
rawijaya	Universitas		vocabulary i					rawijaya	Universitas	
rawijaya	Universitas	Brawi	What were the	he best ers	√ listen an		p question   † a	9 others wijaya	Universitas	
rawijaya	Universitas	1	strategies to	teach	repeat tas B	rawijaya	and answer	s Brawijaya	Universitas	
rawijaya	Universitas				,			s Rrawijaya		
rawijaya	Universitas	1	1 1 1	. 0		rawijaya	2	s Brawijaya		
rawijaya	Universitas	Brawi	What the act	ivities ore	tas B	drawing		s Brawijaya		
rawijaya	Universitas	1	mostly used	to the	worksheet	and color rawijaya	memorization	s Brawijaya		
rawijaya	Universitas							s Brawijaya		
rawijaya	Universitas							s Brawijaya	Universitas	
rawijaya	Universitas							s Brawijaya	Universitas	
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rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas		<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brawijaya	What were the best strategies for your listen and listen and do	ten and question and answer	Brawijaya	<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brawijaya	Istudents en yourtas Brawijaya			<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brawijaya	Opinion? Persitas Brawijaya	Universitas	Brawijaya	<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brawijayapa	niversitas Brawijaya			<b>Unive</b> rsitas	Brawijay
rawijaya			noose one of them to answer, based on your			<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brawijaya	Univer	opinion and give mark	Brawijaya	<b>Unive</b> rsitas	
rawijaya	Universitas	Brawijaya <sup>1</sup>	= never	25	Brawijaya	<b>Unive</b> rsitas	
rawijaya	Universitas				rawijaya	<b>Unive</b> rsitas	
rawijaya	Universitas	Brawi 3=	sometimes TAS R		ijaya	<b>Unive</b> rsitas	Brawijay
rawijaya	Universitas	Brz	e often	MA1.	va	Universitas	Brawijay
rawijaya	Universitas	// /	VIVII	* 1/		<b>Unive</b> rsitas	
rawijaya	Universita	I	teacher used use listen and repeat	2 3 4		<b>Unive</b> rsitas	Brawijay
rawijaya	Universi		strategies ( in a week )			niversitas	Brawijay
rawijaya	Universi	2	teacher used listen and do	V. 30		niversitas	Brawijay
rawijaya	Universit	3	strategies ( in a week ) teacher used question and answer	13/6/	1	niversitas	
rawijaya	Universit		strategies (in a week)		Y	hiversitas	Brawijay
rawijaya	Universit	4	teacher used draw and color strategies ( in a week )	AT	/	niversitas	Brawijay
rawijaya	Universita	5	teacher used listen and identify			Universitas	
rawijaya	Universita	(	strategies (in a week)	W V		Universitas	
rawijaya	Universitas	6	teacher used see diferrences(compare a picture)			Universitas	
rawijaya	Universitas		strategies ( in a week )			Universitas	Brawijay
rawijaya	Universitas		teacher used modeling and	4 V	a	Universitas	
rawijaya	Universitas		demonstration strategies( in a week )		Aya	Universitas	
rawijaya	Universitas		teacher used cooperative learning	V.	ijaya	Universitas	
rawijaya	Universitas	0	( in a week ) teacher used group learning ( in a		wijaya	Universitas	
rawijaya	Universitas		week)		Vrawijaya	Universitas	
rawijaya	Universitas		teacher used communicative	Universitas	/	Universitas	
rawijaya	Universitas		language teaching (in a week) wijaya			Universitas	
rawijaya	Universitas		Universitas Brawljaya			Universitas	
rawijaya	Universitas		Universitas Brawijaya			Universitas	
rawijaya	Universitas		Universitas Brawijaya			Universitas	
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rawijaya	Universitas		Universitas Brawijaya			Universitas	
rawijaya	Universitas	Brawijaya	Universitas Brawijaya	universitas	Brawijaya	Universitas	Brawijay

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rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas		Universitas Brawijaya			Universitas	
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rawijaya	Universitas		Universitas Brawijaya			Universitas	
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	Universitas		Universitas Brawijaya			Universitas	
			ruhiversitas Brawijaya			Universitas	
rawijaya			oose one of them to answer, based on you			Universitas	
			neveriversitas Brawijaya			Universitas	
rawijaya Brawijaya			selom/ersitas Brawijaya			Universitas	
rawijaya Brawijaya			sometimes rsitas Brawijaya			Universitas	
rawijaya Brawijaya			offeniversitas P	Universitas		Universitas	
rawijaya	Universitas		Universitäs		Brawijaya	Universitas	
	Universitas	1	teacher use song for teaching	2 311.03	B/awijaya	Universitas	
	Universitas	Dyandian	english ( in a week )		<del>Kaw</del> ijaya	Universitas	
		4	teacher use movie/video for teaching english ( in a week )				
rawijaya rawijaya	Universitas Universitas			R	ijaya	Universitas Universitas	
rawijaya	Universitas		teacher use picture/ flashcard teaching english ( in a week )	14/1/2	1	Universitas	
	Universita	4	teacher use real object for teaching			Universitas	
,	Universi		english ( in a week )	19	4	niversitas	
	Universi	5	teacher use puppet & bookstory for	1938	7/	riversitas	
	Universi		teaching english ( in a week )	14	7	niversitas	
rawijaya Brawijaya	Universit		Adapted from	Suyanto, K.E. 2007. English for	Young Learners.	niversitas	
	Universit		TO THE TANK	74		niversitas	
rawijaya	Universita					Iniversitas	
	Universitas		\$ CI3			Universitas	
	Universitas			(3)		Universitas	
	Universitas			H. L.		Universitas	
	Universitas				a	Universitas	
	Universitas			ii.		Universitas	
,	Universitas		4 A		aya	Universitas	
	Universitas				ijaya	Universitas	
	Universitas				wijaya	Universitas	
	Universitas		Universitas	Tuversitas		Universitas	
	Universitas		Universitas Brawijaya			Universitas	
rawijaya	Universitas		Universitas Brawijaya			Universitas	
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rawijaya		2. How long	you teach English at kinder	garten <sub>e</sub> ?sitas Br	awiiava	Universitas	
rawijaya	Universitas	3. What is y	our teaching strategies most	y used in the class	s ? awiiaya	Universitas	
rawijaya	Universitas	4. Are your	teaching strategies increase		iry !	Universitas	
rawijaya	Universitas	5. What is y	our strong and weakness on d of vocabulary did you teac		C :	Universitas	
rawijaya	Universitas	o. What kills	ny routine/specific activity to	_			
rawijaya	Universitas		ny target to master vocabular			Universitas	
rawijaya	Universitas	0 1	sed media to teach English			Universitas	
rawijaya	Universitas	10. What kind	d of media which used on tea	aching process?	vijava	Universitas	
rawijaya	Universitas	11. Are your	media make learning proces			Universitas	
rawijaya	Universitas	12. Are vour	media increase student's voc any significant change abo	cabulary?			
rawijaya	Universita .	meeting i	n this semester until now?	out student's voca	abulary, Sir	Universitas	Brawijaya
rawijaya	Universi		the problem faced by studen	ts in leaning Engl	ish (vocabu		
rawijaya	Universi		the challenges to teach Engl			niversitas	
rawijaya	Universi	5		160			
rawijaya	Universit		Adapted from TiPPs. 2002, The	Second Language Teach	ning & Curricul	lum Center Niversitas	Brawijaya
rawijaya	Universit		Pertanyaan in		- /	niversitas	
rawijaya	Universita	\				niversitas	
rawijaya	11		nda ceritakan tentang penga	C 3	nda	Universitas	
rawijaya	Universitas		ma anda mengajar Bahasa Ir nengajar apa yang sering and		//	Universitas	
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rawijaya	Universitas	-F		-83 Poli		Universitas	
rawijaya	Universitas	5. Apakah k	elebihan dan kekurangan da	lam gaya mengaja	r anda ?	Universites	Brawiiay.
rawijaya	Universitas	6. Apa maca	m macam vocabulary yang	diajarkan selama s	satu semeste	r ini?	Brawijaya
rawijaya	Universitas	7 / 100 0 0 0 1	kegiatan rutin untuk meninglarget belajar untuk menguas	rottron tramamania	n woodhillor	x, ')	
rawijaya	Universitas	8. Apa aua t	arget belajar untuk menguas nda menggunakan media dal	ai vocabulary dala am mengajar bah	ım satu sem asa inggris '	Universitas	Brawijaya
rawijaya	Universitas		nda menggunakan media da nacam media yang yang digi			Universitas	Brawijaya
rawijaya	Universitas	11. Apakah n	nedia tersebut membuat kegi	atan mengajar leb	ih efektif?	Universitas	Brawijaya
rawijaya	Universitas		nedia tersebut dapat meningl				
rawijaya	Universitas	Brasiswa?a	Universitas Brawijaya	Universitas Br	awijaya	Universitas	Brawijaya
rawijaya	Universitas	13. Apakah a	da perubahan yang significa	nt pada kemampua	an vocabula	ry Universitas	Brawijaya
rawijaya	Universitas	SISWa, sej	ak pertemuan pertama seme da masalah yang di hadapi s	ster ini sampa seka iswa ketika belaio:	arang ! r hahasa inc	Universitas	Brawijay
rawijaya	Universitas	15. Apakah a	da masalah yang di nadapi s da tantangan ketika mengaja	r bhs Inggris nada	anak anak	Universitas	Brawijay
rawijaya	Universitas	Br pemula?	Universitas Brawijaya	Universitas Br	awijaya	Universitas	Brawijaya
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rawijaya	Universitas	Brawijaya	Universitas Brawijaya	Universitas Br	awijaya	Universitas	Brawijay
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rawijaya			a Rita Pauloitas Brawijaya Universitas Brawijaya Universitas Brawijay
	Universitas	Englis	h Nativa Chaalan
rawijaya			
rawijaya	Universitas	1. A:	Tell me about your teaching experience  Tell me about your teaching experience  Tell me about your teaching experience
rawijaya			I never teach english before, because I'm from law and I am as Brawijay
rawijaya			AISSEC members and I choose artwork to my program. Universitas Brawijay
rawijaya	Universitas		
rawijaya	Universitas	Brawijay	How long you teach English at kindergarten Brawijaya Universitas Brawijaya 7 weeks
rawijaya	Universitas	Brawijay	
rawijaya	Universitas	3. A:	What is your teaching strategies mostly used in the class? Universitas Brawijay
rawijaya	Universitas	B:	I don't know about teaching strategies, but I always teach with
rawijaya	Universitas	//	explain and repetation to make students have good pronounciation, state blawlay
rawijaya	Universita		group learning, sing a song, question and answer and memorizing sitas Brawijay
rawijaya	Universi	1 1	Ara yayır tarakin a stratasina iranasa atıylant'a yazakıyları ?
rawijaya	Universi	4. A: B:	Are your teaching strategies increase student's vocabulary?  Yes I think, because I saw they increase their vocabulary since I saw they increase their vocabulary since I saw increase the s
rawijaya	Universit	<b>D</b> .	there
rawijaya	Universit		niversitas Brawijay
rawijaya	Universit	5. A:	What is your strong and weakness on your teaching style? niversitas Brawijay
rawijaya	Universita	B:	Strong is make them know how to have good pronunciation, mysitas Brawijay
rawijaya	Universita		voice loud, and weakness is sometimes some students ignore mesitas Brawijay
rawijaya	Universitas	<b>\</b> \	when I try to ask one by one.  Universitas Brawijay
rawijaya	Universitas	6. A:	What kind of vocabulary did you teach during this semester?
rawijaya	Universitas	B B:	Animals, Parts of body, colors, Vocabulary during daily activity
rawijaya	Universitas		like Wake up, Take a Bath, etc. And also things around like Sitas Brawijay
rawijaya	Universitas	Braw	computer, bottle, book, etc jaya Universitas Brawijay
rawijaya	Universitas	Brawija	wijaya Universitas Brawijay
rawijaya	Universitas		Is there any routine/specific activity to increase student's sitas Brawijay
rawijaya	Universitas	Brawijay	Vocabulary /
rawijaya	Universitas	Brawijay	vocabulary from count number 1-50 till memorize tonic
rawijaya	Universitas	Brawijay	vocabulary, ex: animals, part of body  vocabulary, ex: animals, part of body
rawijaya	Universitas	Brawijay	a Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya			Is there any target to master vocabulary during this semester ? iversitas Brawijay
rawijaya			Yes, in 1-2 weeks they memorize 2 kind of vocabularyya Universitas Brawijay
rawijaya	Universitas	Brawijay	Are you used media to teach English? Sitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijay	Yes What kind of media which used on teaching process? Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijay	what kind of media which used on teaching process?  a Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
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rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ	ersitas	Brawijay
D. Tieture, Hasheard, Book, Song		Brawijay
		Brawijay
		Brawijay
rawijaya Universitas Br. B.: jay Yes, I saw they're more focused when i used picture or flashcard		
		Brawijay
17 A . Are yroun medde in one og e student's yroedhuleny '		
B: Yes, it help them easy to remember when see the picture or w	ith	Drawijay
danjaya omversitas brawijaya omversitas brawijaya omversitas brawijaya	Cibitas	Diawijay
rawijaya Universitas 13.A : Jay Is there any significant change about student's vocabulary, sin		
rawijaya Universitas Brawijay first meeting in this semester until now? tas Brawijaya Univ		
rawijaya Universitas Brawijay Ya, I see they increase their vocabulary, in learning process when	1 2	
weeks they can understand me and follow me, my instructions	0131603	Brawijay
rawijaya Universitas Braw		Brawijay
14. A. What are the problem faced by students in fearing English		Brawijay
(vocabulary).		Brawijay
rawijaya Universita B: Maybe because they still learning new language, so some of the		
rawijaya Universi difficult to memorize, or because in daily activy/ home they use the bahasa indonesia.		
idwijaya omversi		Brawijay
15. A: What are the challenges to teach English for young learner?		Brawijay
B: The challenges is when I teach the class alone, and the kids do	ersitas n t	Brawijay
understand what i sayin', and I must make them have cle	ear	Brawijay
rawijaya Universita understand. So, I'm explain slowly to make them rea	Hysitas	Brawijay
rawijaya Universita understand. And to catch their attention or to make them focused		
		Brawijay
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ	ersitas	Brawijay
Appendix 7		Brawijay
rawijaya Universitas Brawijaya Universita <b>m erview script</b> Iniversitas Brawijaya Univ	ersitas	Brawijay
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rawijaya	Universit Nama: Dewi Permatasari tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya 1. A: Bisakah anda ceritakan tentang pengalaman mengajar and	la	
rawijaya	Universitas Brab Sudah mengajar selama 20 th, sebelumnya dulu di Ti	K Model	Brawijay
rawijaya	Universitas Brawijay Tlogowaru dan TK al Azhar, setelah itu di TK Globa	_	
rawijaya	Universitas Brawijayasekarangersitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas 2.7 A : jay Berapa lama anda mengajar Bahasa Inggris di TK ? jaya	Universitas	
rawijaya	Ctuated managing and young coming and appellant distalant	Universitas kelas ?	Brawijay
rawijaya	B: Listen and repeat, group learning, sing a song, ques	stion and	_
rawijaya 	Universitas Brawijay answer, and draw and color	Universitas	Brawijay
rawijaya	Universitas 4 raA: Apakah strategi mengajar anda dapat meningkatkan pe	nguasaan <sup>SitaS</sup>	Brawijay
rawijaya	Universitas Br vocabulary siswa ?	Universitas	
rawijaya 	Universitas B: ya, sangat berpengaruh	Universitas	
rawijaya 	University 5. A: Apakah kelebihan dan kekurangan dalam gaya mengajar a B: Kelebihannya saya rasa, saya care terhadap murid dan jug		
rawijaya 	komunikatif sehingga murid danat mudah memahami ke		Brawijay
rawijaya 	saya mungkin kadang pronunciation bahasa inggris sa		Brawijay
rawijaya 	Universi tercampur bahasa jawa sehingga anak anak kadang m	nenirukan	Brawijay
rawijaya 	Universit seperti itu.	hiversitas	
	Universit 6. A: Apa macam macam vocabulary yang diajarkan sela		
rawijaya	Universita semester ini?  B: my self, animal, my needed, animal and plants.	Universitas	
rawijaya		Universitas mampuan	Brawijay
rawijaya	vocabulary?	mampuan Universitas	
rawijaya	Universitas B: ada, setiap pagi review vocabulary	Universitas	
rawijaya	Universitas 8. A: Apa ada target belajar untuk menguasai vocabulary da		
rawijaya	Universitas Bra semester?	Universitas	Brawijay
rawijaya	Universitas Brawij Ada setiap semester mempelajari 5 topik dan masing topik itu memiliki 15 vocabulary, yang harus di kuasai ole	y masingsitas	Brawijay
rawijaya		r bahasa	Brawijay
Irawijaya	Universitas Brawijay Apakan anda menggunakan media dalam mengajar inggris?		
rawijaya	Universitas Bragvijaya universitas Erawijaya		
rawijaya	Universitas 10. A : Jay Apakah macam media yang yang digunakan ketika menga		
rawijaya	Universitas Brab: Jay Macam macam, yang paling sering flashcard, gambar, re		
rawijaya	Universitas Brawijayobjek aslirsitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas 11. A: Jay Apakah media tersebut membuat kegiatan mengajar lebih universitas B: Jay iya karena dengan media tersebut membantu anak an	nak lebih	Brawijay
rawijaya			
rawijaya	12. A : Apakah media tersebut dapat meningkatkan ker	Universitas mampuan	Brawijay
Tawijaya	vocabulary siswa?	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas 13. A: lay Apakah ada perubahan yang significant pada kemampuan sitas Brawijaya rawijaya Universitas Brawijay vocabulary siswa, sejak pertemuan pertama semester ini sampasitas Brawijay rawijaya Universitas Brawijayaekarangersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraBijayya, sampai akhir semester ini anak anak sudah mampu menghafalsitas Brawijaya rawijaya Universitas Brawijay semua vocabulary dari masing masing topik rawijaya Universitas Brawijaya Universitas Brawijayanggris? Apakah ada masalah yang di hadapi siswa ketika belajar bahasa rawijaya versitas Brawijaya rawijaya Universitas Bray ingkat perkembangan tiap anak tidak sama, a jadi tidak semua sitas Brawijaya rawijaya Universitas Brawijay anak mudah dalam menghafal vocabulary, terkadang mereka bisasitas Brawijay rawijaya Universitas Brawijayaupalnive rsitas Brawijaya - Universitas Brawijaya Universitas 15, A; jay Apakah ada tantangan ketika mengajar bhs Inggris pada anak niversitas Brawijaya rawijaya anak/ pemula? Latar belakang siswa dengan bahasa ibu Bhs Indonesia, jadi Universitas Braw untuk belajar bahasa inggris juga perlu penyesuaian, apalagi kadang kadang orang tua tidak mereview vocabulary dirumah, jadi Universitas Br rawijaya siswa hanya belajar bahasa inggris di sekolah saja. Maka untuk Brawijaya rawijaya rawijaya Universit niversitas Brawijaya guru itu sebuah tantangan sendiri untuk mengajar hiversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universit niversitas Brawijaya rawijaya Universita rawijaya rawijaya rawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brandix 8 niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas	L.A.	Bisakah anda cer	itakan tentang	g pengalaman i	mengajar anda	Universitas	Rrawijay
		B: B:	Bisakah anda cer Sebelumnya pern Global sampai se	ah mengajar	di TK Akader	nika Sawojaja	ır, dan di	Drawijay
rawijaya	Universitas	D	oroom sampar so		and the second	D		
rawijaya	Universitas		Berapa lama anda				Universitas	
rawijaya	Universitas		5 tahunversitas Stratagi mangaia				Universitas	
rawijaya	Universitas	_	Strategi mengaja Listen and repeat					
rawijaya	Universitas		1:-1	1		Di attija ya	Universitas	
rawijaya	Universitas	Brawijaya	diskusi bersama ( Apakah strategi vocabulary siswa	mengajar an	da dapat men	ingkatkan per	universitas nguasaan	Brawijay
rawijaya	Universitas							
rawijaya	Universitas		iya karena dapat	membantu sis	swa lebih antus	sias terhadap p	elajaran sitas	Brawijay
rawijaya 	Universitas		Apakah kelebihar					
rawijaya	Universitas		Kelebihannya say					
rawijaya	Universita		saya keras keti terkadang saya k	ka menyamp trang prepara	oaikan pelajar dengan matar	an, kekurang i yang akan d	an sayasitas i herikan	Brawijay
rawijaya 	Universi		sehingga sesekal	i teriadi sal	ah pengucana	n pronunciati	on vang	
rawijaya	Universi		benar.	100	W.		liversitas	Brawijay
rawijaya	Universit	6. A:	Apa macam ma	acam vocabi	ılary yang d	iajarkan sela	ma iversitas	Brawijay
rawijaya	Universit		semester ini?		想了		niversitas	Brawijay
rawijaya	Universit		diri sendiri, kebu	111 -			niversitas	
rawijaya	Universita		Apa ada kegia	atan rutin	untuk menin	gkatkan ken	nampuansitas	
rawijaya	Universita	р.	vocabulary ? ada, di stiap awal	nembelairen			Universitas	
rawijaya	Universitas	8. A:	Apa ada target	pemberajian belaiar untuk	menguasai v	ocabulary da	Universitas lam satu	Brawijay
rawijaya	Universitas		semester?	Jan Gillan		and grade	Universitas	Brawijay
rawijaya	Universitas		Ada dalam satu s	semester ada	beberapa topil	x yang harus	diJkuasaisitas	Brawijay
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rawijaya	Universitas	Diawijay	Iya Apakah macam n	nedia vang va	ng digunakan	awijaya ketika mengai	Universitas	Brawijay
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rawijaya	Universitas		Apakah media ter	rsebut membi	at kegiatan m	engajar lebih e	efektif?rsitas	Brawijay
rawijaya			iya karena denga	n media itu i	nembantu ana	k anak menda	apat latarsitas	Brawijay
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rawijaya	Universitas	Brawijaya	Apakah media	Brawlaya	dapat menin	gkatkan ken	nampuan Uraversitas	Brawijay
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rawijaya	Universitas 4. Punishes the child	Universitas Brawijay
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rawijaya	Universitas 5. Quietly reminds the misbehaving child of the rules	Universitas Brawijay
rawijaya	Universitas 6. Separates the misbehaving child from other children	Universitas Brawijay
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rawijaya	Universit 1. No praise observed	hiversitas Brawijay
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rawijaya	Universitas 3. Hugs/touches the child	Universitas Brawijay
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rawijaya	Universitas 5. Other (specify)	Universitas Brawijay
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rawijaya	Universi V. What kind of media used during teaching process?	niversitas Brawijay
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rawijaya	VII. What did the teacher do when a child gave the wrong response or did respond at all? (check all that apply)	<sup>10t</sup> niversitas Brawijay
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