

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

ARTICLE

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ABSTRACT

English is foreign language for Indonesian students'. Nowadays, English becomes very important for everyone. English was introduced as foreign language as soon as possible, especially for young learners. This study was trying to find out what are teaching strategies and media used by teacher that increase vocabulary for young learners. This 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 recording 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 some teaching strategies and media for increase teaching vocabulary. Almost all students at Global Ednovation had mastery vocabulary.

Keywords : Young learner, Teaching Vocabulary, Teaching strategies, Teaching Media, Critical Period Hypotesis.

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. 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.

Teaching vocabulary is clearly more than just presenting new words. But, the teacher must deliver clear meaning and make students understand about the new 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. 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 teaching and learning process are influenced by the ways teachers presents their instructional material by media and teaching strategies. It's important to using a suitable method and media to make lesson material will be more interesting, effective and enjoyable for students. 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. 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. This study try to find out what are the best teaching strategies and media which are used in the teaching process of vocabulary at Global Ednovation Kindergarten Malang.

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. Media have an

important role in the education of students because media can make students interest and focus during learning and teaching process.

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.

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. 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.

METHOD

The design of this research was descriptive qualitative. Descriptive qualitative research was a designed to obtain information concerning with the current status of phenomena in particular place. 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 interview by the researcher. In this study, the researcher as interviewer. To collect the data, the researcher interviewed teachers, the interview questions 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 researcher to memorize and make a detail the conversation. The researcher as the

observer, with observation the class with recording video during teaching process and completed with observation checklist. The instruments were observation checklist and questionnaire. 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. Observation Checklist adopted from Classroom Checklist tools from Improving Educational Quality (IEQ) project (2009). After observation and collect the data, the researcher will analyzed the data. The researcher analyzed data used analysis procedure that suggested by Miles and Huberman (1984).

FINDING

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. 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 studets' daily activity and worksheet score. Each teacher have different answer based on their students'. (see figure 1)

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. 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. (see figure 2) 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 questionnaire, 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 (see figure 3). 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.

Based on interview result, the strategies used by all teacher almost same. That were listen and repeat, listen and do, group learning, question and answer, etc (see table 1). All teacher said that those strategies can help students increasing vocabulary because can make students happy, fun and focused to the lesson. 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 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 (see table 2). Media make teaching process effective because can built a background knowledge and also student knew the real object of those vocabulary.

Result of observation checklist. Observation was conducted three times.

The 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.

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 repetition, 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.

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.

DISCUSSION

All of the characteristics of young learner were appropriate with Sunshine class students. Students showed their behavior naturally, so the resesarcher 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 strataegies 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 repetation 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.

Young learner have a period that called golden age. They easily to learn anything start from age three untill after puberty. 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 Ednojaya 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 pronunciation. Most of all students at Sunshine class had a good pronunciation. 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.

CONCLUSSION

From the finding about teaching and learning activities of English for young learners. The researcher conclude that, 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. The media mostly used are picture, flashcard and song. This media make interest because they are enjoy learn English. Kindergarten age categorized as critical period and golden age. Each children have different ability development, so the teachers must teach with strategies and media which suitable with students' characteristics. Almost all students of Sunshine class can master vocabularies this semester.

SUGGESTIONS

The researcher suggested the teacher to improve their teaching style or mixing with other teaching strategies to make teaching process not monotonously.

Improve teachers' English skills especially pronunciation to avoid students error in pronunciation. This study 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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Figure 1

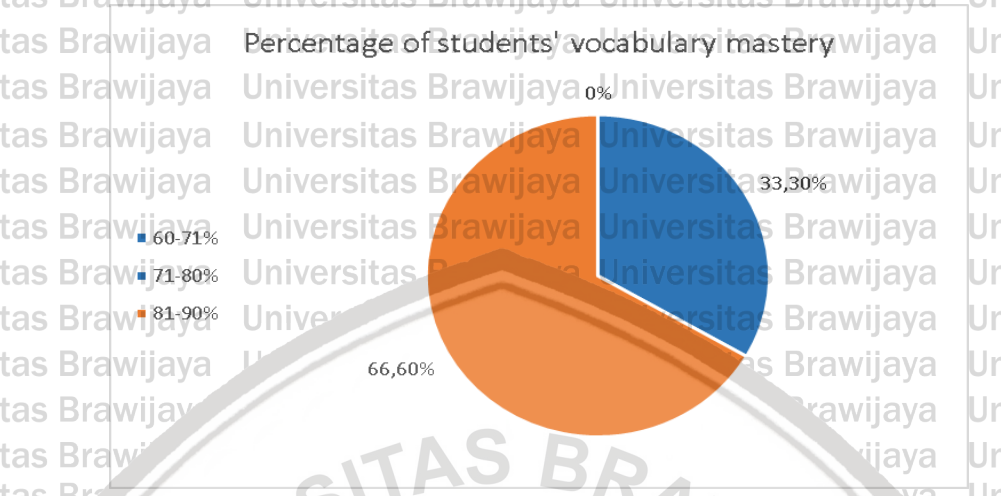


Figure 2

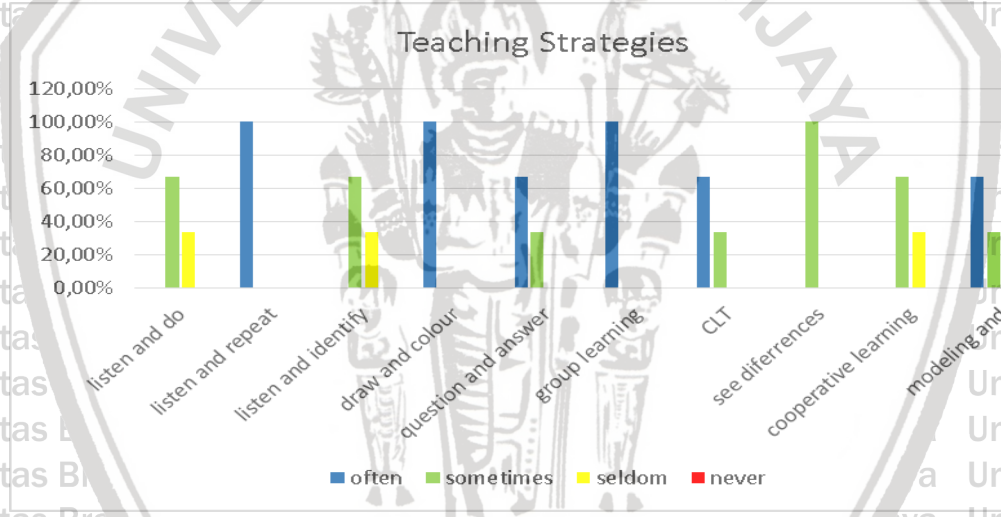


Figure 3

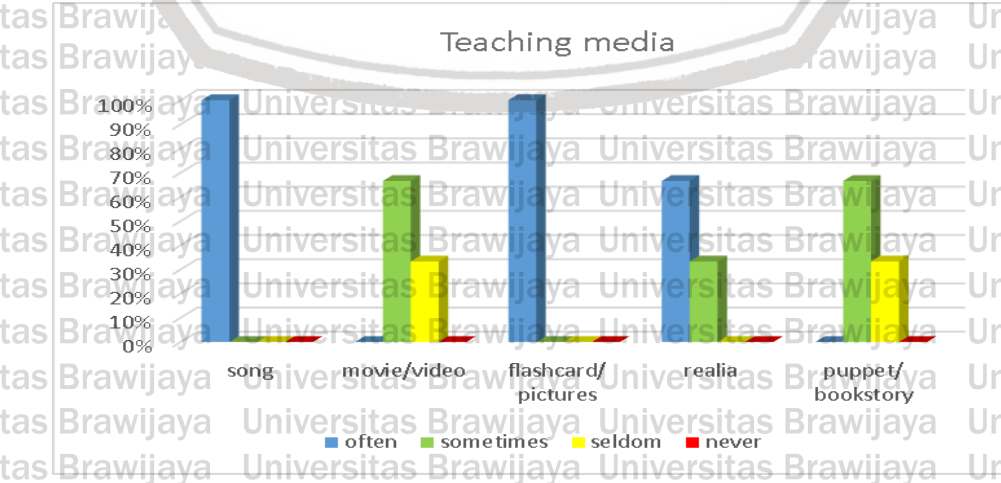


Table 1 (interview result)

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 2 (interview result)

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

