

**THE TEACHING OF VOCABULARY OF ENGLISH FOR YOUNG
LEARNER AT GLOBAL EDNOVATION KINDERGARTEN MALANG**

UNDERGRADUATE THESIS

BY

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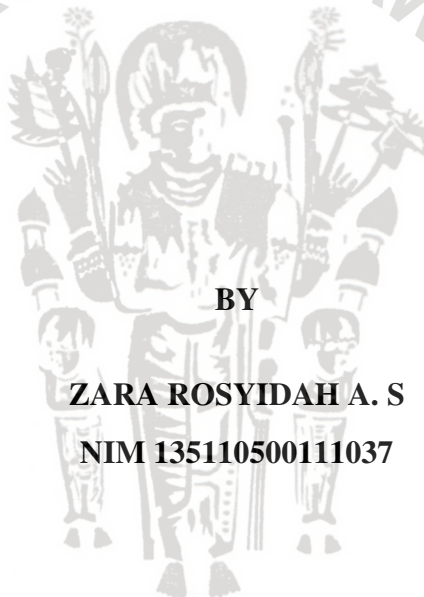
**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
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**THE TEACHING OF VOCABULARY OF ENGLISH FOR
YOUNG LEARNER AT GLOBAL EDNOVATION
KINDERGARTEN MALANG**

UNDERGRADUATE THESIS

**Presented to
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In partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan***



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FACULTY OF CULTURAL STUDIES
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2017

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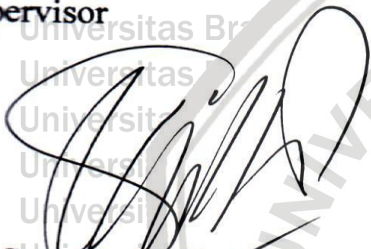
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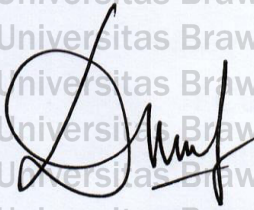


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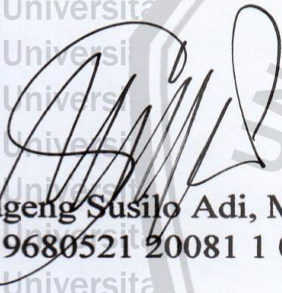


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Malang

The Writer.



ABSTRACT

Rosyidah A. S, Zara. 2016. **The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang.** Thesis, English Language Education Program, Faculty of Culture Studies, Universitas Brawijaya. Supervisor: Dr. Sugeng Susilo Adi, M. Hum.

Keywords : Young Learner, Teaching Vocabulary, Teaching Strategies, Teaching Media, Critical Period Hypothesis.

English is foreign language for Indonesian students'. Nowadays, English becomes very important for everyone. We learn English starting from child until adult in school or English courses. English was introduced as foreign language as soon as possible, especially for young learners at Kindergarten. Teaching English to young learners especially for Kindergarten students', is focused on teaching 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 used to teach English vocabulary for young learners. The strategies and media make teaching process more effective. Beside that, teaching strategies and media must be interesting. So, students can enjoy the learning process. This study was trying to find out what are teaching strategies and media used by teacher to increase vocabulary for young learners.

The study was descriptive qualitative research. The subject was teachers of Sunshine class/TK B of Global Ednovation Kindergarten. This class consist of twenty four students divided into two small class and three teacher. For completing the data, the researcher used questionnaire, interview, observation checklist and record a video the teaching process. The source of data was derived from the English Teachers of Sunshine class, two Indonesian English teachers and one English native speaker.

The result exposes that the teacher used various teaching strategies and media for teaching vocabulary. Strategies mostly used were listen and repeat, listen and do, draw and colour, group learning, communication language learning, etc. Media mostly used were realia, picture, flashcard and song. Teachers always reviewed vocabulary every morning before deliver the lesson. Almost all students at Global Ednovation had mastery vocabulary.

ABSTRAK

Rosyidah A. S, Zara; 2016. **The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang**. Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Supervisor: Dr. Sugeng Susilo Adi, M. Hum.

Kata Kunci : Pelajar usia dini, Mengajar *vocabulary*, Strategi mengajar, Media mengajar, *Critical Period Hypotesis*.

Bahasa Inggris adalah bahasa asing untuk murid di Indonesia. Saat ini, Bahasa Inggris menjadi bahasa yang sangat penting untuk semua orang. Kita mempelajari Bahasa Inggris dari usia dini hingga sekarang di sekolah, atau tempat kursus Bahasa Inggris. Bahasa Inggris dikenalkan sebagai Bahasa asing sedini mungkin, khususnya pada anak anak. Mengajar Bahasa Inggris, khususnya pada anak anak, terfokus kepada pengajaran *vocabulary* karena anak masih dalam tahap pengenalan bahasa baru yang belum pernah di pelajari sebelumnya. Banyak strategi dan media mengajar *vocabulary* yang digunakan untuk mengajar Bahasa Inggris untuk anak anak. Strategi dan media belajar membuat proses belajar menjadi lebih efektif. Disamping itu, Strategi dan media belajar harus menarik. Maka murid akan menikmati proses belajar. Skripsi ini mencoba untuk menemukan media dan strategi mengajar yang digunakan guru untuk meningkatkan *vocabulary* untuk anak pada usia dini.

Skripsi ini adalah penelitian deskriptif kualitatif. Subjeknya adalah guru dari Kelas Sunshine/TK B dari TK Global Ednovation, kelas ini terdiri dari duapuluh-empat siswa, yang terbagi menjadi dua kelas kecil. Untuk melengkapi data, peneliti menggunakan kuisisioner, interview, observasi *checklist* dan merekam video selama proses mengajar. Sumber data diambil dari Guru Bahasa Inggris kelas Sunshine, dua Guru Bahasa Inggris dari Indonesia dan *Native* dari Inggris.

Hasil membuktikan bahwa guru menggunakan macam macam strategi dan media untuk mengajar *vocabulary*. Strategi mengajar yang paling sering digunakan adalah *listen and repeat*, *listen and do*, *draw and colour*, belajar berkelompok, *communicative language teaching*, dan lain lain. Media yang paling sering digunakan realia, gambar, *flashcard* and lagu. Guru selalu melakukan *review vocabulary* setiap pagi sebelum pelajaran dimulai. Hampir seluruh siswa di TK Global dapat menguasai *vocabulary* dengan baik.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, Problems of the studies, Objectives of the Study, Significance of the Study, Scope and limitation of the study and Definition of Key Terms.

1.1 Background of the Study

English is the foreign language for Indonesian students. English becomes very important for everyone. We learn English start from child until adult in school, campus or English courses. Most students in Indonesia find difficulty when learn English because English is completely different from Bahasa Indonesia, from the system of structure, pronunciation and vocabulary. Nowadays, some of kindergarten make young learners to be familiar with English as soon as possible. Teaching English to young learners, especially for Kindergarten students, is focused on teaching vocabulary because they are still introduced to new language in which it has not ever been learned before. Global Ednovation is one of kindergarten in Malang that used National Plus Curriculum. The teacher emphasizes English when delivering the lesson. This kindergarten is support with Guest teacher (English native teacher) to train students dialect, pronunciation, and provide experiences for students to communicate directly with

English native speaker. This school have system “fun and learning” which make each individual easily in the process of development. Child development is the growth of perceptual, emotional, intellectual, and behavioral and capabilities during childhood (Encyclopedia Britannica, 2016).

Children in the age 4-6 years have a period called golden age and they have critical period, the period that children are able to learn anything easily. In 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 are open and these attitudes help the children learn the languages. Lightbown and Spada (1999) argue that “childhood is the golden age for acquiring simultaneous bilingual children due to the plasticity and virginity of the child’s brain to make for superior ability specifically in acquiring the early sets or units of language (1999: 29)”. This mental flexibility signifies the privilege 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 to produce a native like accent. Brown (1994) claims that this ability is almost missing after puberty 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.

According to Halliwell (1992: 3-5), young learners have own special characteristics that differentiate them from adult learners. Children are already very good in interpreting meaning without necessarily understanding the individual word. Children already have great skill in using limited language

creativity. Children frequently learn indirectly rather than directly. Children take 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 than simply matter of enjoyment. Children learn through experiences by manipulating surrounding objects. Piaget in Hudelson (1991: 256) states that children in primary or elementary school are usually in what is called the concrete operational stage of cognitive development. This means that they learn through 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 centre stage in foreign language teaching. Besides, although opinions differ in 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 building their first language vocabulary, which is tied up with their contextual 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 be too difficult for children. Cameron, L. (2001) states that “The role of words as language units begins with the early use of nouns for naming objects in first language acquisition and use of other words to express the child’s wants and needs, followed by a period of rapid vocabulary development “

Vocabulary development involves children's coming to understand unfamiliar words and being able to use them appropriately. It also involves teachers' helping them to model how to use a variety of strategies. According to Jack C. Richards and Willy A (2008) Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. In teaching learning process the students' are influenced by the ways teachers presents their instructional material by media and teaching strategies. Many peoples who learn English especially for the beginners level are often faced with the problem of vocabulary. It's important to using a suitable method and media to make lesson material will be more interesting, effective and enjoyable for students. The researcher wants to know deeper about young learner ability to learn vocabularies during teaching process.

Another study about teaching vocabulary also conducted by Tri Itut 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 in Malang that administers bilingual class. The study was descriptive qualitative, it discusses about characteristic of song used in teaching vocabulary.

The researcher conducted the observation at Global Ednovation Kindergarten Malang, the researcher conducted observation with recording video the teaching process, interview, observation checklist and questionnaire to the

Indonesia English teachers and English native speaker. The result of this study, show about the teaching strategies and media used by the teachers for teaching English vocabulary.

1.2 Problems of the Study

According to the condition explain in background of study, the researcher formulate problem into specific questions as follows :

“ What are the teaching strategies and media used in English teaching process at Global Ednovation Kindergarten Malang ? “

1.3 The objectives of the Study

The objective of the study is to describe how the process of teaching and learning English vocabulary at Global Ednovation Kindergarten Malang. Which covers :

“ To describe the teaching strategies and media which are used in the teaching process of vocabulary at Global Ednovation Kindergarten Malang. “

1.4 Significances of the Study

The result of this study are expected to be useful for:

1. English teachers

The result of this study can be used as a improvement for a better learning process especially for the teaching of vocabulary for young

learners. The result also give some ideas for English teacher how to teach english vocabulary more effectively.

2. Further reasearchers

The discussion and finding of this study are expected to help further researcher to have reference in the next research in the next similar topic. The researcher hope that the results of this study can serve as an example for the development of subsequent research.

1.5 Scope and Limitation of the study

The study overviews the teaching of English vocabulary for young learners at kindergarten students. The researcher only focuses on teaching strategies and media of teaching vocabulary. This is a report of an observation conducted at Global Ednovation kindergarten Malang, the second semester of the 2015/2016 academic year. The researcher limits investigating only at Sunshine class / TK B which have twenty-four students and three teachers.

1.6 Definition of Key terms

1. Vocabulary : "Vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar". (Nunan, 1991)
2. Young Learner : The period of early childhood before compulsory schooling (from 4-6 years old).

- 3. Teaching Strategies : The method that used by teacher in teaching process to make successful goal learning.
- 4. Media : a tool to make teaching process more effective for students
- 5. Critical Period Hypotesis : Windows of opportunity in time, where a child is most receptive to learn with the least amount of effort (French, G, 2007)



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explain the review of relate literatures of this study. It provides the literatures and theories to strengthen the study.

2.1 Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Vocabulary is one of the most important elements in a language. To speak the language, we need to master vocabulary. Vocabulary becomes a major problem in learning English, teachers of kindergarten emphasizes on this matter earlier. In teaching vocabulary, generally the teacher teach new words based on curriculum 2014 revision. It's about my self, my needed , daily activity, my environment, animal, plant and etc.

There are definitions of vocabulary given by experts. Hatch and Brown (1995) defines vocabulary as a list or set of words for a particular language or set of words that individual speaker of language might use. Penny Ur (1996) defines that vocabulary is the words that teach in the foreign language. According to Nunan (1991), "vocabulary is more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar". The

researcher take those theory because appropriate with young learners, vocabulary for young learners means basic element to learn English as foreign language.

There are two kinds of vocabulary, based on Jo Ann Aeborsold and Mary

Lee Field (1997) :

a. Active Vocabulary is items the learner can use appropriately in speaking

or writing and it is also called as productive vocabulary. It means that to use the productive vocabulary, the students are supposed to know how to 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 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 receptive vocabulary. Passive and receptive vocabulary usually find on students activity in class, assignment or test.

After definition and kinds/ types of vocabulary. There are some of the vocabulary 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 lexical meaning are: they are by no means the only essential meaning in the symbol and device of a language and also the lexical content of the various words –the words as listed and defined in a dictionary (Charles c. Fries, 1970).

b) Recognizing group of vocabulary items

Vocabulary is extremely large and also varies. Teacher however must help their students to recognize various vocabulary items by involving them as the central points of the activity as fries says” gaining words of English must begin with a recognition of the fact that the vocabulary items are of various kind” (Charles c. Fries,1945).

2.2 Young Learner

Young learners means children from three until twelve year age. In this study, the researcher focused on child at kindergarten age (4-6 years).

Kindergarten is an educational program- serving child ages four through six. The educational programs Kindergarten shares the common objective of helping the young childs social, emotional, and academic development. Kindergarten is the next level of education after playgroup before the children enter elementary school. The program helps the children in entering their first formal education. As one year of age makes a huge difference among children, the generalizations made for young learners may need more detailed analysis and some subcategorization.

Although different sources classify young learners taken into account different ages or grade levels, the following grouping reflects the EFL teaching environment.

Very Young Learner	Young Learner	Older/ Late Young Learner
Age: 3-6 years old	Age: 7-9 years old	Age: 10-12 years old
Grade: Pre-school Education	Grade: 1 st – 3 rd grade	Grade: 4 th - 6 th grade
Language Focus/ Skills Used: 1. Listening & Speaking 2. Vocabulary Items (concrete & familiar objects) 3. No Grammar Teaching or metalanguage (can't analyze language but may be exposed to chunks through songs, classroom language) 4. No reading & writing (may recognize letters or short words)	Language Focus/ Skills Used: 1. Listening & Speaking 2. Vocabulary Items (concrete & familiar and new objects) 3. New in Reading and Writing (word to sentence level) 4.No Grammar Teaching or metalanguage (chunks through songs and classroom language)	Language Focus/ Skills Used: 1.Listening/Speaking/Reading/ Writing 2. Vocabulary Items (concrete & abstract) Grammar (inductive)
Characteristics: <ul style="list-style-type: none"> • Low concentration span but easily excited • High motivation; active involvement • Love talking but problems in sharing *Short memory: Learn slowly Forget easily • Repetition and revision is necessary • Limited motor skills (using a pen and scissors) but kinesthetic and energetic • Learn holistically • Love stories, fantasy, imagination, art, drawing and coloring 	Characteristics: <ul style="list-style-type: none"> • Low concentration span: Wide variety of activities needed • Short memory: frequent revision is needed • Logical-analytical: Asking questions • Problems in sharing in group work • Developing confidence in expressing themselves • Developing world knowledge • Limited motor skills (left-right) • Reasonable amount of input • Love stories, fantasy, imagination, drawing & coloring 	Characteristics: <ul style="list-style-type: none"> • Longer attention span but still children • Taking learning seriously • World knowledge • More cooperation in groups and in pairs • Developed social, motor and intellectual skills • Learning strategies are used and developing

Adapted from: Ersöz, A. (2007). Teaching English to young learners. Ankara: EDM Publishing.

Table 2.1 Young Learners Characteristics

The kindergarten students, no matter what their cultural and experience background, have characteristics in common with other children of their ages and

characteristics that are particularly their own, according to Kasihani (2007:15) the characteristic of young learner are as follows :

1. They have egocentric attitude. It means that the young learner don't know other point of view. They are just think that everyone have same opinion like them and they only focus with theirself only not about others/ environment.
2. They are difficult to differentiate between abstract and concrete things.
3. They tend to imaginative and more active. It means that the young learner like the lesson by conducting the game.
4. The young learners are easy to get bored. It means that their concentration is shorter than the adult learner.
5. Their lives are more colorful. It means that if the task or their activity is coloring the picture I think the students will be happy and the young learner try to know their environment.
6. The young learner like a story.
7. The young learners likes to do their task by themselves.
8. The 8-10 years old, the young learner has appreciation to learn the language.
9. The young learner like speaks to each other about what they have.
10. Young learners like learning by doing.

2.3 Teaching and Learning strategies

Teaching vocabulary is clearly more than just presenting new words. But, the teacher must deliver clear meaning and make students undertsand about the new vocabulary. Some techniques or strategies can be used to presenting and

explain meaning vocabulary. Young learners need something fun and different in learning process, so they can enjoy the lesson and easy to memorize vocabulary.

In teaching English to children (young learners) at kindergarten, the English teachers need to comprehend language learning principles, which according to some experts, are as follows.

- a) Children learn through experiences by manipulating surrounding objects.

Piaget in Hudelson (1991: 256) states that children in primary or kindergarten are in the concrete operational stage of cognitive development. It means they learn through experiences and through 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 in social contexts, in groups to make group members know each others. Thus, the English teachers should make their teaching situations similar to social contexts.

- c) Acquisition takes place when learners comprehend how the language is used. Vygotsky in Hudelson (1991: 257) states that acquisition occurs through learners figuring out how the language works, through learners making and produce the language. The English teacher should use English correctly when delivering lesson.

d) Acquisition takes place in social interaction. Vygotsky in Hudelson (1991:

257) states that language acquisition occurs through social interaction. It

means that the teacher should use English in the classroom more naturally

as if they were in their daily activity on society.

Vocabulary development involves children's coming to understand

unfamiliar words and being able to use them appropriately. It also involves

teachers' helping them to model how to use a variety of strategies. Vocabulary

learning strategies are a subcategory of language learning strategies and constitute

knowledge about what students do to find out the meaning of new words, retain

them in long-term memory, recall them when needed in comprehension, and use

them in language production (Ruitmets, 2005). They are classified into :

a) strategies for understanding the meaning of words, such as making

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.

Schmitt (1997), developing Oxford's (1990) taxonomy for vocabulary

learning strategies, goes a step further dividing vocabulary learning into two main

phases: 'discovering new word meanings' and 'consolidating new word forms and

meanings'. During these phases, students apply different strategies:

a) Cognitive, which are the strategies which accomplish the process of using

or converting the language material.

b) Social, which develop interaction either amongst students or teacher and students.

c) Memory, that is recalling the meaning word based on its decoding and connection with the student's background knowledge.

They can be enriched gradually by the students themselves, depending on their individual preferences and learning style. Metacognitive are the strategies which help students to monitor and evaluate their process of learning and to use consciously certain techniques that improve performance in the target language.

Jones (1998) and Yamato (2000), said that Metacognitive and cognitive strategy use is a main 'key' for students to become more independent and responsible for their own learning; therefore, learners should be encouraged to individualize their strategy use, which may vary based on educational, linguistic or cultural background and learning style.

Communicative language teaching is one of teaching strategies for young learners. It can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate 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 learning. And teachers now had to assume the role of facilitator and monitor.

The learners can learn language with interaction between the learner and users of the language. For example students' interaction with English native speaker or Indonesia English teacher. They can creating meaningful and

purposeful interaction through language. The goals of CLT is improving communicative competence of the children. Knowing how to produce and understand and Knowing how to use language for a range of different purposes and functions.

Kasihani (2007: 88) said that there are some techniques to teach vocabulary for the English Young Learners; listen and repeat, listen and do, question and answer, substitution, draw and color, listen and identify, see differences, group discussion, cooperative learning and modeling and 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 to introduce new words and memorization.

b) 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.

c) Question and Answer

The teacher starts to ask something and give sample of the answer. Then, the students imitate; after that the teacher asks something and the students answering the question. Before answer the question, the students must listen and understand the question.

d) Draw and Color

The students must have background knowledge about colours and the object, so they can draw the colour of the picture. This technique can be done after the students know some words, things, and colors, such as *rabbit, carrot, orange, and green*. Both the picture and the color are matched to student's interest and the context or real life.

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 activity, the teacher gives two similar sounds by using interesting way, for example by using "*minimal pairs*" for *vowel* and some *consonant*.

f) See Differences

The students try to observe and find out the differentiations of two things or pictures. This activity is useful for the student's accuracy.

g) Group Discussion

It is appropriate for elementary school students. The teacher gives the problem to the group, and then they discuss about it. It helps the students to be more active.

h) Cooperative Learning

Every students learn together. They must work together to give the reports or the tasks that are given by the teacher.

i) Modeling and Demonstration

Modeling and demonstration are the techniques to give example to the students about how they do, learn, and make something. For example teacher give a worksheet about art and teacher explain what they do with demonstration the way to do the worksheet.

2.4 Media of Teaching Vocabulary

Media is something that brings messages or information that has function or purpose certainly. Christine (1996) said that media means transferring or delivering messages. According to Vans Els et al (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives. The media as communication tool in order to further streamline the learning process.

Teaching English needs a good and interesting media. Media have an important role in the education of students because media can make students interest and focus during learning and teaching process. Media are flexible because they can be used for all level of students in all subjects.

Media can be subdivided into three kinds; they are audio, visual and audio visual. (Kasihani, 2007:102)

a) Audio

This media is used to listen and understand oral text, for example, radio, cassette recorder, and tape recorder

b) Visual

Visual media is a media that can be watched and touch. The teacher can give a picture, realia, map, and miniature. The most used by the teacher are such as picture, flash cards, and real object (banana, mango, book, etc).

c) Audio visual media

Audio visual media is media that can be watched and listened, for example TV, HP, and film.

Jeremy Harmer says that there are some forms / best way of presentation or explanation to bring new words into the classroom. (Harmer, 2007:161-162)

The examples:

a) Realia

One way of presenting words is to bring the things they represent into the classroom by bringing 'realia' into the room. Words like 'doll', 'ruler', 'pen', 'ball', etc. Teacher can obviously be presented in this way. The teacher holds up the object or point it, says the word and then gets students to repeat it.

b) Pictures

Picture can be magazine picture, wall pictures, flashcards, board drawings, and any other visual representation. Picture can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in picture. They can illustrate concepts just as easily as hats, coat, walking, sticks, cars, smiles, etc.

c) Mime and gesture

The teacher explain the meaning of words and either through actions, in particular, are probably better explained by mime. Concepts like *running* or *eating* are easy to present in this way; so are ways of walking, expressions, preposition ('to', 'towards', etc).

d) Contrast

Contrast is compare some different objects and relate it with opposite of the object. We can present the meaning of 'cold' by contrasting it with 'hot', 'big' by contrasting it with 'small'. We may present these concepts with pictures or mime, and by drawing attention in meaning we ensure our students' understanding.

e) Enumeration

This is about *general* and *specific* word. We can say 'clothes' and explain this by enumerating or listing various items. For example 'vegetable', fruit, transportation, etc.

A good media have some characteristics, which make the media more effective and easy to use. There are three characteristics of media by Gerlach and Ely (1980) are follows :

1) Fixative property

This characteristic shows skill of media to record, save take care and construction the event or object. The event or object can be photography, video tape, audio tape, disc computer, and film.

2) Manipulative property

Transformation of the event or object makes possible because this media have manipulative characteristics. This object is showed to students for two or three minutes by taking picture technique time-lapse recording.

3) Distributive property

Distributive property of media can be object or event that be transformed by space and the way of equivalent from this event is offered to all of students to stimulate their experience has same relative connected that event.

From explanation, a good media must have those characteristics. In general, the benefits of the media in the learning process is to facilitate the interaction between teachers and students so that learning will be more effective and efficient. But in particular there are some benefits of media based on Kemp and Dayton (1985) :

- 1) The learning process becomes more vivid and attractive.
- 2) The learning process becomes more interactive.
- 3) Efficiency in time and effort.
- 4) Improving the quality of student learning outcomes.
- 5) The media allow the process of learning can be done anywhere and anytime.
- 6) The media can foster a positive attitude towards students and learning materials.
- 7) Changing the role of teachers to a more positive and productive.

2.5 Critical Period Hypothesis

The Critical Period Hypothesis, is the theory that relate with young learners. Theory about successful language acquisition occurs before puberty.

The children are able to learn L2s successfully while adults are not by theorising that there is a stage in the maturation of human beings during which language acquisition is possible in a natural fashion and that true language acquisition cannot take place before and after this period. The first few years of life are viewed as crucial for acquiring language skills. If the individual misses the “window” then it will no longer be possible to achieve a full command of language skills. In other words, those who learn languages before puberty, the theoretical “critical period”, will have a better chance of acquiring normal or native-like skills than those who learn after this period in time.

The concept for this theory was originally proposed by Penfield & Roberts (1959) and later developed by Lenneberg (1967). Penfield & Roberts hypothesised that progressive lateralisation of cerebral functions and continuous myelination in Broca’s area and the cortex of the brain, meant that the neural substrate, the section used and required for language learning, was no longer available after its closure, which occurred around the critical period of puberty.

Lenneberg advanced the theory even further by claiming that as a result of loss of neural plasticity, an individual could no longer successfully acquire full language skills. In his hypothesis, he advanced the theory that this critical period occurs between the ages of two and ends at puberty. Any attempts to acquire language

after the end of this period would not be as successful or as fully developed as those commenced within the critical period. Lenneberg's theory however, focused only on first language acquisition.

Lightbown and 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 for superior ability specifically in acquiring the early sets or units of language (1999: 29)." This mental flexibility signifies the privilege 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 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 adults in acquiring a native-like accent, regardless of the way in which they learn 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 physically possible yet that mysterious plasticity is still present. It is no wonder that children acquire authentic pronunciation while adults generally do not, since pronunciation involves the control of so many muscles (Brown, 1994: 51).

According to Brown's argument, young children can sound similar to their new-language classmates very quickly and if young enough can become native speakers of the new language, with all the cultural background that this implies.

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 explains about the Critical Period Hypotesis. He argues that the adults tend to be

more analytical in learning languages unlike children who tend to be more holistic. Children acquire the language as it is formed and produced by others whereas the adults often think of how a construction is formed before using it in conversation. Young children speaking the new language still speak like children: relatively small vocabulary, relatively simple grammar, and generally concrete topics. Adults, on the other hand, have a higher level of cognitive development, knowledge of the world, and experience of how to learn that helps them achieve satisfactory levels of language proficiency in remarkably short periods. A young age can be an advantage in learning languages faster and gaining a native-like fluency; however, it does not hinder the acquisition of new languages for those who have already skipped puberty. Other factors may contribute to this acquisition such as language input.

When language learning starts at a younger age, it is possible to help children develop positive feelings and attitudes towards other people and cultures having different languages, which develop acceptance and understanding towards others. So that, criticisms, incorrect judgments and feelings of superiority would be replaced by recognition and toleration of differences. The result of develop positive feelings would help children develop positive attitudes towards learning a foreign language. From this perspective it can be argued that teaching foreign languages to young learners has affective components that help facilitating the language learning process.

2.6 Previous Study

There were some research who have already conducted research about teaching vocabulary for young learner. Research by Tri Itut Wijayanti (2011) entitled "*The Use of English Songs to Teach Vocabulary to Young Learners at 'PG/TK Laboratory' of State University of Malang*". The study was a descriptive qualitative research. The subjects are four teachers of two classes namely two teachers of "A" Bilingual Moon and two teachers of "A" Bilingual Star. The instruments used are observation checklist, field note, and interview guide for the four teachers. The findings from this research, it can be concluded the characteristics of the songs used in teaching vocabulary were the lyrics of the songs were simple and not too long, there was the repetition of the words while singing the songs, the vocabulary used in the lyrics was presented in the meaningful context, the lyrics were based on the theme in the school curriculum, and the rhythm of the songs was fun. Based on the result of this research, there are some suggestions offered. For the teachers of Bilingual Classes at PG/TK Laboratory of State University of Malang, The teachers were expected to be more 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 out activities that can be combined with the songs, can find those activities by reading some books about the teaching of English to young learners, for example a book of "English for Young Learners" which is written by Kasihani K.E. Suyanto.

The similarities with this study was the design which used descriptive qualitative, observed at bilingual class kindergarten and the subject are four teachers of kindergarten. The differences was the instruments that used by the researcher which is observation checklist, field note, and interview guide without questionnaires. And also the topic, in this reseach only focused on song media about the criteria of song to increase vocabulary.

Other study about teaching vocabulary for young learner was also conducted by Anita Wahyuni, et al (2013) entitled "*The Techniques Used in Teaching Vocabulary To Young Learners at SDN SUMBERSARI 2 MALANG*".

The study was descriptive qualitative research. To collect the data the researcher did interview and observation, there are four instruments were used, they were; interview guide, observation checklist, field note and recording the video. The interview was conducted to know the background of the teachers' education, teaching techniques and the students respond and evaluation. The subject was English teachers from 1st- 6th grade.

The similarities with this study was the subject, because she had observed elementary school students but it still categorize into young learner and also research design which used descriptive qualitative. The differences was the instruments, which almost same but she didn't used questionnaire. The topic also focused on teaching techniques of teaching vocabulary but didn't discussed about teaching media.

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology which is used in this research. This chapter cover several sub topics, such as the research design, data source, data collection, reseach instruments, and data analysis

3.1 Research Design

The design of this research was descriptive qualitative. According to Sandelowski (2010), qualitative descriptive studies produce findings closer to the data (“data-near”) than studies within such traditions as phenomenology or grounded theory, but that good qualitative descriptions still have some interpretive obligations. She noted that, rather than being a distinct methodologic classification, qualitative description is perhaps viewed as a “distributed residual category” that signals a “confederacy” of diverse qualitative inquirers. In other words, a qualitative descriptive study may have grounded theory overtones, because it used constant comparative analysis when examining the data. However, a qualitative descriptive study is not grounded theory, because it does not produce a theory from the data that were generated. Descriptive qualitative research was a designed to obtain information concerning with the current status of phenomena in particular place. The researcher observed about the teaching process of vocabulary which focused on teaching strategies and media conducted in Global Ednovation Kindergarten Malang.

Qualitative research inquiry looks for verbal accounts or descriptions in words, or it puts observations into words. Based on Bogdan and Biklen (1984) qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. In this study, the teacher was observed and interviewed by the researcher. In this study, the researcher as interviewer. To collect the data, the researcher interviewed teachers, give questionnaires for them and did observation checklist. The researcher as the observer, with observation the class with recording video during teaching process and completed with observation checklist. After observation and collect the data, the researcher will analyzed the data.

3.2 Data Source

The setting of this research was Global Ednovation Kindergaten Malang located at Jl. Danau Toba blok B 24-26 Sawojajar. The researcher choose this kindergarten, because this school had curriculum national plus. National curriculum means standart curriculum 2014 revision from government (Permensikbud 137/ 2014). The teachers develop English in every lesson plan. This school also provide a guest teacher or English Native speakers. The subject were three teachers of Sunshine class. The researcher interviewer three teachers, the English Native Speaker and two Indonesian English Teacher. The researcher observed Sunshine class/ TK B, because suggested by headmaster of TK Global, Mrs. Dewi. Sunshine class have twenty-four students, that divided into two small class. Based on my observation, students of Sunshine class really enthusiastic,

active and easy to memorize vocabulary than other class. So, the researcher chose this class as my observation to know deeper about each students when learn vocabulary.

3.3 Data collection

Cresswel (1998) said that, the data collection in descriptive study is typically extensive, drawing on multiple sources of information, such as observation, documents and audiovisual materials. The data collection techniques in this research were using observation checklist, quationnaires and interview which was used to find out about teaching strategies and media used in teaching process.. The reseacher did recording video to make researcher knew the real situation during learning process and to knew students' characteristic And to knew students' respond when learn vocabulary. So, the researcher can got more information/ data about the students learning and teaching process vocabulary.

3.3.1 Observation

Observation was conducted on October until November 2016. According to Cresswel (1998) observation is an instrument the data that can be used to obtain a comprehensive picture of situation. When observed the class, the researcher was not active participated in the teaching and leaning process to keep the natural and original condition during the observation. The researcher observed the teaching and learning process in class and also used observation checklist as the instrument of this research.

3.3.2 Interview

Interview is process of gaining the information for the specific goals of the study by proposing some questions to the respondent initiated by the interviewer

(Nazir, 2006). Good practice was to develop an interview guide that helps the interviewer focus the interview without imposing too much structure. Based on

Hill et al.(1997) recommend providing interviewers with a list of questions before

the interview. The interview was about teaching strategies, media which was used

by teacher, and asked about students difficulty when learn vocabulary. This

interview used to confirm some unclear or ambiguous results of classroom

observation. The interview consist of 15 questions and adapted by TiPPs, *The*

Second Language Teaching & Curriculum Center (2002). The researcher also

record the voice of the teacher to help reseacher to memorize and make a detail

the conversation.

3.3.3 Video Recording

Fraenkel and Wallen (1993) state that one of the strenght of video recording is that can replayed for several time in order to check and clarify the

sata. The researcher recording a video during teaching process to maximize the

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

strategies, media, and also how students respond teacher instructions.

3.4 Research Instruments

3.4.1 Questionnaire

Based on (Brown, 2001), Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The questionnaire distributed to three teachers, English native speaker and Indonesian English teacher. The questionnaire in the form of multiple choice.

The questionnaire divided into some parts, first about basic question about teaching process, second part about teaching strategies, and the last part about teaching media. The questionnaire consist of twenty-five statement adapted from Kasihani, K.E. (2007) "*English for Young Learners*". The result of this questionnaire will be explain in the form of percentage.

3.4.2 Observation checklist

The observation checklist was consist of some questions, adopted from Classroom Checklist tools from Improving Educational Quality (IEQ) project (2009). Checklists that focused on the presence or absence of certain events or 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 occur? Do teachers use praise?". Classroom observations can capture the naturally occurring events of an teaching and learning process, but with this observation checklist, will be help the researcher to know detail what students and teacher do during the English class.

3.5 Data Analysis

The analysis of the data use qualitative method which was reported descriptively. The data analysis was obtained from an interview, questionnaires and observation checklist in order to increase researcher understanding and to present the result to others. The data of this research analyzed by using analysis procedure that suggested by Miles and Huberman (1984, p.247).

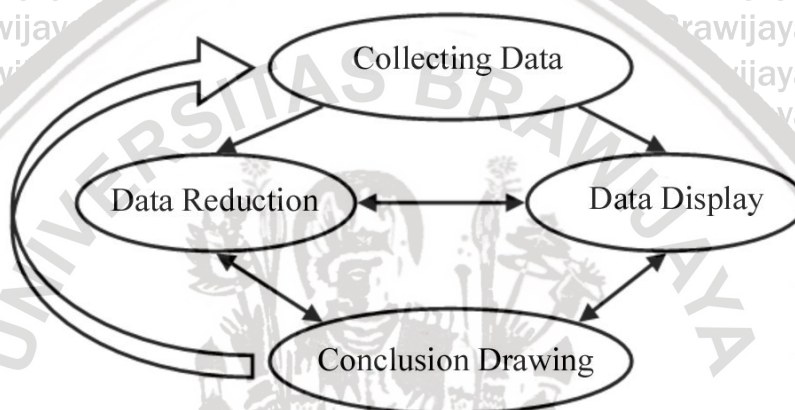


Figure 1 Interactive model of analysis, Miles & Huberman, 1984

Data Reducing was process of selecting, focusing and simplifying abstracting & transformation that appear in written up field note/ transcripts in this process should be emphasize and minimize the data that were already collected reduced into relevant and irrelevant data. Irrelevant data was data which not give meaningful contribution to the study. And relevant data was data which used to support the study, such as about young learners, vocabulary, teaching strategies and also media used in the class. The objective of data reducing was to reduce the data without significant loss of information.

Then, data display was data organize, compress and assemble informations. Display were used at all stages, since they enable data to be

organized and summarized, they show what stage the analysis has reached and they are basis for further analysis. For Questionnaire and observation checklist, the researcher were analyzed to find out which point of the question or the statement that unnecessary. Display can be a text, diagram, chart and matrix.

Conclusion drawing was conclude from data display and data reducing. In this stage, the researcher can describe the result of the finding by making explanation and conclusion as the answer to the research problems in the form of description. Thus, the researcher make a conclusion from all instruments and observation to find a problem solving of students difficulty to learn vocabulary, to know what kind media and strategies which very effective to used in vocabulary teaching process. And also can help the teacher to revise their teaching strategies before.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion. The finding including the result of the questionnaire for the teachers, interview with the teacher, the observation checklist result and video recording result.

4.1 Finding

This chapter reported about teaching strategies and media used by the teacher of teaching English (vocabulary). The researcher had collected data from the research subjects which were three English teachers of Sunshine class. Data collection was conducted from October until November 2016.

The result was divided into four parts : The teachers interview transcript, The teachers questionnaires, classroom observation checklist and recording video.

The collecting data held three times in a weeks and the researcher also recorded activity inside and outside the class. The result of the data was written as follows :

4.1.1 Teachers Questionnaires Results

The questionnaire was about teaching strategies and media that used in teaching English. The questionnaire consists of twenty-five questions. The researcher divided the questionnaires into three parts. First part, ten question about teaching process in daily activity. Second part, ten questions about what kind of teaching strategies used by the teachers. The last part, five questions about

what kind of media used by the teachers. The following scales were mostly used to indicate the frequency of the following question was 1 = never, 2 = seldom, 3 = sometimes and 4 = often. Other scales was different depend on the questions.

The researcher distributed questionnaires to three teachers of Sunshine class. Before teachers answer the questionnaire, the reseacher explain each question or statement to avoid missunderstanding and an error. The result of the first part, all teacher 100 % teach English almost everyday (five times) during one week Teachers 66,6% need twenty minutes to explained the material during 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 make sure that students have a clear understanding with English material. The result showed to solved missunderstanding problem between students, 66,6 % of teachers will explained again, 33,3 % teacher will change into Bahasa Indonesia. It means one of three teacher will change into Bahasa Indonesia if happened missunderstanding.

There are some factors of students difficult to learn vocabulary. 66,6% for the parents did not review vocabulary at home and 33,3% for some of them ignore when teacher explain. The teaching strategies mostly used by the teacher 100% was listening and repeating. The researcher saw that this strategies almost use everyday in class. The activities mostly used was 100% worksheet. The worksheet consist of vary activity like cognitive, art, writing, reading and so on.

The percentage of students' success vocabulary mastery is 66,6% for 81-90% and 33,3 % for 71-80%. It means that 66,6% students' of Sunshine class can master vocabularies in the range 81-90% and other 33,3% students' can master vocabulary in the range 71-80%. The result of this percentage based on students' daily activity and worksheet score. Each teacher have different answer based on their students'.

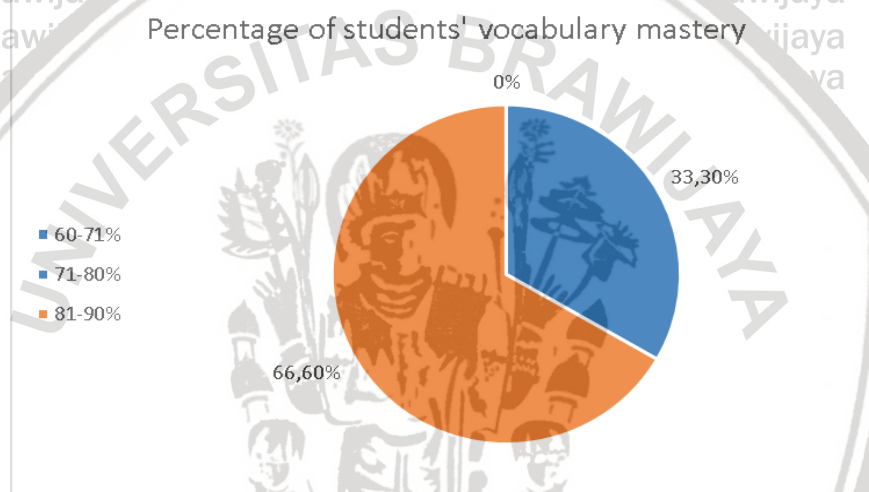


Figure 4.1 *percentage students' vocabulary mastery*

Second part, questions about what kind of teaching strategies used by teachers. In the questionnaire, the researcher gave ten kinds of teaching strategies

English for young learner. Teaching strategies which categorized "often" used were listening and repeating, drawing and colour and group learning (100%).

Other teaching strategies also categorized "often" used were question and answers, modeling and demonstration, and CLT (66,6%). Although the percentage of this strategies show only 66,6%, but it still categorized "often" because higher percentage than "sometimes" 33,3%.

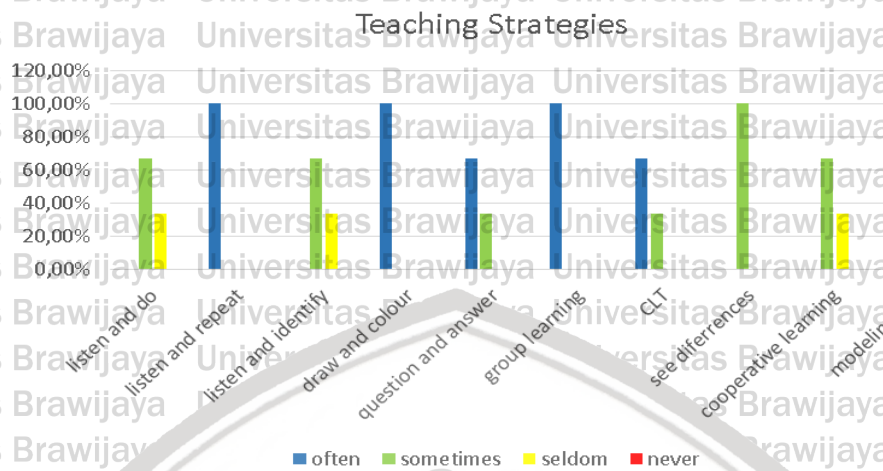


Figure 4.2 *Percentage of teaching strategies used by the teachers*

Teaching strategies which categorize “sometimes” used were see differences (100%). Teaching strategies listening and doing, listening and identify, and cooperative learning also categorized “sometimes” (66,6%), then 33,3% of them categorized “seldom” used by teacher. From ten kinds of teaching strategies, six of them often used by the teacher, and four of them sometimes and 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 process. At the questionaire, the researcher gave five kinds of media for teaching young learners. Song, picture, flashcard were the media “often” (100%) used during English teaching process. Realia also categorized “often” media used by teacher in the range 66,6%. Video/ movie, storybook and puppet were the media categorized “sometimes” 66,6% and also categorized “seldom” 33,3% used during teaching process. From five kinds of media, three of them often used by

the teacher and two of them sometimes and seldom used in the class. So, the teachers used kind of media during English teaching process everyday.

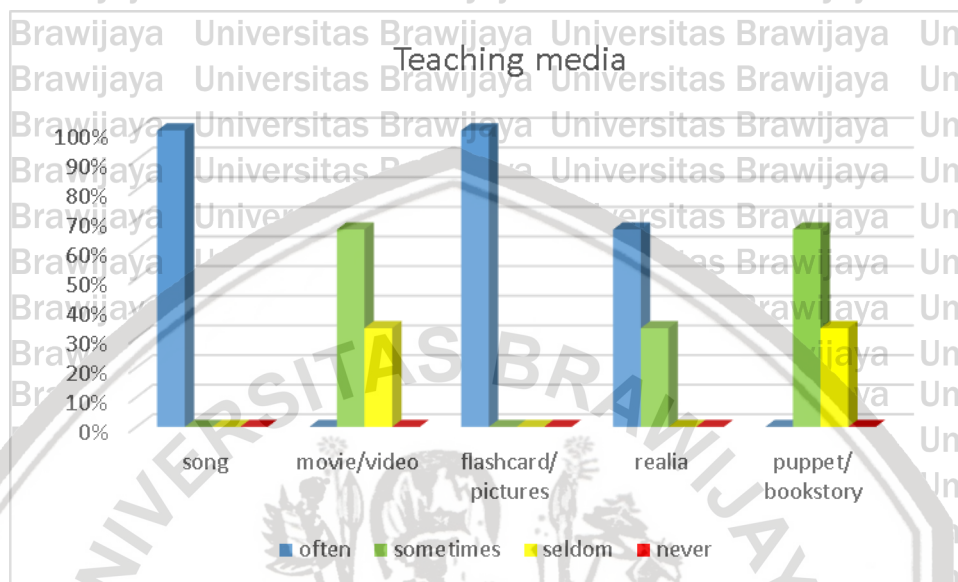


Figure 4.3 *Percentage of teaching media used by the teachers*

4.1.2 Teachers Interview Results

Interview guide consist of fifteen questions about teaching experience, teaching strategies and media, also about students behaviour. Each teachers had different teaching experience. Ms. A, it was the first time of her teaching English, 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 Kindergarten. Then Mrs. B, she had been teaching around 4 years at global and before that she was teacher at Akademik Kindergarten.

The strategies used by all teacher almost same. That were listen and repeat, listen and do, group learning, question and answer, etc. All teacher said

that those strategies can help students increasing vocabulary because can make students happy, fun and focused to the lesson.

Ms. A	Mrs. B	Mrs. C
listen and do	group learning	listen and do
listen and repeat	listen and repeat	listen and repeat
question and answer	question and answer	question and answer
group learning	Sing a song	group learning
Memorizing	Draw and colour	draw and colour

Table 4.1 *teaching strategies used (interview)*

Many vocabularies have been teach during this semester. This semester, student must learn five topics and each topic had fifteen vocabulary. The vocabulary topic like, animal, plants, my self, my needed, and environment.

Students must memorize all vocabulary this semester, each topic at least had to memorize for two until three weeks. Routine activity (review vocabulary) did in

Ms. A	Mrs. B	Mrs. C
Book	Real object	Real Object
Flashcard	flashcard	flashcard
Picture	picture	picture
Song	Song	Song
		Movie/video

Table 4.2 *teaching media (interview)*

every morning to help student to memorize all vocabulary. Media used by Ms. A were picture, flashcard, book, song. Media mostly used by Mrs. B was flashcard, picture, song and real object. Media used by Mrs. C which were song, flashcard, pictures, realia, video / movie. Media make teaching process effective because can built a background knowledge and also student knew the real object of those vocabulary.

There were significant change since first semester until now. Based on teacher's interview, all students had good vocabulary mastery in the end of semester. They can memorize all vocabulary by song or repetition. The problem faced by students almost same. Ms. A said that the problem happened because sometimes they did not know her pronunciation, then they only speak or learn English in school (see appendix 6). Furthermore, Mrs. B said that ability development of each children was different. So teacher, must teach them slowly, 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 she must make sure all students understand because she used full English, she taught slowly to make them really understand with her. Mrs. B said that the challenges because student's had mother tounge Bahasa Indonesia, then some of parents did not review students vocabulary at home, so they sometimes forgot because only learn at school. Furthermore, Mrs. C said that the challenges to teach 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 appendix 8).

4.1.3 Observation Checklist Result

Observation was conducted three times. First observation, the researcher observed Ms. A at Sunshine class A. This class consist of thirteen students, the teacher discipline children with quietly reminds the child who talk to their friends or ignore the teacher. The teacher praise the student's with compliment and hug and touch them. The teaching strategies which used of this class were Listen and Repeat, Question and Answer, Modeling and Demonstration and Communicative Language Teaching. The activity of this class were did math problem (cognitive), Colouring (all the activity from worksheet), answer teacher questions one by one. Before did the worksheet, Ms. A reviewed their vocabulary and play flashcard. 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 100% in class, then the children spoke 50% Bahasa Indonesia and 50% English (see appendix 10).

Second observation, the researcher observed Mrs. B at Sunshine A class. Mrs. B also discipline the students quietly reminds student did not focused . The teacher praise students with said "Excellent, good, etc". The strategies used also same with Ms. A. Before did the worksheet, the students, sing a song, review vocabulary with repetation, and play flashcard. The activities were did math (cognitive) and art (colouring). Ms. B was Indonesian English Teachers, so the class used English 50% and 50% Bahasa Indonesia, then the children spoke 50% Bahasa Indonesia and 50% English (see apendix 11).

Third teacher, Mrs. C teach at Sunshine B class. This class consist of eleven students. The teacher praise the children with compliment and did hi five.

The strategies same with other teachers. Teacher used Listen and Repeat, Question and Answer, Modeling and Demonstration and Communicative Language Teaching. Before go to the material, teacher review vocabulary, counting one until fifty and sing a song. The activities also from worksheet which were coloring, math and writing. The teacher used English 50% and 50% Bahasa Indonesia, then the children speak 50% Bahasa Indonesia and 50% English (see apendix 12).

4.1.4 Video Recording Result

The researcher recorded video at Ms. A class, the class started with review activity about animal vocabulary outside the class. This activity used teaching strategies listen and repeat, and question and answer. Before discuss lesson of today, students learning number by flashcards. This activity called as brainstorming and used listen and repeat strategies. Teacher did group learning, all students mention the number of flashcard together. Sometimes teachers asked them one by one to make sure they understand clearly.

After learn number with flashcard, teacher explained the worksheet. That day, students got two worksheets. Teacher explained the worksheet on the whiteboard one by one. This activity used modeling and demonstration strategies.

After clear understand, students did the worksheet, first worksheet about number and second worksheet about kind of shapes and colouring. Students' which have

been did the first worksheet, took the second worksheet in front of the class. For second worksheet, teacher asked one by one about name of the shape after students' finished the worksheet.

Second video, Mrs. C class. Teacher started the class with greeting and attendance. Attendance, students will counting one by one. After this, teacher reviewed vocabulary about number and part of plant. This activity which used were memorizing and listen and repeat strategies. Media which used were book and song. After review vocabulary, students got the worksheet. Teacher explain 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, about writing and identification picture about togetherness. Teacher used Bahasa to explain this worksheet. This activity used group learning and communicative language teaching strategies. After the student's understand, teacher asked about math like four plus five equal. Students which can answer the question, took a sit and did the worksheet. After all students' answer, they did the worksheet. While 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 with Ms. C class. After this Mrs. B reviewed vocabulary about part of plant and fruit. This activity used memorizing strategies. Students can remember all vocabulary, beside that teacher asked them to sang a "fruit" song. Media which used was flashcard and song. Then, teacher explain about worksheet.

First worksheet about art (cut, paste, and colouring). This activity used modeling and demonstration and draw and colour strategies. Before explain second worksheet, Mrs. B gave flashcard about number because related with second worksheet about math. Finished with flashcard, Mrs. B explained the worksheet about the name of fruit, how much the fruit then students counting together. After students understand, they're did the worksheet. Mrs. Dewi walked around the class to make sure, they did not have a problem.

4.2 Discussion

In the discussion, the results and findings of the research are being discussed to lead deep comprehension with theories of the related concern. The researcher check the characteristic of young learners by Erzos (2007). Based on observation, all of the characteristics of young learner were appropriate with Sunshine class students. Students showed their behavior naturally, so the researcher can analyzed kind of characteristic easily. Student's were very active and have high motivation to learn. They sometimes lose their concentration when talk to others. But students always excited and interesting during teaching process.

They were had limited motorskills, it means they wrote use a pencil or cutting paper slowly. They like art, colour, play, sing a song and dance. They were so like to move (kinesthetic) after finish the worksheet. The researcher saw that mostly students focused with the lesson, than playing or talking.

According to the result of the data, the teaching strategies mostly used were listen and repeat, draw and colour, question and answers, modeling and demonstration, group learning and CLT. The teaching strategies by Kasihani (2007: 88) was applicable teaching technique which make students easy to learn English. Those strategies make young learner like English. Listen and repeat, very match with students characteristic which had short term memory, so repetition needed to increase their memory of vocabularies. The development of children's 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 with young learner which like art, fantasy and colour. Modeling and demonstration strategies make students building background knowledge or imagine what they should do. Communicative Language Teaching strategies used by teachers because this strategies focus on communication that structure, emphasizes functional uses of language, and applied at classroom activities. CLT make second or foreign language students successful learn English than use a worksheet. Group learning strategies was teaching strategies which make Sunshine class situation similar with social context and make student interact with others.

The English teachers need to comprehend teaching style with language learning principles. According, Piaget in Hudelson (1991: 256), "Children learn through experiences by manipulating surrounding objects". Teacher need a media to make student understand about the topic of the lesson. Based on observation, media was important thing to teach English vocabulary, because media make

students built background knowledge and knew the meaning of new vocabulary..

Without a media, young learner will found a difficulty to learn and memorize vocabulary. The media used by the teacher were picture, song, flashcard, realia, video, and book. Those media very usefull for young learners which need something interesting and colorful.

Lightbown and 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 for superior ability specifically in acquiring the early sets or units of language (1999: 29)". This was a real phenomena about young learner.

Students of Sunshine class showed that children had this period. They can memorize a new vocabulary well because children at this age, easy to catch everything include language. Children easy to imitate everything around them based on their environment. For example, at school students imitate what teacher said or what teacher do. Teachers at Global Ednovation always review vocabulary in every morning. This activity, help student to had many vocabulary by memorizing. This activity was an effective way because teacher use song, dance, and repetition which make student enjoy and fun. Beside that, students in golden age, very receptive, active, enthusiastic and easy to memorize.

According to Brown (Brown, 1994: 51), young children also can sound similar to their new-language classmates very quickly. This was relate with English native speaker. The reason why this school provide English native speaker, to make students had a good pronounce which can similar with English native speaker. Although, the time in school very limited the students cannot

sound similar, but they can had right pronounciation. Most of all students at Sunshine class had a good pronounciation. Golden perdioid was a best time to teach a new language for children because their brain were still flexible to accept new thing and memorizing.



CHAPTER V

CONCLUSSION & SUGGESTIONS

This chapter presents a summary of the findings, discussion, conclusion of the study and suggestions for further researcher.

5.1 Conclusion

From the finding of this research, the researcher concludes several points about students responses, teaching and learning activities of English for young learners.

1. The teaching strategies mostly used for English teaching process are listening and repeating, listening and doing, questioning and answering, drawing and colouring, modeling-demonstration, Communicative language teaching and group learning.
2. The media mostly used are picture, flashcard and song. This media make interest because they are enjoy learn English.
3. Kindergarten age categorized as critical period and golden age.
4. Each children have different ability development, so the teachers must teach with strategies and media which suitable with students' characteristics.
5. Almost all students of sunshine class can master vocabularies this semester.

5.2 Suggestions

From the finding of this research, the researcher had some suggestions to the English Teacher and students and the further as follows :

5.2.1 For the teachers

This study showed that teaching strategies and media which make young learners improve their vocabularies. The researcher suggested the teacher to improve their teaching style, teaching strategies and English skills especially pronunciation and used various kind of the media to teach vocabulary.

5.2.2 For Further Research

This thesis can be used as starting point for other researcher which have similar topic to analyze teaching vocabulary for young learner. It's expected to improve the weakness of this research and make a better research. The researcher recommended this study as additional reference or comparative education research, which conducted in teaching vocabulary for young learners.

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APPENDICES

Appendix 1

Questionnaire Result

“The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang”

Part I

1. How much you teach English in a week ?

<input type="checkbox"/> 1-2 in a week	<input type="checkbox"/> 3-4 in a week	<input type="checkbox"/> almost everyday (100%)	<input type="checkbox"/> others
--	--	---	---------------------------------
2. How long the English learning process in one meeting ?

<input type="checkbox"/> 20 Minutes (66,6%)	<input type="checkbox"/> 30 minutes (33,3%)	<input type="checkbox"/> 45 minutes	<input type="checkbox"/> others
---	---	-------------------------------------	---------------------------------
3. How the teacher make sure that all students understand ?

<input type="checkbox"/> ask one by one (100%)	<input type="checkbox"/> question and answer together	<input type="checkbox"/> only worksheet	<input type="checkbox"/> others
--	---	---	---------------------------------
4. How teacher solve students misunderstanding ?

<input type="checkbox"/> explain again (66,6%)	<input type="checkbox"/> give another example	<input type="checkbox"/> change into Bhs Indonesia (33,3%)	<input type="checkbox"/> others
--	---	--	---------------------------------
5. What is the factor of difficulty to learn vocabulary ?

<input type="checkbox"/> not learn at home (66,6%)	<input type="checkbox"/> ignore when teacher explain (33,3%)	<input type="checkbox"/> they dont understand	<input type="checkbox"/> others
--	--	---	---------------------------------
6. How much the percentage of students success learn vocabulary in class ?

<input type="checkbox"/> 50-70%	<input type="checkbox"/> 71-80% (33,3%)	<input type="checkbox"/> 81-90 % (66,6%)	<input type="checkbox"/> 100%
---------------------------------	---	--	-------------------------------
7. What were the best strategies to teach English you have had?

<input type="checkbox"/> listen and repeat (100%)	<input type="checkbox"/> listen and do	<input type="checkbox"/> question and answer	<input type="checkbox"/> others
---	--	--	---------------------------------
8. What are strategy liked by the students ?

<input type="checkbox"/> listen and repeat (100%)	<input type="checkbox"/> listen and do	<input type="checkbox"/> question and answer	<input type="checkbox"/> others
---	--	--	---------------------------------
9. What the activities mostly used to the students ?

<input type="checkbox"/> worksheet (66,6%)	<input type="checkbox"/> drawing and color	<input type="checkbox"/> memorization (33,3%)	
--	--	---	--
10. What were the best strategies for students, based your opinion?

<input type="checkbox"/> listen and repeat (100%)	<input type="checkbox"/> listen and do	<input type="checkbox"/> question and answer	<input type="checkbox"/> others
---	--	--	---------------------------------

Part II

1 = never, 2 = seldom, 3 = sometimes , 4 = often

		1	2	3	4
1	teacher used use listen and repeat strategies (in a week)	0%	0%	0%	100%
2	teacher used listen and do strategies (in a week)	0%	33,3%	66,6%	0%
3	teacher used question and answer strategies (in a week)	0%	0%	33,3%	66,6%
4	teacher used draw and color strategies (in a week)	0%	0%	0%	100%
5	teacher used listen and identify strategies (in a week)	0%	33,3%	66,6%	0%
6	teacher used see differences(compare a picture) strategies (in a week)	0%	0%	100%	0%
7	teacher used modeling and demonstration strategies(in a week)	0%	0%	33,3%	66,6%
8	teacher used cooperative learning (in a week)	0%	33,3%	66,6%	0%
9	teacher used group learning (in a week)	0%	0%	0%	100%
10	teacher used communicative language teaching (in a week)	0%	0%	33,3%	66,6%

Part III

		1	2	3	4
1	teacher use song for teaching english (in a week)	0%	0%	0%	100%
2	teacher use movie/video for teaching english (in a week)	0%	33,3%	66,6%	0%
3	teacher use picture/ flashcard teaching english (in a week)	0%	0%	0%	100%
4	teacher use real object for teaching english (in a week)	0%	0%	33,3%	66,6%
5	teacher use puppet & bookstory for teaching english (in a week)	0%	33,3%	66,6%	0%

Appendix 2 Questionnaire Ms. A

Questionnaire
"The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang"

Name : Rita Paulo
Age : 22
 women man

Choose one of them to answer, based on your opinion and give mark (√).

Part I

- How much you teach English in a week ? 1-2 in a week 3-4 in a week almost everyday others
- How long the English learning process in one meeting ? 20 minutes 30 minutes 45 minutes others
- How the teacher make sure that all students understand ? ask one by one question and answer together only worksheet others
- How teacher solve students misunderstanding ? explain again give another example change into Indonesia others
- What is the factor of difficulty to learn vocabulary ? not learn at home ignore when teacher explain they dont understand others
- How much the percentage of students success learn vocabulary in class ? 50-70% 71-80% 81-90 % 100%
- What were the best strategies to teach English you have had? listen and repeat listen and do question and answer others
- What are strategy liked by the students ? listen and repeat listen and do question and answer others
- What the activities mostly used to the students ? worksheet drawing and color memorization

10 What were the best strategies for your students on your opinion?
 listen and repeat listen and do question and answer others

Part II

Choose one of them to answer, based on your opinion and give mark (N).

1 = never

2 = seldom

3 = sometimes

4 = often

		1	2	3	4
1	teacher used use listen and repeat strategies (in a week)				✓
2	teacher used listen and do strategies (in a week)		✓		
3	teacher used question and answer strategies (in a week)				✓
4	teacher used draw and color strategies (in a week)				✓
5	teacher used listen and identify strategies (in a week)			✓	
6	teacher used see differences(compare a picture) strategies (in a week)			✓	
7	teacher used modeling and demonstration strategies(in a week)			✓	
8	teacher used cooperative learning (in a week)			✓	
9	teacher used group learning (in a week)				✓
10	teacher used communicative language teaching (in a week)				✓

Part III

Choose one of them to answer, based on your opinion and give mark (X).

- 1 = never
- 2 = seldom
- 3 = sometimes
- 4 = often

		1	2	3	4
1	teacher use song for teaching english (in a week)				✓
2	teacher use movie/video for teaching english (in a week)			✓	
3	teacher use picture/ flashcard teaching english (in a week)				✓
4	teacher use real object for teaching english (in a week)			✓	
5	teacher use puppet & bookstory for teaching english (in a week)		✓		

Adapted from Suyanto, K.E. 2007. English for Young Learners.



Appendix 3

Questionnaire Mrs. B

B

Kuisisioner

"The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang"

Nama : Dewi Permata Sari
 Umur : 44
 wanita pria

Pilihlah salah satu jawaban yang sesuai dengan pendapat anda dan beri tanda (✓).

- Berapa kali anda mengajar Bhs Inggris dalam 1 minggu? 1-2 3-4 hampir setiap hari lainnya
- Berapa lama proses mengajar Bhs Inggris dalam 1 pertemuan ? 20 menit 30 menit 45 Menit menit
- Bagaimana guru memastikan jika murid sudah benar benar paham? bertanya ke murid satu satu tanya jawab bersama hanya dari worksheet lainnya
- Bagaimana guru menjelaskan/ menyelesaikan masalah jika terjadi salah paham? menjelaskan lagi memberikan contoh yg lain mengubah ke Bhs Indo lainnya
- Faktor kesulitan apa saja yang mempengaruhi murid dlm menguasai vocabulary ? tidak belajar dirumah mengabaikan saat pelajaran mereka tidak memahaminya lainnya
- Berapa presentase murid yang berhasil menghafal vocabulary dgn baik ? 50-70% 71-80% 81-90 % 100%
- Apa strategi mengajar yang sering anda gunakan dlm mengajar Bhs. Inggris ? listen and repeat listen and do question and answer lainnya
- Strategi mengajar apa yang paling disukai oleh murid anda ? listen and repeat listen and do question and answer lainnya

9. Aktivitas apa yang paling sering anda gunakan di kelas (Bhs. Inggris)?
- worksheet drawing and color memorization lainnya
10. Apa strategi mengajar efektif untuk mengajar bahasa Inggris, menurut anda?
- listen and repeat listen and do question and answer lainnya

Bagian II

Pilihlah salah satu jawaban yang sesuai dengan pendapat anda dan beri tanda (✓).

- 1 = tidak pernah
 2 = jarang
 3 = kadang-kadang
 4 = sering

		1	2	3	4
1.	Guru menggunakan strategi <i>listen and repeat</i> (dalam 1 minggu)				✓
2.	Guru menggunakan strategi <i>listen and do</i> (dalam 1 minggu)			✓	
3.	Guru menggunakan strategi <i>question and answer</i> (dalam 1 minggu)			✓	
4.	Guru menggunakan strategi <i>draw and color</i> (dalam 1 minggu)				✓
5.	Guru menggunakan strategi <i>listen and identify</i> (dalam 1 minggu)			✓	
6.	Guru menggunakan strategi <i>see differences</i> (membandingkan gambar/benda) (dalam 1 minggu)			✓	
7.	Guru menggunakan strategi <i>modeling and demonstration</i> (dalam 1 minggu)				✓
8.	Guru menggunakan strategi <i>cooperative learning</i> (dalam 1 minggu)			✓	
9.	Guru menggunakan strategi <i>group discussion</i> (dalam 1 minggu)				✓
10.	Guru menggunakan strategi <i>communicative language teaching</i> (dalam 1 minggu)				✓

Bagian III

Pilihlah salah satu jawaban yang sesuai dengan pendapat anda dan beri tanda (✓).

- 1 = tidak pernah
- 2 = jarang
- 3 = kadang-kadang
- 4 = sering

		1	2	3	4
1	Guru menggunakan lagu untuk mengajar Bhs Inggris (dlm 1 minggu)				✓
2	Guru menggunakan film/video untuk mengajar Bhs Inggris(dlm 1-minggu)		✓		
3	Guru menggunakan flashcard / gambar untuk mengajar Bhs Inggris(dlm 1 minggu)				✓
4	Guru menggunakan objek asli untuk mengajar Bhs Inggris (dlm 1 minggu)				✓
5	Guru menggunakan puppet/ buku cerita untuk mengajar Bhs Inggris (dlm 1 minggu)			✓	

Adapted from Suyanto, K.E. 2007. English for Young Learners.

Appendix 4

Questionnaire Mrs. C

Kuisisioner

"The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang"

Nama : Datih
 Umur : 27
 wanita pria

Pilihlah salah satu jawaban yang sesuai dengan pendapat anda dan beri tanda (✓).

1. Berapa kali anda mengajar Bhs Inggris dalam 1 minggu? 1-2 3-4 hampir setiap hari lainnya
2. Berapa lama proses mengajar Bhs Inggris dalam 1 pertemuan ? 20 menit 30 menit 45 Menit lainnya menit
3. Bagaimana guru memastikan jika murid sudah benar benar paham? bertanya ke murid satu satu tanya jawab bersama hanya dari worksheet lainnya
4. Bagaimana guru menjelaskan/ menyelesaikan masalah jika terjadi salah paham? menjelaskan lagi memberikan contoh yg lain mengubah ke Bhs Indo lainnya
5. Faktor kesulitan apa saja yang mempengaruhi murid dlm menguasai vocabulary ? tidak belajar dirumah mengabaikan saat pelajaran mereka tidak memahaminya lainnya
6. Berapa presentase murid yang berhasil menghafal vocabulary dgn baik ? 50-70% 71-80% 81-90% 100%
7. Apa strategi mengajar yang sering anda gunakan dlm mengajar Bhs. Inggris ? listen and repeat listen and do question and answer lainnya
8. Strategi mengajar apa yang paling disukai oleh murid anda ? listen and repeat listen and do question and answer lainnya

9. Aktivitas apa yang paling sering anda gunakan di kelas (Bhs. Inggris)?
- worksheet drawing and color memorization lainnya
10. Apa strategi mengajar efektif untuk mengajar bahasa Inggris, menurut anda?
- listen and repeat listen and do question and answer lainnya

Bagian II

Pilihlah salah satu jawaban yang sesuai dengan pendapat anda dan beri tanda (√).

- 1 = tidak pernah
 2 = jarang
 3 = kadang-kadang
 4 = sering

		1	2	3	4
1.	Guru menggunakan strategi <i>listen and repeat</i> (dalam 1 minggu)				✓
2.	Guru menggunakan strategi <i>listen and do</i> (dalam 1 minggu)			✓	
3.	Guru menggunakan strategi <i>question and answer</i> (dalam 1 minggu)				✓
4.	Guru menggunakan strategi <i>draw and color</i> (dalam 1 minggu)				✓
5.	Guru menggunakan strategi <i>listen and identify</i> (dalam 1 minggu)		✓		
6.	Guru menggunakan strategi <i>see differences</i> (membandingkan gambar/benda) (dalam 1 minggu)			✓	
7.	Guru menggunakan strategi <i>modeling and demonstration</i> (dalam 1 minggu)				✓
8.	Guru menggunakan strategi <i>cooperative learning</i> (dalam 1 minggu)		✓		
9.	Guru menggunakan strategi <i>group discussion</i> (dalam 1 minggu)				✓
10.	Guru menggunakan strategi <i>communicative language teaching</i> (dalam 1 minggu)			✓	

Bagian III

Pilihlah salah satu jawaban yang sesuai dengan pendapat anda dan beri tanda (✓).

- 1 = tidak pernah
 2 = jarang
 3 = kadang-kadang
 4 = sering

		1	2	3	4
1	Guru menggunakan lagu untuk mengajar Bhs Inggris (dlm 1 minggu)				✓
2	Guru menggunakan film/video untuk mengajar Bhs Inggris(dlm 1 minggu)			✓	
3	Guru menggunakan flashcard / gambar untuk mengajar Bhs Inggris(dlm 1 minggu)				✓
4	Guru menggunakan objek asli untuk mengajar Bhs Inggris (dlm 1 minggu)				✓
5	Guru menggunakan puppet/ buku cerita untuk mengajar Bhs Inggris (dlm 1 minggu)			✓	

Adapted from Suyanto, K.E. 2007. English for Young Learners.

Appendix 5

Interview question

1. Tell me about your teaching experience
2. How long you teach English at kindergarten ?
3. What is your teaching strategies mostly used in the class ?
4. Are your teaching strategies increase student's vocabulary ?
5. What is your strong and weakness on your teaching style ?
6. What kind of vocabulary did you teach during this semester ?
7. Is there any routine/specific activity to increase student's vocabulary ?
8. Is there any target to master vocabulary during this semester ?
9. Are you used media to teach English ?
10. What kind of media which used on teaching process ?
11. Are your media make learning process more effective ?
12. Are your media increase student's vocabulary ?
13. Is there any significant change about student's vocabulary, since first meeting in this semester until now ?
14. What are the problem faced by students in leaning English (vocabulary) ?
15. What are the challenges to teach English for young learner ?

Adapted from TiPPs. 2002, *The Second Language Teaching & Curriculum Center*

Pertanyaan interview

1. Bisakah anda ceritakan tentang pengalaman mengajar anda
2. Berapa lama anda mengajar Bahasa Inggris di TK ?
3. Strategi mengajar apa yang sering anda gunakan di dalam kelas ?
4. Apakah strategi mengajar anda dapat meningkatkan penguasaan vocabulary siswa ?
5. Apakah kelebihan dan kekurangan dalam gaya mengajar anda ?
6. Apa macam macam vocabulary yang diajarkan selama satu semester ini ?
7. Apa ada kegiatan rutin untuk meningkatkan kemampuan vocabulary ?
8. Apa ada target belajar untuk menguasai vocabulary dalam satu semester ?
9. Apakah anda menggunakan media dalam mengajar bahasa inggris ?
10. Apakah macam media yang yang digunakan ketika mengajar ?
11. Apakah media tersebut membuat kegiatan mengajar lebih efektif ?
12. Apakah media tersebut dapat meningkatkan kemampuan vocabulary siswa?
13. Apakah ada perubahan yang significant pada kemampuan vocabulary siswa, sejak pertemuan pertama semester ini sampa sekarang ?
14. Apakah ada masalah yang di hadapi siswa ketika belajar bahasa inggris ?
15. Apakah ada tantangan ketika mengajar bhs Inggris pada anak anak/pemula ?

Appendix 6

Interview script

Name : Rita Paulo

English Native Speaker

1. A : Tell me about your teaching experience
B : I never teach english before, because I'm from law and I am as AISSEC members and I choose artwork to my program.
2. A : How long you teach English at kindergarten ?
B : 7 weeks
3. A : What is your teaching strategies mostly used in the class ?
B : I don't know about teaching strategies, but I always teach with explain and repetation to make students have good pronunciation, group learning, sing a song, question and answer and memorizing
4. A : Are your teaching strategies increase student's vocabulary ?
B : Yes I think, because I saw they increase their vocabulary since I there
5. A : What is your strong and weakness on your teaching style ?
B : Strong is make them know how to have good pronunciation, my voice loud , and weakness is sometimes some students ignore me when I try to ask one by one.
6. A : What kind of vocabulary did you teach during this semester ?
B : Animals, Parts of body, colors, Vocabulary during daily activity like Wake up, Take a Bath, etc. And also things around like computer,bottle, book, etc
7. A : Is there any routine/specific activity to increase student's vocabulary ?
B : Yes, in the morning student's have activity to memorize vocabulary from count number 1-50 till memorize topic vocabulary, ex: animals,part of body
8. A : Is there any target to master vocabulary during this semester ?
B : Yes, in 1-2 weeks they memorize 2 kind of vocabulary
9. A : Are you used media to teach English ?
B : Yes
10. A : What kind of media which used on teaching process ?

B : Picture, flashcard, Book, Song

11. A : Are your media make learning process more effective ?

B : Yes, I saw they're more focused when i used picture or flashcard

12. A : Are your media increase student's vocabulary ?

B : Yes, it help them easy to remember when see the picture or with song

13. A : Is there any significant change about student's vocabulary, since first meeting in this semester until now ?

B : Ya, I see they increase their vocabulary, in learning process when I first came here the students don't know what i say, but after 1-2 weeks they can understand me and follow me, my instructions.

14. A : What are the problem faced by students in leaning English (vocabulary) ?

B : Maybe because they still learning new language, so some of them difficult to memorize, or because in daily activy/ home they use bahasa indonesia.

15. A : What are the challenges to teach English for young learner ?

B : The challenges is whenI teach the class alone, and the kids don't understand what i sayin', and I must make them have clear understand. So, I'm explain slowly to make them really understand. And to catch their attention or to make them focused, I must speak aloud and persuasive.

Nama : Dewi Permatasari

Indonesian English Teacher

1. A : Bisakah anda ceritakan tentang pengalaman mengajar anda
B : Sudah mengajar selama 20 th, sebelumnya dulu di TK Model Tlogowaru dan TK al Azhar, setelah itu di TK Global sampai sekarang.
2. A : Berapa lama anda mengajar Bahasa Inggris di TK ?
B : sudah 7 tahun
3. A : Strategi mengajar apa yang sering anda gunakan di dalam kelas ?
B : Listen and repeat, group learning , sing a song, question and answer, and draw and color
4. A : Apakah strategi mengajar anda dapat meningkatkan penguasaan vocabulary siswa ?
B : ya, sangat berpengaruh
5. A : Apakah kelebihan dan kekurangan dalam gaya mengajar anda ?
B : Kelebihannya saya rasa, saya care terhadap murid dan juga sangat komunikatif sehingga murid dapat mudah memahami, kekurangan saya mungkin kadang pronunciation bahasa inggris saya yang tercampur bahasa jawa sehingga anak anak kadang menirukan seperti itu.
6. A : Apa macam macam vocabulary yang diajarkan selama satu semester ini ?
B : my self, animal, my needed, animal and plants.
7. A : Apa ada kegiatan rutin untuk meningkatkan kemampuan vocabulary ?
B : ada, setiap pagi review vocabulary
8. A : Apa ada target belajar untuk menguasai vocabulary dalam satu semester ?
B : Ada setiap semester mempelajari 5 topik dan masing masing topik itu memiliki 15 vocabulary , yang harus di kuasai oleh siswa
9. A : Apakah anda menggunakan media dalam mengajar bahasa inggris?
B : Iya
10. A : Apakah macam media yang yang digunakan ketika mengajar ?
B : Macam macam, yang paling sering flashcard, gambar, realia atau objek asli
11. A : Apakah media tersebut membuat kegiatan mengajar lebih efektif?
B : iya karena dengan media tersebut membantu anak anak lebih memahami arti dari vocabulary tsb
12. A : Apakah media tersebut dapat meningkatkan kemampuan vocabulary siswa?
B : iya pasti

13. A : Apakah ada perubahan yang significant pada kemampuan vocabulary siswa, sejak pertemuan pertama semester ini sampai sekarang ?

B : ya, sampai akhir semester ini anak anak sudah mampu menghafal semua vocabulary dari masing masing topik

14. A : Apakah ada masalah yang di hadapi siswa ketika belajar bahasa inggris ?

B : tingkat perkembangan tiap anak tidak sama, jadi tidak semua anak mudah dalam menghafal vocabulary, terkadang mereka bisa lupa.

15. A : Apakah ada tantangan ketika mengajar bhs Inggris pada anak anak/ pemula ?

B : Latar belakang siswa dengan bahasa ibu Bhs Indonesia, jadi untuk belajar bahasa inggris juga perlu penyesuaian, apalagi kadang kadang orang tua tidak mereview vocabulary dirumah, jadi siswa hanya belajar bahasa inggris di sekolah saja. Maka untuk guru itu sebuah tantangan sendiri untuk mengajar

Nama : Ratih
Indonesian English Teacher

1. A : Bisakah anda ceritakan tentang pengalaman mengajar anda
B : Sebelumnya pernah mengajar di TK Akademika Sawojajar, dan di Global sampai sekarang
2. A : Berapa lama anda mengajar Bahasa Inggris di TK ?
B : 5 tahun
3. A : Strategi mengajar apa yang sering anda gunakan di dalam kelas ?
B : Listen and repeat, question and answer, coloring, diskusi bersama di awal pemberian materi
4. A : Apakah strategi mengajar anda dapat meningkatkan penguasaan vocabulary siswa ?
B : iya karena dapat membantu siswa lebih antusias terhadap pelajaran
5. A : Apakah kelebihan dan kekurangan dalam gaya mengajar anda ?
B : Kelebihannya saya sabar dan telaten terhadap murid dan juga suara saya keras ketika menyampaikan pelajaran, kekurangan saya terkadang saya kurang prepare dengan materi yang akan di berikan sehingga sesekali terjadi salah pengucapan pronunciation yang benar.
6. A : Apa macam macam vocabulary yang diajarkan selama satu semester ini ?
B : diri sendiri, kebutuhanku, lingkungan, animal, tanaman.
7. A : Apa ada kegiatan rutin untuk meningkatkan kemampuan vocabulary ?
B : ada, di stiap awal pembelajaran
8. A : Apa ada target belajar untuk menguasai vocabulary dalam satu semester ?
B : Ada dalam satu semester ada beberapa topik yang harus di kuasai oleh siswa
9. A : Apakah anda menggunakan media dalam mengajar bahasa inggris?
B : Iya
10. A : Apakah macam media yang yang digunakan ketika mengajar ?
B : Buku worksheet, flashcard, gambar, realia, video / film
11. A : Apakah media tersebut membuat kegiatan mengajar lebih efektif?
B : iya karena dengan media itu membantu anak anak mendapat latar belakang materi yang akan disampaikan dan juga mengetahui wujud asli materi yang akan di pelajari
12. A : Apakah media tersebut dapat meningkatkan kemampuan vocabulary siswa?
B : iya

13. A : Apakah ada perubahan yang significant pada kemampuan vocabulary siswa, sejak pertemuan pertama semester ini sampai sekarang ?

B : ya, sampai akhir semester ini hampir semua anak sudah mampu menghafal semua vocabulary dari masing masing tema vocabulary

14. A : Apakah ada masalah yang di hadapi siswa ketika belajar bahasa inggris ?

B : anak sudah mudah menghafal, akan tetapi masalahnya terdapat kefokusn siswa pada saat belajar yang terkadang tealihkan dengan lingkungan dan temannya, contoh ketika temannya mengajak bicara, jadi konsentrasi siswa itu tidak terfokus oleh pelajaran.

15. A : Apakah ada tantangan ketika mengajar bhs Inggris pada anak anak/ pemula ?

B : sebagai guru harus lebih perhatian kepada murid agar mereka tetap fokus terhadap materi saat pelajaran, kemampuan anak yang berbeda beda membuat guru harus memperlakukan murid dengan extra agar bisa benar benar memahami materi, siswa terkadang lupa pada vocabulary dan pronounciation yang masih kurang jelas.

Name: _____

Sunshine class _____

Date: _____

I. How does the teacher discipline the children (tick all that apply)?

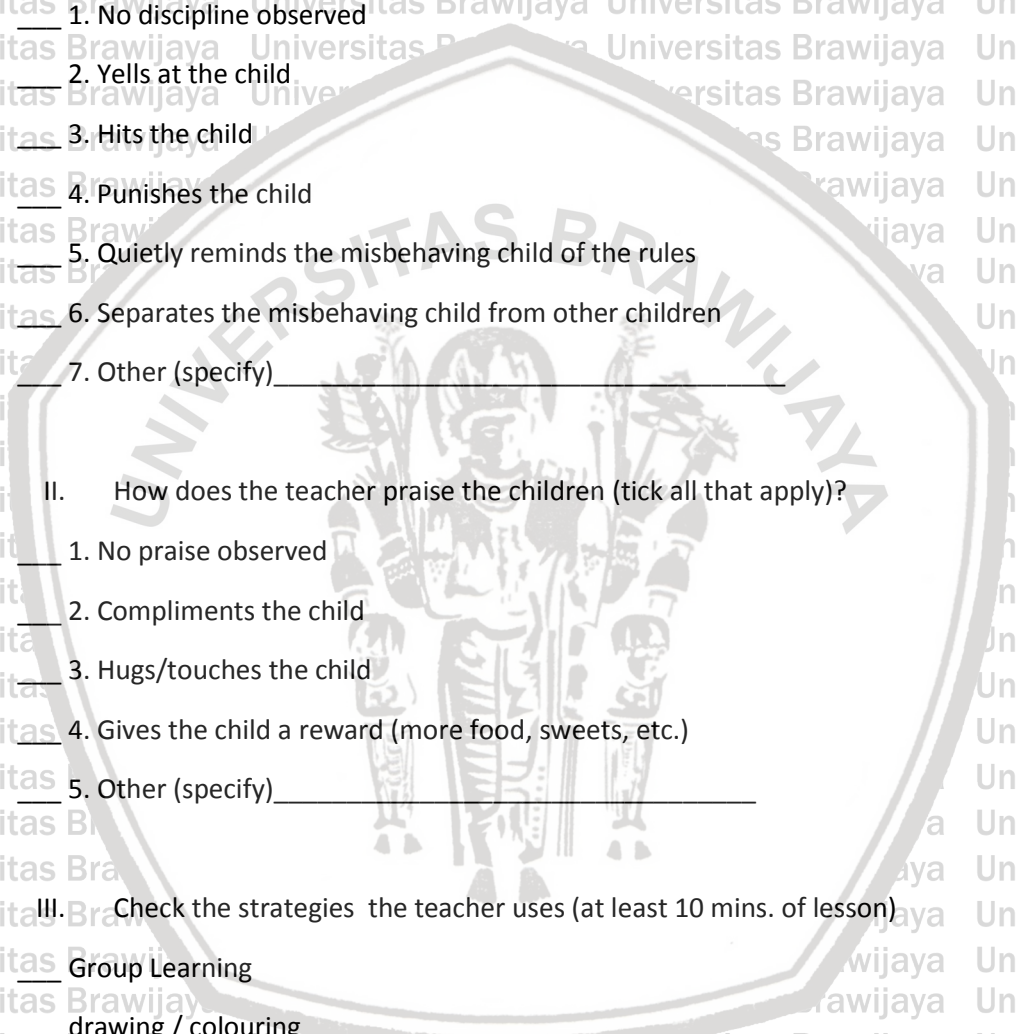
- 1. No discipline observed
- 2. Yells at the child
- 3. Hits the child
- 4. Punishes the child
- 5. Quietly reminds the misbehaving child of the rules
- 6. Separates the misbehaving child from other children
- 7. Other (specify) _____

II. How does the teacher praise the children (tick all that apply)?

- 1. No praise observed
- 2. Compliments the child
- 3. Hugs/touches the child
- 4. Gives the child a reward (more food, sweets, etc.)
- 5. Other (specify) _____

III. Check the strategies the teacher uses (at least 10 mins. of lesson)

- Group Learning
- drawing / colouring
- See differences
- Listen and Repeat
- Modelling and demonstration
- Communicative Language Teaching
- listen and do
- Question and answer



Other, please list: _____

IV. What are the pupils doing? Please tick pupil activities which include:

Writing

Drawing/ colouring

Doing math problems

Sing a song

Reading out loud

Asking questions of the teacher

Answering teacher's questions

Talking with other pupils

Misbehaving

Other, please list: _____

V. What kind of media used during teaching process ?

Lcd, laptop

picture, flashcard

storybook, book

song

realia

Other, please list: _____

VI. Are all the students understand the material of this day ?

everyone understand

some of them don't understand

no one understand

Other, please list: _____

VII. What did the teacher do when a child gave the wrong response or did not respond at all? (check all that apply)

Call on another child

Provide feedback

Provide remediation-modeling the complete sequence

_____ Provide remediation-analysis (breaking the task down)

_____ Criticize the child

_____ Encourage the child to try again

_____ Ignore the error _____ Other: _____

VIII. Does the teacher tell pupils how well they are doing in their work during the lesson?

Yes _____ No _____ Somewhat _____

✓ If yes, please describe how the teacher does that.

IX. Language Usage: What percentage (approximately) of what the teacher says is in English, in Bahasa Indonesia ?

Teacher	Indonesia	English
During English class		

X. Language Usage: What percentage (approximately) of what the children say is in English, in Bahasa Indonesia ?

Children	Indonesia	English
During English class		

Adapted from Chesterfield, Ray. 2009. Classroom Observation Tool. IEQ project, Institute for International Research/Improving Educational Quality Project. Available at www.ieq.org

Name: Rita Paulo

Sunshine class

Date : 12 Oktober 2016

I. How does the teacher discipline the children (tick all that apply)?

- 5. Quietly reminds the misbehaving child of the rules

II. How does the teacher praise the children (tick all that apply)?

- 2. Compliments the child
- 3. Hugs/touches the child

III. Check the strategies the teacher uses (at least 10 mins. of lesson)

- Group Learning
- drawing / colouring
- Listen and Repeat
- Modelling and demonstration
- Communicative Language Teaching
- Question and answer

IV. What are the pupils doing? Please tick pupil activities which include:

- Sing a Song
- Drawing/ Colouring
- Doing math problems
- Answering teacher's questions

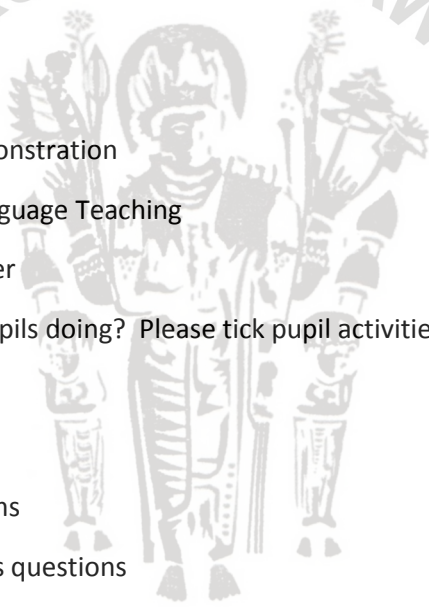
V. What kind of media used during teaching process ?

- picture, flashcard
- book
- song

VI. Are all the students understand the material of this day ?

- everyone understand

VII. What did the teacher do when a child gave the wrong response or did not respond at all? (check all that apply)



✓ Provide feedback

✓ Provide remediation-modeling the complete sequence

VIII. Does the teacher tell pupils how well they are doing in their work during the lesson?

Yes No Somewhat : good, excellent

✓ If yes, please describe how the teacher does that.

IX. Language Usage: What percentage (approximately) of what the teacher says is in English, in Bahasa Indonesia ?

Teacher	Indonesia	English
During English class		100%

X. Language Usage: What percentage (approximately) of what the children say is in English, in Bahasa Indonesia ?

Children	Indonesia	English
During English class	50%	50%

Adapted from Chesterfield, Ray. 2009. Classroom Observation Tool. IEQ project, Institute for International Research/Improving Educational Quality Project. Available at www.ieq.org

Appendix 11

Observation checklist

Name: Mrs. Dewi

Sunshine class

Date : 15 November 2016

XI. How does the teacher discipline the children (tick all that apply)?

5. Quietly reminds the misbehaving child of the rules

XII. How does the teacher praise the children (tick all that apply)?

2. Compliments the child

XIII. Check the strategies the teacher uses (at least 10 mins. of lesson)

Group Learning

drawing / colouring

Listen and Repeat

Modelling and demonstration

Communicative Language Teaching

Question and answer

XIV. What are the pupils doing? Please tick pupil activities which include:

Drawing/ colouring

Doing math problems

Sing a song

Answering teacher's questions

XV. What kind of media used during teaching process ?

picture, flashcard

book

song

XVI. Are all the students understand the material of this day ?

everyone understand

XVII. What did the teacher do when a child gave the wrong response or did not respond at all? (check all that apply)

Call on another child

Provide feedback

Provide remediation-modeling the complete sequence

XVIII. Does the teacher tell pupils how well they are doing in their work during the lesson?

Yes No Somewhat Good, excellent

If yes, please describe how the teacher does that.

XIX. Language Usage: What percentage (approximately) of what the teacher says is in English, in Bahasa Indonesia ?

Teacher	Indonesia	English
During English class	50%	50%

XX. Language Usage: What percentage (approximately) of what the children say is in English, in Bahasa Indonesia ?

Children	Indonesia	English
During English class	50%	50%

Adapted from Chesterfield, Ray. 2009. Classroom Observation Tool. IEQ project, Institute for International Research/Improving Educational Quality Project. Available at www.ieq.org

Appendix 12

Observation checklist Result

Name: Mrs. Ratih

Sunshine class

Date : 14 November 2016

XI. How does the teacher discipline the children (tick all that apply)?

- 5. Quietly reminds the misbehaving child of the rules

XII. How does the teacher praise the children (tick all that apply)?

- 2. Compliments the child
- 3. Hugs/touches the child (hi five)

XIII. Check the strategies the teacher uses (at least 10 mins. of lesson)

- Group Learning
- drawing / colouring
- Listen and Repeat
- Modelling and demonstration
- Communicative Learning
- Question and answer

XIV. What are the pupils doing? Please tick pupil activities which include:

- Writing
- Coloring
- Doing math problems
- Sing a song
- Answering teacher's questions

XV. What kind of media used during teaching process ?

- picture
- book
- song

XVI. Are all the students understand the material of this day ?

- everyone understand

XVII. What did the teacher do when a child gave the wrong response or did not respond at all? (check all that apply)

- ✓ Call on another child
- ✓ Provide feedback
- ✓ Provide remediation-modeling the complete sequence

XVIII. Does the teacher tell pupils how well they are doing in their work during the lesson?

Yes No Somewhat Good, Excellent
 ✓ If yes, please describe how the teacher does that.

XIX. Language Usage: What percentage (approximately) of what the teacher says is in English, in Bahasa Indonesia ?

Teacher	Indonesia	English
During English class	50%	50%

XX. Language Usage: What percentage (approximately) of what the children say is in English, in Bahasa Indonesia ?

Children	Indonesia	English
During English class	50%	50%

Adapted from Chesterfield, Ray. 2009. Classroom Observation Tool. IEQ project, Institute for International Research/Improving Educational Quality Project. Available at www.ieq.org

Appendix 13

LESSON PLAN

Subject : English Lesson



Theme : Animals
Topic : Kinds of Animals
Grade : Kindergarten School / B
Time :
Day / Date :

I. SPECIFIC AIMS OF LEARNING

1. To guide the student to know about kinds of animals
2. Make the students understand about water animals, and air animals
3. Make the students understand about the classification of wild animals and farm animals

II. ACTIVITIES

Teacher

Students

1.a. Teacher show the picture and pronounce it
 Lion, tiger, elephant, horse, cow, bird, bee, butterfly, dragon fly, chicken, duck, fish, crocodile, octopus, turtle.

1.a. Students listening what the teacher said

b. Teacher show the picture and pronounce it

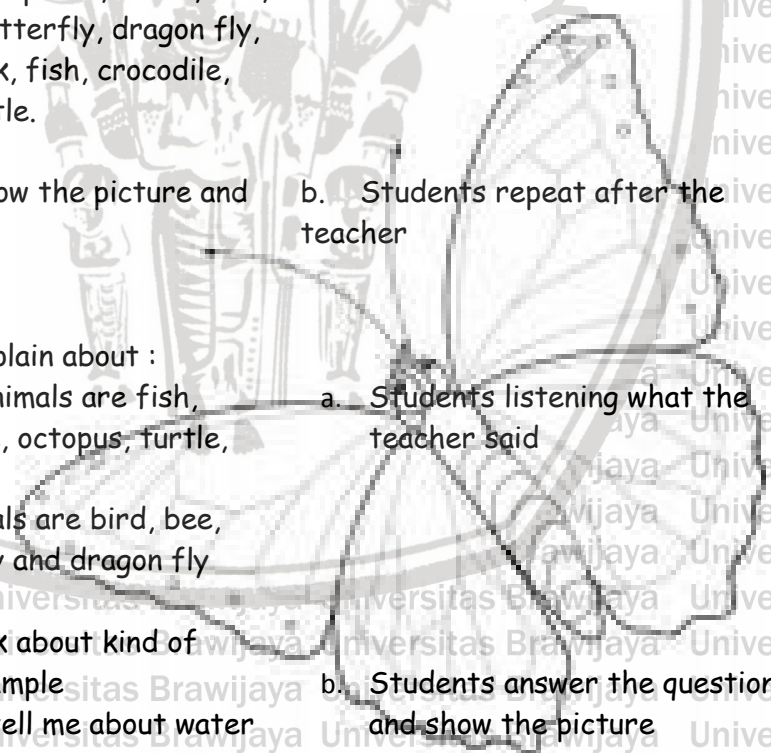
b. Students repeat after the teacher

2.a. Teacher explain about :
 ➤ Water animals are fish, crocodile, octopus, turtle, etc.
 ➤ Air animals are bird, bee, butterfly and dragon fly

a. Students listening what the teacher said

b. Teacher ask about kind of animals example
 ➤ Can you tell me about water animals?
 ➤ Is it water animals?
 ➤ Can you tell me about air animals?

b. Students answer the question and show the picture



3.a. Teacher explain about wild animals and farm animals, and than show the picture. Example :

- Tiger, lion, elephant are called wild animals because they live in jungle
- Chicken, duck, cow are called farm animals because they live in farm

a. Students listening what the teacher said

b. Students listening what the teacher said and answer the question.

b. Teacher ask about wild animals and farm animals.

Example :

- Where is tiger live?
- Where is cow live?
- What does cow eats?
- What color is cow?



III. STRATEGY OF PRESENTATION

- ❖ The audio lingual method
- ❖ Direct method
- ❖ Story telling

IV. TEACHING AIDS

- ❖ Picture about kinds of animals
- ❖ Vcd
- ❖ Story books

V. EVALUATION

a. Procedure. While teaching and learning process have been done

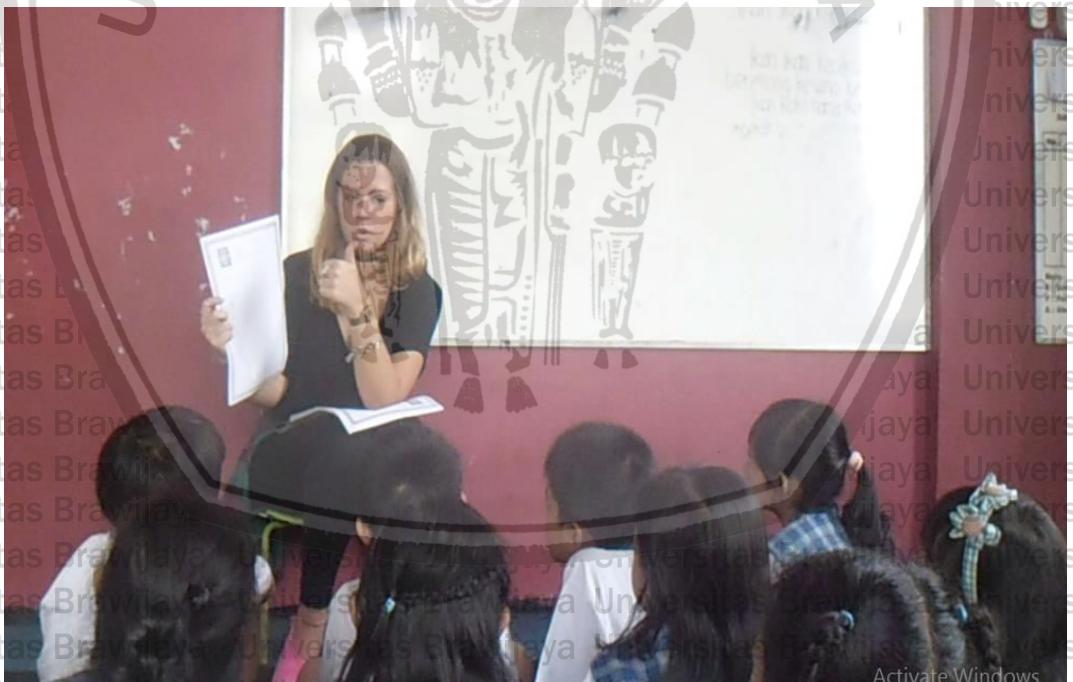
b. Test

- ✓ Speaking test
 - What is it?
 - Where does fish live?
 - What color is bird?
 - Do you have animals at home?
 - Etc

✓ Work sheet

— What animals live on the water? Please color them.






















Appendix 15

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Zara Rosyidah A. S
2. NIM : 135110500111037
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Teaching Vocabulary
5. Judul : The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang.
6. Tanggal Mengajukan : 3 Juni 2016
7. Tanggal Selesai : 27 Januari 2017
8. Nama Pembimbing : Dr. Sugeng Susilo Adi, M. Hum
9. Keterangan Konsultasi *)


No.	Tanggal	Materi	Pembimbing	Paraf
1.	30 Agustus 2016	Konsultasi Judul	Dr. Sugeng Susilo Adi, M. Hum	
2.	6 September 2016	Konsultasi Bab 1	Dr. Sugeng Susilo Adi, M. Hum	
3.	13 September 2016	Revisi Bab 1	Dr. Sugeng Susilo Adi, M. Hum	
4.	19 September 2016	Konsultasi Bab 2	Dr. Sugeng Susilo Adi, M. Hum	
5.	27 September 2016	Revisi Bab 1, 2	Dr. Sugeng Susilo Adi, M. Hum	
6.	3 Oktober 2016	Konsultasi Bab 3	Dr. Sugeng Susilo Adi, M. Hum	
7.	13 Oktober 2016	Revisi Bab,3	Dr. Sugeng Susilo Adi, M. Hum	
8.	19 Oktober 2016	Konsultasi Bab 1,2,3	Dr. Sugeng Susilo Adi, M. Hum	
9.	26 Oktober 2016	Revisi Bab 1,2,3	Dr. Sugeng Susilo Adi, M. Hum	
10.	15 November 2016	ACC Seminar Proposal	Dr. Sugeng Susilo Adi, M. Hum	
11.	22 November 2016	Seminar Proposal	Dr. Sugeng Susilo Adi, M. Hum	
12.	29 November 2016	Konsultasi Bab 4	Dr. Sugeng Susilo Adi, M. Hum	
13.	5 Desember 2016	Konsultasi Bab 4	Dr. Sugeng Susilo Adi, M. Hum	

Appendix 15

BERITA ACARA BIMBINGAN SKRIPSI

- 1. Nama : Zara Rosyidah A. S
- 2. NIM : 135110500111037
- 3. Program Studi : Pendidikan Bahasa Inggris
- 4. Topik Skripsi : Teaching Vocabulary
- 5. Judul : The Teaching of Vocabulary of English for Young Learners at Global Ednovation Kindergarten Malang.
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- 9. Keterangan Konsultasi *)

No.	Tanggal	Materi	Pembimbing	Paraf
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2.	6 September 2016	Konsultasi Bab 1	Dr. Sugeng Susilo Adi, M. Hum	
3.	13 September 2016	Revisi Bab 1	Dr. Sugeng Susilo Adi, M. Hum	
4.	19 September 2016	Konsultasi Bab 2	Dr. Sugeng Susilo Adi, M. Hum	
5.	27 September 2016	Revisi Bab 1, 2	Dr. Sugeng Susilo Adi, M. Hum	
6.	3 Oktober 2016	Konsultasi Bab 3	Dr. Sugeng Susilo Adi, M. Hum	
7.	13 Oktober 2016	Revisi Bab,3	Dr. Sugeng Susilo Adi, M. Hum	
8.	19 Oktober 2016	Konsultasi Bab 1,2,3	Dr. Sugeng Susilo Adi, M. Hum	
9.	26 Oktober 2016	Revisi Bab 1,2,3	Dr. Sugeng Susilo Adi, M. Hum	
10.	15 November 2016	ACC Seminar Proposal	Dr. Sugeng Susilo Adi, M. Hum	
11.	22 November 2016	Seminar Proposal	Dr. Sugeng Susilo Adi, M. Hum	
12.	29 November 2016	Konsultasi Bab 4	Dr. Sugeng Susilo Adi, M. Hum	
13.	5 Desember 2016	Konsultasi Bab 4	Dr. Sugeng Susilo Adi, M. Hum	

14.	12 Desember 2016	Revisi bab 4	Dr. Sugeng Susilo Adi, M. Hum	
15.	16 Desember 2016	Konsultasi Bab 4,5	Dr. Sugeng Susilo Adi, M. Hum	
16.	20 Desember 2016	ACC Seminar Hasil	Dr. Sugeng Susilo Adi, M. Hum	
17.	28 Desember 2016	Seminar Hasil	Dr. Sugeng Susilo Adi, M. Hum	
18.	4 January 2017	Konsultasi dab revisi abstrak bab 1,2,3,4,5,6 dan lampiran	Dr. Sugeng Susilo Adi, M. Hum	
19.	5 Januari 2017	ACC Ujian Skripsi	Dr. Sugeng Susilo Adi, M. Hum	
20.	25 Januari 2017	Ujian Skripsi	Dr. Sugeng Susilo Adi, M. Hum	
21.	27 Januari 2017	Konsultasi bab 1,2,3,4,5,6	Dr. Sugeng Susilo Adi, M. Hum	
22.	27 Januari 2017	ACC Penjilidan Skripsi	Dr. Sugeng Susilo Adi, M. Hum	

10. Telah dievaluasi dan diuji dengan nilai:

B

Malang, 27 January 2017

Mengetahui,
Pembantu Dekan I
Bidang Akademik

Pembimbing



Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

Dr. Sugeng Susilo Adi, M. Hum
NIP. 19680521 20081 1 004



Appendix 16

Letter of Recommendation



UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Nomor : 2799/UN10.F12/PN/2016
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

30 DEC 2016

Yth. Kepala TK/PG Global Ednovation
Jalan Danau Toba Blok B.No.24-26, Komplek Ruko Sawojajar
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

nama : Zara Rosyidah AS
NIM : 135110500111037
semester : VII (Tujuh)
program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

THE TEACHING OF VOCABULARY ENGLISH FOR YOUNG LEARNER AT GLOBAL EDNOVATION KINDERGARTEN MALANG

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Ir. Ratya Anindita, MS., Ph.D.
NIP 196109081986011001

Surat Pernyataan

Yang bertandatangan di bawah ini,

Nama : Zara Rosyidah A. S

NIM : 135110500111037

Semester : VII (Tujuh)

Program Studi : S1 Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi program sarjana saya dengan judul,

“ THE TEACHING OF VOCABULARY ENGLISH FOR YOUNG LEARNERS AT GLOBAL EDNOVATION KINDERGARTEN MALANG “

akan menjaga kerahasiaan data yang diperoleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Malang, 06 Desember 2016

Yang membuat pernyataan,



Zara Rosyidah A. S
135110500111037

