



**THE STRATEGIES AND INSTRUCTIONAL MEDIA OF TEACHING
ENGLISH VOCABULARY FOR YOUNG LEARNERS AT CHILDREN
CENTER BRAWIJAYA SMART SCHOOL MALANG**

UNDERGRADUATE THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*

BY

**RISA DWI YANTI
NIM. 135110501111069**

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2017



DECLARATION OF AUTHORSHIP

Herewith I,

Name : Risa Dwi Yanti

Nim : 135110501111069

Address : Jl Dharma Putra, BTN Ladang Permai, blok i No.1, Sintang, Kab.
Sintang, Kalimantan Barat.

Declare that:

1. This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does include, without due acknowledgement, the work of other person.
2. If at a later time is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Malang 28 November 2017



NIM 135110501111069



This to certify that the undergraduate thesis of Risa Dwi Yanti has been approved by the board of examiner as one of the requirements for the degree of *Sarjana Pendidikan*.

Devinta Puspita Ratri, S.Pd., M.Pd, Chair
NIK. 2012018605072001

Dian Novita Dewi, S.Pd., M.Li, Member
NIK. 2016128502042001

Acknowledged by,

Head of English Language Education
Program

Dr. Esti Junining, M.Pd.
NIP. 197206042002122001

Vice Dean of Academic Affairs


Syariful Muttaqin, M.A
NIP. 1975 1012003121001



ACKNOWLEDGMENTS

In the name of Allah SWT, the Most Beneficent and the Most Merciful, peace and blessing also upon greatest prophet Muhammad SAW. The writer would like to express her deepest gratitude to Allah SWT the Almighty for His grace and His blessing so that the writer could finish this undergraduate thesis entitled “**The Strategies and Instructional Media of Teaching English Vocabulary For Young Learners at Brawijaya Smart School Malang**”.

The writer also would like to give her gratitude, respect, and appreciation for the following people for their great contribution in the process of her study and then in writing this thesis. This thesis is presented to the English Language Education Program in writing this thesis, the Faculty of Cultural Studies Universitas Brawijaya Malang as a partial fulfillment of the requirement for the degree of *Sarjana Pendidikan*.

The writer would like to express her deepest gratitude and appreciation to her beloved parents, Aliyandi and Siti Dahlia, for their love, prayer, encouragement, motivations, and support for the writer to finish her study. And also her beloved sisters, dr. Rika Hadri Yanti, D. and Ria Tri Ananda Putri for their support, love and praying. The writer also would like to express her gratitude to Miss Dian Novita Dewi, S.Pd., M.Li as the advisor, Mrs Devinta Puspita Ratri, S.Pd., M.Pd as the examiner, and also Miss Ririn Polistya Army NS, S.S as academic counselor an



honor to you all guidance, motivation, correction and suggestion on finishing this study.

The writer also would like to give gratitude to Children Center Brawijaya Smart School Malang and All the teachers allowed the writer did observation for this study and also the writer would like give gratitude to her friends Haninah hakim, Irana Alfianita, Rizky, Mega Safitri, Rosalia Indah, Mutiara Priza, kethyna deswiaqsa, Uray Seni, Kiki, Vedriyansyah, Khairil, Nizar, Anin, Mifrah, Widya, Elisa, Melly, Anggun, Amel and all of member Asrama Putri Dara Juanti Malang, Asrama Putra Rahadi Oesman 1 and 2 Malang, Pebasis and Sedekah Habit Malang for all the support and family in Malang and all who have given their help in writing this undergraduate thesis that could not mention one by one.

For all, may Allah gives His blessing and reward on them. The writer could not finish this study without those great people in her life. The writer realizes that this undergraduate thesis is far from perfect. Therefore, the writer welcomes any suggestion or critiques to make it better.

Malang, 28 November 2017

The Writer



ABSTRACT

Yanti, Risa Dwi. 2017. **The Strategies and Instructional Media of Teaching English Vocabulary for Young Learners at Children Center Brawijaya Smart School Malang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dian Novita Dewi, S.pd.,M.Li

Keywords: Teaching strategy, Instructional Media, Teaching English vocabulary, Young learner.

Vocabulary is the most important component to acquire English language successfully. It should be introduced at early age or kindergarten level. Learning vocabulary is one way to introduce English as a foreign language to the children. In teaching the vocabulary, there are many teaching strategies and media used. These strategies and instructional media make teaching process more effective and interesting considering the young children of short attention span.

This research focused on teachers' strategies and instructional media in teaching English vocabulary for young learner in Children Center Brawijaya Smart School Malang. This study was a descriptive qualitative research that was conducted by using observation and interview guideline to gather the data. The source of the data was the English teacher in Preparation Center, Art Center, and Beams Center at Children Center Brawijaya Smart School Malang.

This research revealed that the teachers applied various strategies and instructional media in the teaching English vocabulary in three centers. They are listen and repeat strategy, listen and do strategy, question and answer strategy, draw and color strategy, see differences strategy, in-pair or group working strategy, sing a song, and outdoor activity strategy. The teacher also used some media to enrich the young learners' vocabulary. They are pictures, book, flashcard, puzzle, Lego and realia. In this research, the researcher suggest that further researcher can observe deeper about the teaching strategies and instructional media in teaching vocabulary for young learners.



ABSTRAK

Yanti, Risa Dwi. 2017. **Strategi dan Media Instruksional Mengajar Kosa kata Bahasa Inggris Untuk Anak Usia Dini**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya. Universitas Brawijaya. Pembimbing: Dian Novita Dewi, S.Pd., M.Li

Kata Kunci: Strategi Mengajar, Instruksional Media, Pengajaran Kosa kata Bahasa Inggris, Usia Dini

Kosa kata adalah komponen terpenting dalam belajar Bahasa Inggris dengan sukses. Ini harus diperkenalkan sejak usia dini atau tingkat taman kanak-kanak. Belajar kosakata adalah salah satu cara mengenalkan Bahasa Inggris sebagai bahasa asing bagi anak. Dalam mengajarkan kosakata, ada banyak strategi pembelajaran dan media yang digunakan. Strategi dan media ini membuat proses pembelajaran menjadi lebih efektif dan menarik mengingat rentang perhatian anak usia dini yang rendah.

Dalam penelitian ini difokuskan pada strategi guru dan media pembelajaran dalam pengajaran kosa kata Bahasa Inggris untuk pembelajar muda di Children Center Brawijaya Smart School Malang. Penelitian ini merupakan penelitian deskriptif kualitatif yang dilakukan dengan menggunakan pedoman observasi dan wawancara untuk mengumpulkan data. Sumber data tersebut adalah guru bahasa Inggris di Sentra Persiapan, Sentra Seni, dan Sentra Balok di TK Brawijaya Smart School Malang.

Penelitian ini mengungkapkan bahwa para guru menerapkan berbagai strategi dan media dalam mengajarkan kosa kata bahasa Inggris di tiga pusat antara lain, strategi mendengarkan dan mengulang, strategi mendengar dan melakukan, strategi tanya jawab, strategi menggambar dan mewarna, strategi melihat perbedaan, strategi berpasangan atau berkelompok, strategi menyanyikan lagu, dan strategi aktivitas di luar ruangan. Guru juga menggunakan beberapa media untuk memperkaya kosa kata pembelajar muda mereka seperti gambar, buku, flashcard, teka-teki, lego dan realia. Dalam penelitian ini, peneliti menyarankan agar peneliti selanjutnya dapat mengamati lebih dalam tentang strategipengajaran dan media pembelajaran dalam pengajaran kosa kata bagi pelajar muda.



TABLE OF CONTENTS

TITLE PAGE.....i

DECLARATION OF AUTHORSHIP.....ii

SUPERVISORS’ APPROVAL.....iii

BOARD OF EXAMINERS’ APPROVAL.....iv

ACKNOWLEDGMENTS.....v

ABSTRACT.....vii

ABSTRAK.....viii

TABLE OF CONTENTS.....ix

LIST OF TABLE.....x

LIST OF FIGURE.....xi

LIST OF APPENDICES.....xii

CHAPTER I INTRODUCTION

1.1 Background of the Study.....1

1.2 Problem of the Study.....7

1.3 Objective of the Study.....7

1.4 Significances of the Study.....7

1.5 Scope and Limitation of the Study.....7

1.6 Definition of Key Terms.....8

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Definition of Vocabulary.....9

2.2 Kind of Vocabulary.....10

2.3 Principles of Teaching Vocabulary.....11

2.4 The Strategies of Teaching Vocabulary.....12

2.5 Media for Teaching English Vocabulary.....16

2.6 Young Learners.....18

2.7 Previous Study.....20

CHAPTER III RESEARCH METHODS

3.1 Research Design.....23

3.2 Data Source.....24

3.3 Research Procedures.....24

3.4 Research Instrument.....26

3.5 Data Collection.....26



LIST OF TABLES

Table

Page

4.1.2.1 Table of Teaching Strategies and Media Used by Teachers.....	39
4.1.2.2 Table of Data Tringulation.....	42



LIST OF FIGURES

Figure	Page
3.3 Model of Analysis Miles and Huberman, 1994.....	25
3.6 Data Analysis from Milles and Huberman, 1994.....	28
3.7 Tringulation Data Techniques.....	29
4.1 Picture of young learners activity in first observation.....	32
4.2 Picture of young learners activity in first onservation.....	33
4.3 Picture of young learners activity in second observation.....	35
4.4 Picture of young learners activity in third observation.....	37



CHAPTER I INTRODUCTION

This chapter consists of background of study, problem of the study, objective of the study, significances of the study, scope and the limitation of the study, and definition of key terms.

1.1 Background of the Study

Teaching vocabulary is the most important component to acquire English language successfully. In language learning, whether it is first or second language, the first language component learned is vocabulary. The vocabulary must be mastered by the language learners in order to get a head to other language skills, for instance listening, speaking, reading, and writing. There are some experts namely, Laufer and Nation (1999), Read (2000), Gu (2003), and Nation (2011) state that the acquisition of vocabulary is one of the most important parts of a second language to develop oral and written texts. Ahn (2010) also argues that among three aspects of language, vocabulary is the main aspect to develop other skills. In relation to the teaching-learning, vocabulary is an inseparable part of any language learning and language skills. In other words, vocabulary mastery takes an important role in mastering the four basic skills of English.

Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English as a foreign language and is not used in daily communication. Many people in Indonesia still have low ability in mastering English language whereas English is important as an international language in the world.

Thus, vocabulary teaching needs strategies to make the students easier to learn English language.

Introducing English vocabulary at an early age or in kindergarten level is one way to introduce foreign language to the children. English for very young learner is given when a child enters kindergarten institution. Kindergarten is an institution of formal education before the child enters elementary school. In Kindergarten Matters book (2001) kindergarten is one of the formal institutions that are critical to early childhood in the preparation and development capabilities in learning and social interaction before going into further education institutions. Kindergarten is considered important because when children are in kindergarten, they are in golden age that is a sensitive period and only came once.

The vocabulary should be taught starts from this level because in kindergarten level the learners are in the stage when they are in the critical age to develop their learning capabilities. As in line with Shabtay and Ravid (2010, in Er, Sühendan, 2014) who state that children learn foreign language better than adult because in this period they have golden period or critical hypothesis period. Krashen (1981), Halliwell (1992) and Harmer (2007) also argue that nowadays many kindergartens

apply English language as one of the language taught, because it is believed that young learners have high motivation to learn than adult.

The golden period is the period in which the child's brain has the most rapid development throughout the history of life. According to Suyadi (2010), the golden period of the child is in the womb to early age 0-6 years. This critical period is the proper period to learn second language. Cook (1992, cited in Setiyadi, 2006) states that "human beings are only capable of learning language between the age of two and the early of teens. So, that is way to introduce English vocabulary for very young learners to accomplish the target language is important.

In language learning young learners have high motivation than adult because in this period young learners very enthusiasm through something, love playing and young learners are active and imaginative, thus it can give influence when they learn. According Suyanto (2009) language learning and playing at the same time it can be making the young learner feel happy.

In kindergarten level, English for young learners focus more on learning vocabulary. The teaching vocabulary focused more on meaning of each word before they can speak English. The teacher teach them by involving their senses and fantasy like using song, games and direct instruction. Unfortunately, the young learners are not quite able to learn English directly. As stated by Setiyadi (2006) that language learners do not learn language directly. It just makes them become confused, have



misconception, have misunderstanding, and even they have trouble getting to know a new and unfamiliar words on their own. Besides, the young learners have different characters from adults. Although the young learners are active learners but they have low concentration level, short memory and get bored easily toward something. Based on these facts, teachers in kindergarten level should decide the suitable way to introduce the vocabulary.

According to the earlier researcher's observation conducted in English young learners in some kindergartens, the activities, strategies and the media to teach vocabulary are considered less attractive and varying. In these kindergartens, the teachers only gave some daily vocabulary like "good morning, good afternoon, good night, thank you" and the vocabulary was drilled everyday it is not affect in build their knowledge about vocabulary. Ceranic (2010) said that the teacher have to choose the strategy that suitable for the learners in accordance their age. Based on these phenomena, it can be concluded that the teachers need a solution to teach vocabulary for young learners which is appropriate with them.

The researcher chooses Children Center Brawijaya Smart School Malang as a target of observation because of the uniqueness in teaching English activities. Learning English at Brawijaya Smart School kindergarten Malang is unique compared to other kindergarten schools because they have many activities to attract students' involvement in the activities. Besides, the school gives much exposure to engage students using English. In addition, Brawijaya Smart School Malang has five

centers or programs in kindergarten where three of five centers focus on teaching English vocabulary for young learners. Before conducting this research, the researcher interviewed one teacher in Children Center Brawijaya Smart School Malang. The teacher said that Brawijaya Smart School has various strategies to teach English language for young learner, so that is why researcher is interested to know deeper the way how the teacher used the strategies and media to foster students' vocabulary.

There are some previous studies which researched the strategies and media to teach vocabulary to the young learners. The first previous study was conducted by Pah (2011) which describes the teacher's techniques to introduce vocabulary by using pictures and describes how the teacher at TK Negeri Pembina Malang used the pictures. The study is a descriptive qualitative design and use field note and interview guide to obtain data. The data were collected through observation, interview and analyzed descriptively. The study found that the kinds of picture used by the teacher were (1) Drawing on the board, (2) Flashcards, (3) Poster, (4) Pictures on the book.

Besides, this study revealed some techniques in teaching vocabulary such as listen and repeat, and listen and do.

The similar study was also conducted by Widiastuty (2016) entitled "English Vocabulary Items Mastery of Young Children of one Family". This study was focused on vocabulary items mastery of one family which consisted of two siblings who are exposed to English language since their early age. This study also used

qualitative approach and the data were collected from interview with their parents and observation the children in their daily life. This study showed that their vocabulary mastery was influenced by their parents' background and the exposure from their parents since they were a toddler.

Unlike two previous studies above, the present research focuses on the strategies and media that used by teacher in Children Center Brawijaya Smart School-Malang, this study is not only describes about the technique using the pictures, but also this study will describe the strategies that teachers used in five centers and the students activity using the strategy and media in learning process and conducted in kindergarten school. The similarities with recent studies above are this study using descriptive qualitative design and describe the strategies and media in teaching vocabulary for young learners. Based on what have been stated above, the researcher would like to conduct a study entitled "The Strategies and Instructional Media of Teaching English Vocabulary For Young Learners at Children Center Brawijaya Smart School Malang."





1.2 Problem of the Study

Based on the background of the study above, the problem of the study is “What are strategies and instructional media used by the teachers in teaching English vocabulary in Brawijaya Smart School Malang?”

1.3 The Objective of the Study

Based on the problem of the study, the objective of this study is to know the strategies and instructional media used by the teachers in teaching vocabulary at Children Center Brawijaya Smart School-Malang.

1.4 Significance of the Study

Researcher expects that the result of this research can be beneficial for the other teachers and further researchers. For the other teachers, this study can give some alternative strategies and instructional media to teach English vocabulary for young learners. Thus, other teachers can adapt the strategies in Children Center Brawijaya Smart School Malang, while for the further researchers; the results of this study can be as reference in subsequent studies of the same topic.

1.5 Scope and Limitation of the Study

This study was conducted at Children center Brawijaya Smart School Malang at TK B1 and B2. The researcher chooses the grade because TK B has been applied by the teachers’ strategy and the result of the application was successfully

built the students' vocabulary. Therefore, this study focuses on teachers' strategies and instructional media to teach English vocabulary for young learners conducted in three centers there are Preparation Center, Art Center and Beams Center. The researcher only focuses on the three centers because the two others do not focus on English language.

1.6 Definition of Key Terms

In order to avoid ambiguity and misunderstanding of the terms used in this study, some definition of the terms are stated as follows:

1. **Teaching Strategy** is activities conducted in the classroom to solve the problem or task which purpose to accomplish the target.
2. **Instructional Media** are the things that have purposes and help to accomplish learning goals.
3. **Teaching English Vocabulary** is teaching one of language component that has important role in language learning.
4. **Young Learner** is children who are in age 3 – 6 years old. They are in Children Center Brawijaya Smart School kindergarten Malang.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. The researcher presents the theory that is used to support the research. They are definition of vocabulary, the role of vocabulary, kind of vocabulary, principles of teaching vocabulary, young learners at Children Center Brawijaya Smart School Malang, and the previous studies related to the topic will be discussed in this chapter.

2.1 Definition of Vocabulary

According to Richards (2002), Vocabulary is a basis part of language component to support the learners' proficiency in speaking, listening, reading, and writing skills. In line with this, Nation (2001, cited in Alqahtani, 2015) argues that vocabulary knowledge is always interconnected with language use, because without vocabulary mastery, the language learners cannot use the language. Vocabulary is important because it is a tool to carry meaning as stated by Hornby (1995) that vocabulary is the total numbers of words, and every word full of their meaning. Therefore, vocabulary is important because it carries meaning and as a basic skill to obtain the target language by the learners.

In language learning, vocabulary is important to build language proficiency. According to Ahn (2010), vocabulary mastery makes the learner good in language



proficiency especially the language skills. It measures with the quality and quantity of the vocabulary that they mastered. Vocabulary is an important role in language learning as foreign language, Wilkins (1972, in Thornbury 2002) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that language learners can speak the target language although they have less ability in grammar, but if the learner cannot produce the language without knowing the vocabulary first. From the description above, it can be concluded that vocabulary is a word that can be arranged to be sentences and also vocabulary is one of the important parts in language learning because it appears on each skill.

McCarthy (1990) argues that without words to express a wider range of meanings, communication in language target cannot just happen in any meaningful way. It means that word is the basic thing known when the speaker wants to express meaning. Therefore, words or vocabulary should be introduced in the early age.

2.2 Kind of Vocabulary

According to Nation (2001) there are two kinds of vocabulary. There are receptive vocabulary and productive vocabulary. Receptive vocabulary use involves a word can assign meaning while the learner learn in listening and reading. In other words, the language learners understand the vocabulary when reads or hears the word. The productive vocabulary is the set of words that language learners can use in writing and speaking. In other words, the learners understand the vocabulary and express the idea through spoken and written form.



first. The teachers have to choose the suitable material for them, before using complete text to the learners, teachers should give some easy vocabularies to avoid the overwhelming new vocabulary faced by learners.

2. Practicing Stage

The learners need little time to understand the new words. They may understand about new items of vocabulary but the young learner often delay to putting it into active use. It means that the teacher should give some examples about the use of the new words.

3. Producing Stage

After the teacher and learners use the new vocabulary. The teacher can use context and media to use the vocabulary such as picture, realia or games. In this stage, the teacher also need to check the learners' comprehension as a final stage. In this stage teacher asks students to produce the new item with task and correct their pronunciation and the meaning of the words, because in vocabulary teaching, the teacher should teach how to use the words and the pronunciation.

2.4 The Strategies of Teaching Vocabulary

In teaching vocabulary for young learners, the teacher must have some strategies or techniques to make the learners enjoy in the teaching and learning process. The teacher must know what the young learners need. According Suyanto (2009), in selecting the teaching strategies, the teacher have to remember that young



strategy to teach young learners because they love playing and move their body.

c. Question and answer

This strategy is commonly used by the teacher when teaching vocabulary in the classroom. The teacher asks some questions, and then the learners repeat the questions and give responses to the questions. Question and answer strategy is suitable strategy to apply in teaching vocabulary for young learners, because the teacher can check young learners' comprehension in mastering vocabulary.

d. Draw and color

For young learners, this strategy is suitable be applied in the classroom because the young learners love coloring and drawing something. This strategy can be applied after they know some vocabularies like thing, animals, and fruits with the colors.

e. See differences

This strategy teaches the learners to find the differences and the similarities between two or more pictures or thing. This strategy helps the learners to focus when they learnt.



f. In-pair

In this strategy, the activity is done by two students (in-pair). This strategy is suitable to train the student interaction and communication with others because generally young learners like doing the task by themselves. Young learners have high egocentric characteristic and also they still in self-centered period until they in 7 years old. Thus, the teacher needs to apply in-pair or group strategy to train the young learners' social interaction, sharing and caring and to get them sympathy to their environment.

g. Role-play

This strategy gives an example to the learners about how to do something, how to practice, and how to make something. After the teachers give an example, then the learners demonstrate or make role-play in front of class. This strategy is appropriate to be used because young learners are still in the phase when they like to pretend to be someone else.

h. Sing a song

Songs and rhythms are part of children's life. Song is an appropriate tool to build the learners' vocabulary. Singing or listening to the music is easier in remembering words and giving them the pleasure of being able to enjoy the song.

i. Outdoor activity

Learning activities should not be always in the classroom. Students need to learn outdoor to recognize their environment. Learning outside the classroom



(outdoor activity) can improve their vocabulary mastery because many objects exist in the environment which are needed to learn and not taught in the classroom.

j. Games

Young learners have very basic character that is they love games. They feel very happy when playing. The teacher can use games during the teaching and learning process, for example the teacher uses the Simon says, question answer and guessing game.

2.5 Instructional Media for Teaching English Vocabulary

Instructional media are crucial instruments in teaching learning process because they are used to attract the students' attention and get the information easily.

Teachers need some visuals in their teaching activities to facilitate their teaching.

According to Wright (2004) there are many kinds of media but visual media most suitable for young learners in learning vocabulary.

According to Suyanto (2009) the teacher often uses some instructional media follows to teach English vocabulary to young learners such as:

a. Pictures

Picture is photographic representation of thing, people, and place.

Picture can give the meaning of abstract concept into realistic items. Teachers can use the pictures from book, internet, magazine, posters, and newspaper.

Picture is simple to use and apply in teaching English vocabulary.



According to Wright (2014) there are some criteria of picture when the teacher wants to use this media. The picture is clear enough to be seen by the learners, the picture as a simple as possible, and the pictures should contain with colors.

The picture is appropriate to use in the classroom because there are many advantages. The vocabulary helps to 1) arise the young learners' interest in learning vocabulary, 2) brighten the classroom and variety, 3) set meaningful practice and gaining new word vocabulary, 4) keep the young learner's attention, 5) make easier and clearer, and 6) encourage the learning participation

b. Realia

Realia or real object is the visual instruction media that most closely associated with a direct purposeful learning experience. In teaching process, realia are objects from real life used in classroom instruction. It consists of actual object or items which are used in the classroom to illustrate in teaching learning process. The main advantage of using real object in class is to make the learning experience more memorable for the learners.

Realia as a tool brought into classroom to stimulate young learners in learning process. The learners can see, touch, and hold the things. For example when teachers teach about vegetables or fruits it can be more effective for the learner to touch, smell, and see the shape of the object by themselves. Besides real object, realia that used by the teacher can in the form



of imitation of the real object such as toys car, plastic fruits or vegetable, mannequin, doll, and puppet, etc.

c. Flashcard

Flashcard is a card with word and picture on it, flashcard are held up for pupils as a visual aid to learn. The flashcard is often made by using picture and individual word. In learning language, it is suggested to use flashcard as media because it makes the young learners easy to memorize the word while see the picture in flashcard.

d. Audio

In order to expose students with the pronunciation of a new vocabulary, the teacher uses audio media. The teacher can use tape recorder to invite the young learner sing song while learn the vocabulary. The advantage of the use of audio media is creating fun situation such as dancing, moving their bodies, and drilling the words.

2.6 Young Learners

Reily and Wards (2003, cited in Tarakçio lu and Tunçarslan2014) state that “very young learners are learners who have not yet compulsory schooling and not yet stated to read”. According to Ersöz (2007), very young learners are children 3-6 years old, they have low concentration, easily excited toward something, and have high



motivation. But different with Harmer (2007), he states that young learners are the learners in 5-9 years old.

One of the most important theories about young learners is the Critical Period Hypothesis, this period is the period when the children or learners acquire to learn the target language. Piaget (1980) cited in Brown, (2007) states that the stage in life is establish for language learners. In this stage young learner can learn easily. They are easy to understanding what the teacher explain by seeing, hearing, and touching the object. Suyanto (2009) argues that the young learners have some characteristics that affect in language learning. They love playing and learning best when they are enjoying by themselves, so the teacher should design the activities they like.

Young learners in 5-7 years old have egocentric character. They love connecting what they learnt and what they do for themselves. Thus, the teacher should prepare the material and the strategy that connect with the environment surround them, something that was they knowing before or something in their daily activity. The other characteristics are they love colors, stories, and toys, thus teacher can apply the picture with full colors, song, story and toys like realia make the learning process is fun.

Instead of the positive characteristics posed by the young learners, they also have adverse characteristics. The young learners are still difficult to distinguish something which is abstract or concrete, they may love a fantasy world. They also



cannot distinguish a real world and fantasy world. It is important to the teacher to give more attention to the young learners because young learners are easily bored toward something. They have low concentration, so teacher need to make various activities, need various strategies and media.

2.7 Previous Study

There are some previous studies which researched the strategies and media to teach vocabulary to the young learners. The first previous study was conducted by Pah (2011) which describes the teacher's techniques to introduce vocabulary by using pictures such as describing how the teacher at TK Negeri Pembina Malang selected the pictures to introduce vocabulary, kinds of pictures that teachers used in TK Negeri Pembina Malang, and describe how the teacher in TK Negeri Pembina Malang used the pictures. The finding from this research was the teacher using picture such as poster, flash card, drawing on the board and picture on the book. The teacher selected the picture first before teaching and learning in the classroom began and the teacher used the picture that is appropriate with the lesson theme, clarity of the picture, and attractiveness of the pictures.

The finding of this study also revealed some techniques in teaching vocabulary such as listen and repeat and listen and do. The researcher suggested that the teacher were expected to be more creative and improve the use of pictures in vocabulary learning by making activities and more varied. The researcher also



Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

such as children songs, English movie, storybooks, and pictures in the form of flash cards to foster the children vocabulary.

The similarity of this study is observing the strategies in introducing vocabulary items to young learners. While, the difference is in term of the scope of the study, the previous study only focuses in one family, while this current study focuses on the students of public kindergarten.

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya

Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya
Repository Universitas Brawijaya



CHAPTER III RESEARCH METHODS

This chapter provides the research methodology used in this study. The aspect being discussed are research design, data and source of the data, research procedures, research instrument, data collection, data analysis, and validity of the study.

3.1 Research Design

In this study, the researcher used descriptive qualitative research as a method.

This method was used to describe the strategies and media that are used in every center program by the teachers in teaching English vocabulary for young learners.

According to Cresswell (1994), “a qualitative study is defined as an inquiry process of understanding a social or human problem, base on building a complex, holistic picture, formed with words, reporting detailed view of informants, and conducted in a

naural setting. Cite in Miles and Huberman (1994), qualitative research concentrates on the study of human behaviour, and social life in natural setting.

The reason why the researcher used descriptive qualitative as a method in this research was the researcher wanted to describe some strategies used by the teachers in every center or class program at Children Center Brawijaya Smart School Malang using observation and interview guideline as instruments.



3.2 Data Source

In order to collect the data, the researcher conducted the research at Children Center Brawijaya Smart School Malang which is located Jl. Veteran Malang. The researcher selected three teachers who teach English subject at Children Center Brawijaya Smart School Malang as the participants of the research. Children Center Brawijaya Smart School Malang has five programs or centers in teaching English for young learners, there are beams center, nature center, preparation center, art center, and roleplay center which is every center has different teacher, different teaching style, and different theme. This school consists of three levels, there are 2-3 years old in play group, TK A 4-5 years old, and 5-6 Years old of TK B. Thus, the researcher observed TK B1 and TK B2, each class consists of 15 young learners in three centers because in Brawijaya Smart School Malang teaching English only focus on three centers (Beams center, preparation center and art center) and the researcher focuses on strategies and the instructional media used by the teacher in teaching learning process.

3.3 Research Procedures

This research procedures went through the following steps:

1. Selecting research and subject

The researcher set up the setting and subject, such as the classroom that needs to be observed in three centers there are beams center, preparation center and art center with three teachers as participants of this research. This study was



conducted at Children Center Brawijaya SmartSchool Malang, which is located at Jl. Veteran Malang. This research focuses on the strategies and media of teaching English vocabulary for young learners at Children Center Brawijaya Smart School Malang.

2. Developing Instruments

In this phase, the researcher designed some instruments were used in this research such as field note and interview guideline. The field note was used in the observation activity in the classroom. The interview guideline was used to collect data about teaching vocabulary for young learners. Further, the interview guideline was adapted from Rosyidah (2017).

3. Gathering Data

In order to collect the data, the researcher used several instruments such as observation field note and interview guideline.

4. Data Analysis.

Since this study is a descriptive qualitative study, the researcher described verbally the data collected. All the data collected were transcribed in form of narrative. The researcher analysed the data using Miles and Huberman (1994).

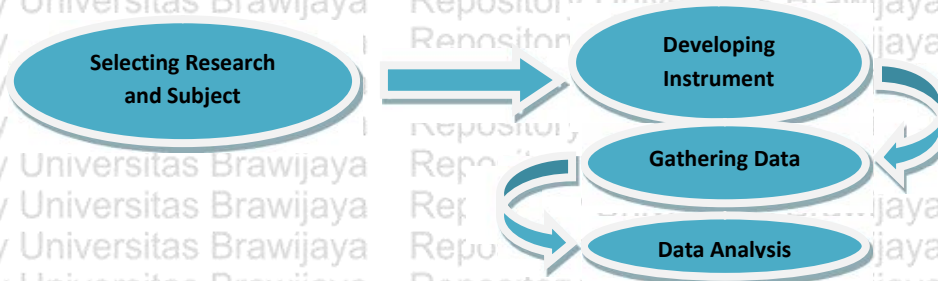


Figure 1 Model of Analysis Miles and Huberan, 1994



3.4 Research Instrument

In this study, the researcher uses some instruments to collect the data, those are:

1. Field Note

Field Note is used to know the teachers' strategies to teach vocabulary for young learner in Children Center Brawijaya Smart School Malang. The field note is conducted to gain the data, the researcher notes every activities by observing the whole activities in classroom or when teaching learning process to know what strategies and media used by the teachers and how the teachers applied the strategies, and the media used in the class. (Appendix 1)

2. Interview Guideline

The interview guide was an instrument used to collect the data from the English teacher. The interview was conducted to get the information about the background of the teacher education, strategies and media used in introducing vocabulary, and the young learners' difficulties in learning process. The Interview guideline consisted of 15 questions and it was adopted from Rosyidah (2017). (Appendix 2)

3.5 Data Collection

In this research, the data were collected through observation and interview guideline with three teachers. In collecting the data, the researcher did the following steps:



1. In observation was conducted once at TK B2 and twice at TK B1, the researcher watched the activities in teaching process. To record the data, the researcher took some photos. While conducting this observation, the researcher used field note to record all information in the field. The observation was conducted once in every center.

2. After the researcher did the observation, the researcher conducted interview with the three teachers after teaching process. In the interview, the researcher asked 15 questions adapted from Rosyidah (2017) which consisted of the detailed information about teachers qualifications, students, teaching strategies, and the problem of teaching English vocabulary. To record the data, the researcher used sound recorder when interview the teachers. In this interview, the questions were carried out in Bahasa Indonesia to avoid miscommunication between the researcher and the teachers.

3.6 Data Analysis

After collecting the data from observation and interview with the teachers of Children Center Brawijaya Smart School Malang, the researcher analysed all the data. There steps in analyzing the data were follow.

Miles and Huberman (1994) said there were three steps of qualitative data processing, there were data (data reduction), presentation of data (data display), and conclusion (conclusion drawing and verification).



In the data reduction, the researcher conducted selection, and focusing on simplification, abstraction, and transformation of raw data obtained. The researcher selected the related data toward the research question of this research.

In the data display, researcher developed a description of structured information to draw conclusion and the result of the data, and organize the data. The data display or presentation of the data was displayed in form of narration. Then, researcher organized and summarized the data in form of text.

In the drawing conclusion, the researcher tried to draw conclusions of the data obtained from the observation and interview result.

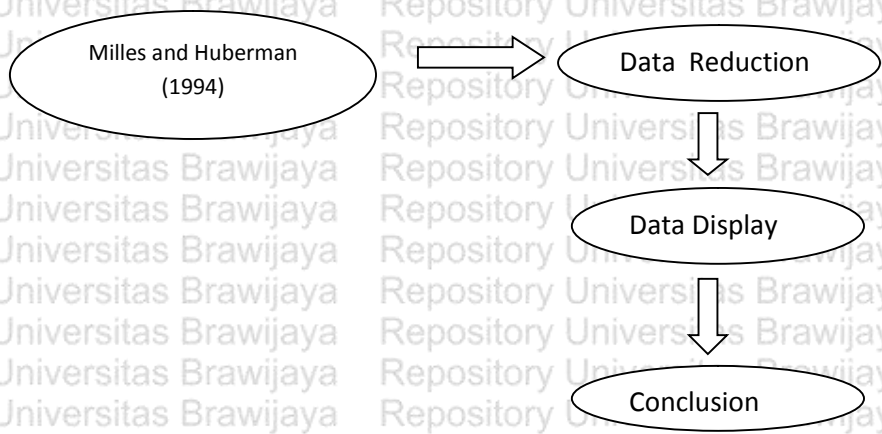


Figure 2 Data Analysis from Milles and Huberman (1994)

3.7 Validity of the Study

The researcher used data triangulation to check the validity and reliability of this research based on the result of the data. William Wiersma (1986, cited in Siswanto and Suyanto, 2017) stated that triangulation data is a technique to cross check between credibility of the data result and the instrument used by the researcher



Repository Universitas Brawijaya

Repository Universitas Brawijaya

Repository Universitas Brawijaya

such as interview, observation and documentation. Thus, in this research the researcher did triangulation by checking the data from observation and interview and supporting from documentation.

Repository Universitas Brawijaya

Repository Universitas Brawijaya

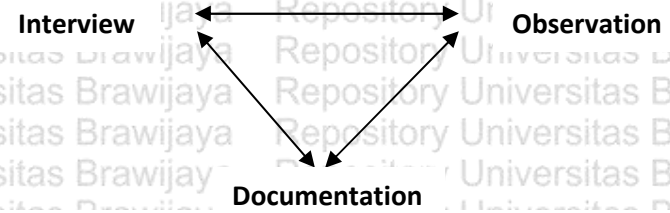


Figure 3 Tringulation Data Technique, adapted from Siswanto and Suyanto, 2017

Repository Universitas Brawijaya

Repository Universitas Brawijaya

Repository Universitas Brawijaya



CHAPTER IV FINDING AND DISCUSSION

This chapter presents finding of the research and the discussion for the vocabulary teaching strategies and media used by the teacher held in TK B Children Center Brawijaya Smart School Malang in form of descriptive analysis. This finding includes the result of observation field note, interview guide line, documentation of photo, and video recording.

4.1 Finding

This chapter describes the strategies and media used by the teacher in teaching English vocabulary for young learners at Children Center Brawijaya Smart School Malang. This research explained about three centers in TK B1, TK B2, and three teachers as the participants

The data of this study were gathered from some instruments such as observation field note and observation the situation while teaching process, interview guideline for the teachers, photos and video record. The purpose of the observation was to give more information to support the data obtained from respondent in the interview. The researcher conducted observation three times in TK B1 and TK B2 taught by English teacher which is consisted of 15 students in each class. In addition, the data from interview with the teachers were used to verify the information on vocabulary teaching strategies and media used by the teachers.



4.1.1 Observation Result

In this phase, the researcher doing observations then describe the classroom situation while the teaching process.

4.1.1.1 First Observation Result in Preparation Center

The first observations were held on Tuesday, October 31, 2017 in TK B2 with fifteen students at Children Center Brawijaya Smart School Malang. Before the class started, young learners had a gymnastic activity which used English song such as *doo be doo bee dam*, *baby shark*, and *head and toes*. The teacher also asked young learners to make a line and count their number in English. Then in the classroom, the teacher and the students sang English songs together. (see appendix 1)

At that day, the material was animal and frog was the chosen one. Firstly, the teacher asked the meaning of frog. Then, the teacher spelled the letter of frog in English form. After the teacher wrote down the word, the teacher asked the young learners' experience about the frog. The teacher asked the students in Bahasa Indonesia and sometimes the teacher asked them using English in simple form such as where they can find the frog, the color of frog, and the food of the frog. After that, the teacher distributed the young learner's book and invited the students to match the statements in the book with the pictures. The young learner also had to color the pictures based on the statements. The books used were in Bahasa and they were full of pictures.



Figure 4.1 Young learners read, match the pictures with the statement and coloring their work book.

After the teacher finished with the first activity, then the teacher asked the young learner to open next pages to learn and analyze zoo and the animal in the picture. In this activity, the teacher asked the students to find the similarities between two animals for examples cow and horse, bird and butterfly. After comparing the animals, then the teacher invited the young learner to make Batik from paper. The teacher demonstrated the process how to make it. During the process, the teacher asked the young learner about some colors of the materials, like the color of water, the color of paper, etc.



Figure 4.2 Teacher demonstrated the process to make batik from paper.

After the activities have done, then the young learner had break time. Before they went to dining room, they should make line and sat still when they were eating.

They should make line to go to the dining room, before eating they should wash their hand and pray using English, Indonesian, and Arabic. Then, they should say “thank you” to their friends who distributed their meal. They also had to say “thank you” to BundaSuri who made their meal. After having their meal, then they came back to the class and prepare to go home. Before the teacher closed the lesson, the teacher reviewed the lesson at that day.

Based on the observation, the teacher used some strategies while teaching young learners. She combined more than one strategy such as sing a song and listen and do which can make the young learners enjoyed in the learning process. Another example was question and answer strategy to check young learners’ understanding. In



4.1.1.3 Third Observation Result in Beams Center

Meanwhile, third observation was conducted at TK B1 Brawijaya Smart School Malang. The observation was held on Wednesday, November 8th 2017. In this center, the teacher focused on using the beams to convey the information to develop young learner intelligence or idea, to grow their psychomotor and to develop their creativities. Beside that, this center aims at knowing the concepts, forms, and size and also to learn mathematics and logic.

In this observation, the researcher found some strategies and media used by the teacher in teaching learning process the teacher use some strategies such as sing a song, question and answer, in pair or group.

Sing a song was used by the teacher before starting the lesson. After the teacher explained about theme which was knowing animal i.e. cow. After that, the teacher asked the young learner to sing a song entitled "A Farmer and His Cow".

While the young learner sang that song, they also practice the song lyric like imitating the cow's voice.

Question and answer strategy was also used by the teacher when the teacher explained about cow. For the example, "what is cow?" what is cow's food?". With the strategy, they were very interested. After the teacher asked some questions, then the young learners were asked to make a group consisted of five learners to make a byre and the cows with beams and the teacher gave them 20 minutes to make the byre from beams. After that, the teacher asked the young learner to draw the cow shed in drawing book.



Figure 4.4 Students built the byre based on their creativity.

The result of observation in this center was some strategies used by the teacher. The teacher used strategies such as sing a song and listen and do to make students fun while learning process, question and answer used by the teacher also to check young learners' active involvement and their comprehension, in pair or grouping was applied by the teacher to teach young learners about caring and sharing, communication and social interaction.

The researcher also found some instructional media used by the teacher like realia and beams. Using this beams, the teacher helped the young learners to visualize the abstract explanation into visual one because in their age level, the young learners are still confused with abstract thing.

From observation result in Preparation center, Art Center, and Beams Center, it can be concluded that the teacher in every center applied more than one strategy



their experience. The teacher also said that she used some instructional media such as pictures, flashcard, book, video, and realia to attract students' attention.

Similar with the in Preparation center, the teacher in teacher Art Center also often used some strategies and instructional media. They are listen and do, question and answer, draw and color, and sing a song. She said that sing a song strategy was very effective to foster young learners in memorizing vocabulary, because they love song and move their body. The instructional media that used by the teacher such as pictures, flashcard, and realia.

In addition, teacher in Beams Center used question and answer, draw and color, in-pair or group, sing a song, outdoor activity strategies, but question and answer was the best strategy to increase the students' vocabulary. She also used some media like realia, pictures, Lego, and puzzle. (see appendix 10)

The following table displays the strategies and instructional media used by the teacher in three centers.

Table 4.1 Table of Teaching Strategies and Instructional Media Used by Teachers

	Teacher in Preparation Center	Teacher in Art Center	Teacher in Beams Center
Strategies	<ul style="list-style-type: none"> - Listen and do - Sing a song - Question and answer - Draw and color - Outdoor activity - Listen and repeat - See differences 	<ul style="list-style-type: none"> - Listen and do - Sing a song - Question and answer - Draw and color 	<ul style="list-style-type: none"> - Listen and do - Sing a song - Question and answer - Draw and color - Outdoor activity - Work in pair or group



Media	- Pictures - Realia - Flashcard - Book - Video	- Pictures, - Realia - Flashcard	- Pictures - Realia - Lego - Puzzle
--------------	--	--	--

In applying those strategies, the teachers said that they found some difficulties related to media and strategy. In terms of instructional media, the teachers sometimes got difficulties to find an appropriate media. The teachers must think harder to find media which are suitable for the materials. Besides, the teacher should match the material with the lesson plan. So, they sometimes got difficulty to find various strategies.

The researcher also asked the three teachers about the kind of vocabulary taught in one semester. In this interview, three teachers have same opinion about kind of vocabulary in one semester there are animals, fruit, color, and about the thing the in their environment. The materials were matching with syllabus and lesson plan.

In the interview, the teacher also mentioned about the routinely activities conducted in the classroom. The activities were listening and repeating to the music, drilling pronunciation, and questions and answer activity. By applying these strategies the teacher said that there was student's improvement in vocabulary mastery. Besides, the students can master the vocabulary because they have been taught the vocabulary since they are in TK A.

Other questions that researcher asked to the teachers were the teachers use instructional media to support teaching learning process, what kind of instructional



media used by the teachers, and are the instructional media effective in teaching learning process. The teachers in three centers said yes, they used some instructional media in teaching young learners and they almost had same instructional media to teach young learners. Only the teacher in Beams Center used quite different instructional media. The teacher focused using beams as realia in teaching learning process.

The last question was teacher's challenges in teach English vocabulary for young learners. Generally, the three teachers found the same problem while teaching vocabulary such as the children's short attention span, there was no review from parents of the children on what they have learned at school. In order to face these problems, sometimes the teacher used various methods and used drilling in every meeting.

4.1.3 Data Triangulation

In this phase, the researcher showed the data triangulation from the results of observation and interview. The researcher did data triangulation to see whether the obtained data of both instruments had the same result or not. It would be figured out in the table below:

Table 4.2 Table of Data Tringulation Teaching Strategies and Instructional Media Used by Teachers

Strategies	Observation Result			Interview Result		
	Preparation Centers	Art Center	Beams Center	Preparation Centers	Art Center	Beams Center
	<ul style="list-style-type: none"> - Sing a song - Listen and do - Question and answer - See differences - Draw and color 	<ul style="list-style-type: none"> - Sing a song - Question and answer - Draw and color 	<ul style="list-style-type: none"> - Sing a song - Listen and do - Question and answer - In-pair or group 	<ul style="list-style-type: none"> - Listen and do - Listen and repeat - Question and answer - Draw and color - Sing a song - See differences - Outdoor activity 	<ul style="list-style-type: none"> - Listen and do - Question and answer - Draw and color - Sing a song - in-pair or group - Outdoor activity 	<ul style="list-style-type: none"> - Listen and do - Question and answer - Draw and color - Sing a song - in-pair or group - Outdoor activity
Instructional Media	<ul style="list-style-type: none"> - Pictures - book 	<ul style="list-style-type: none"> - Pictures - Realia 	<ul style="list-style-type: none"> - Realia (beams) 	<ul style="list-style-type: none"> - Pictures - Realia - Flashcard - Book - Video 	<ul style="list-style-type: none"> - Pictures - Realia - Flashcard 	<ul style="list-style-type: none"> - Pictures - Realia - Lego - Puzzle

As seen in the table above, the data from observation result showed that there were some strategies and instructional media used by the teachers. The strategies were listen and repeat, listen and do, draw and color, question and answer, in-pair or group, sing a song, and outdoor activity. While the instructional media used by the teacher are pictures, book, flashcard, Lego, puzzle, and realia. In line with this, the data from interview with teachers in three centers at Children Center Brawijaya Smart School Malang also showed that the teacher used some strategies such as listen and do, listen and repeat, sing a song, etc. The teacher also mentioned that they used some instructional media like books, pictures, Lego, puzzle, etc. Therefore, it can be concluded that the results of observation and interview were same.



4.2 Discussion

This section discusses the results of the observation result and interview result related to some theories that are appropriate with the finding. Introducing English vocabulary for young learners is important to prepare them into next level. According to Cameron (2001), words are very significant to the children in learning new language because in their age they had golden period or critical period hypothesis capability. In addition, Piaget (1980, cited in Brown, 2007) argues that this stage establishes for language learners can learn easily and naturally. This case also happens at Children Center Brawijaya Smart School Malang, the research found that the young learners are easily memorizing new words. They learn a lot and they always practice English language in simple form in every meeting. Therefore, they have big possibility mastering the vocabulary.

Children Center Brawijaya Smart School Malang had three centers that focused on teaching English vocabulary for young learners. There are Preparation Center, Art Center, and Beams Center. Every center has different teachers, different teaching style, and also different theme in teaching English vocabulary. These differences appeared due to the different goals of the center and young learners' need as stated by Ceranic (2010) who argues that teacher chooses strategy and media that suitable for the learners.

Every center has different focus of the lesson. In Preparation Center, the materials are focused on reading and writing the letter and numeral. In Art Center focused on develop learners' creativity, while in Beams Center focused on using



information to develop young learners' intelligence or idea, to growth learners psychomotor and to develop their creativities. Besides, this center aims to know the concepts, forms and size, mathematics and logic. These lessons are important to young learner in prepare them into next level (Elementary School). In line with this, Kindergarten Matters book (2001) states that kindergarten is one of formal institutions that are critical early childhood in the preparation and development capabilities in learning and social interaction before going into further education institutions. So, it is not wonder if the students in Children Center Brawijaya Smart School Malang can read fluently in their age.

In this observation, the researcher finds some strategies and instructional media that used by three teachers in three centers. The strategies and media used are to help the young learners to enrich their vocabulary. Besides, the teaching strategies and the instructional media help the students to learn vocabulary easier as stated by Suyanto (2009) that argues that strategies and media are important role in introducing vocabulary for young learners. Based on the observation, the teachers in Children Center Brawijaya Smart School Malang used some strategies such as sing a song, listen and repeat, question and answer, draw and color, see differences, in-pair or group, outdoor activity and use media such as pictures, book, flashcard, puzzle, Lego, and realia.

Listen and repeat is one of the strategies used by the teacher. The teacher said that this strategy makes students easily to memorize vocabulary item by drilling activity. Suyanto (2009) states that listen and repeat are good to train young learners



pronunciation with fluently. The teachers asked the students to repeat after the teachers until the young learners familiar with the words. In Children Center Brawijaya Smart School Malang listen and do is combined with sing a song strategy.

These strategies were appropriate with young learners' characteristic which is they love singing song, listen the music, and move their body. According to Suyanto (2009), song and rhythm are important part from young learners life because almost all young learners love singing a song. Besides, from the song, the young learners can learn vocabulary unconsciously. Draw and color is also used by the teacher in introducing new vocabulary item. This strategy is applied because the young learners love activities make them happy like art and color. In line with this Suyanto (2009) states that language learning and playing at the same time it can be making the young learner feel happy. Besides, the teachers also ask the young learner to color the pictures in order to develop young learners' psychomotor.

Question and answer in Bahasa Indonesia and English are also applied by the teacher to build young learners' vocabulary. The teachers used bilingual because the teachers want to build students' understanding in both languages. It means that the meaning of the vocabulary is also important. Thornburry (2002) says that the learners should learn both the word meaning and the word form to build their mental connection.

The teacher also used other strategies while teaching. For the example, the teachers ask the young learners to do the task and analyze the picture about animals in zoo. The teachers ask them to analyze the picture to find the differences and the



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the research finding, it can be concluded that in teaching and introducing new language in early age is more effective than adult. Young learners are easily and naturally to memorize new words because in their age they had critical period. The research finding also revealed that the teachers in Children Center Brawijaya Smart School Malang use some strategies there are listen and repeat, listen and do, question answer, draw and color, see differences, in-pair or group, sing a song and outdoor activity that involve young learner in the activities and teachers also use visual media such as pictures, book, lego, puzzle, flashcard and realia to teach English vocabulary for young learners which are effective and help young learners easily to memorize vocabulary items.

5.2 Suggestion

Hereby the researcher would give some suggestions to young learners' teacher and further researchers who are interested in conducting the same research. The researcher suggested other teachers in kindergarten can apply some strategies and instructional media that suitable for young learner in introducing English vocabulary.

The researcher hopes other teachers can use these research findings as a reference to teach young learners vocabulary. For further researchers can observe deeper about the



REFERENCES

- Ahn, D.T.L (2010). *Using movie and vidios to teach English vocabulary to the 10form students*.Published. Hanoi. Vietnam National University.
- Alqahtani, M (2015). *The Importance of Vocabulary In Language Learning And How to be Taught*. (pp. 21-34). King Khaled Academy: Saudi Arabia
- A.S. Hornby. (1995). *Oxford Advanced Learners' Dictionary of Current English, Fifth Edition*. New York: Oxford University Press.
- Brown, H.D (2007). *Principles of Language Learning And Teaching, Fifth Edition*. United States of America: Longman.
- Cameron. (2001). *Teaching Language to Young Learners*. New York: Cambridge University Press.
- Ceranic. Helena. (2011). *Panduan Bagi Guru Bahasa Inggris*. Jakarta: Erlangga.
- Cresswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Fourth Edition*. Ohio: Inc. Perason Education.
- Er, *Sühendan*. (2014). International J. Soc. Sci. & Education: Cad, ZiyaGökalp (Ed.), *Which is the Most Appropriate Strategy for Very Young Language Learners?* (pp. 1-9). Turkey: Ankara TED University.
- Ersöz, A. (2007). *Teaching English to young learners*. Ankara: EDM Publishing.
- Gu, Y. (2003). *Vocabulary Learning in Second Language: Person, Task, Context, and Strategies*. Electronic Journal. TESL-EJ.7,2, 1-26.
- Halliwell, S. (1992). *Teaching English the Primary Clasroom*. New York: Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. London: Longman.
- Krashen, S.D. (1981). *Principles and Practice in Second Language Learning*. Great Britian: Pergamon Press Inc.
- M.B, Miles & Huberman, A.M (1994). *Qualitative Data Analysis*. California: SAGE Publications Inc.
- McCarty, M (1990). *Language Teaching Vocabulary*. New York: Oxford University Press.



Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Pah, A. J. (2011). *A Descriptive Study on the Teaching of English Using Picture to Introduce Vocabulary at TK Negeri Pembina Malang*. Unpublished Malang. State University of Malang.

Richard, J. C., Renandya, W. A. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.

Rosyidah, Zara. (2017). *The Teaching of Vocabulary of English For Young Learner At Global Ednovation Kindergarten Malang*. Unpublished Malang. University of Brawijaya.

Setiyadi, B. (2006). *Teaching English As A Foreign Language*. Yogyakarta: Graha Ilmu.

Siswanto and Suyanto. (2017). *Metode Penelitian Kombinasi Kualitatif dan Kuantitatif Pasa Penelitian Tindakan PTK dan PTS*. Klaten: BOSSSCRIPT

Suyadi. (2010). *Psikologi Belajar Anak Usia Dini*. Yogyakarta: PEDAGOGIA.

Suyanto, K.E (2009). *English For Young Learners*. Jakarta: Bumi Aksara

Taracioglu, A. O & Tuncarlan, H. K. (2014). *The Effect of Short Stories on Teaching Vocabulary to Very Young Learners (Aged 3-4 Years)*. *Journal of Language and Linguistic Studies*. Turkey. Gazy University.

Widiastuty, Niken. (2016). *English Vocabulary Items Mastery of Young Children of One Family*. Unpublished Malang. State University of Malang.

Wright, Andrew. (2004). *Pictures of Language Learning*, Cambridge University Press.



REFERENCES

- Ahn, D.T.L (2010). *Using movie and vidios to teach English vocabulary to the 10form students*.Published. Hanoi. Vietnam National University.
- Alqahtani, M (2015). *The Importance of Vocabulary In Language Learning And How to be Taught*. (pp. 21-34). King Khaled Academy: Saudi Arabia
- A.S. Hornby. (1995). *Oxford Advanced Learners' Dictionary of Current English, Fifth Edition*. New York: Oxford University Press.
- Brown, H.D (2007). *Principles of Language Learning And Teaching, Fifth Edition*. United States of America: Longman.
- Cameron. (2001). *Teaching Language to Young Learners*. New York: Cambridge University Press.
- Ceranic. Helena. (2011). *Panduan Bagi Guru Bahasa Inggris*. Jakarta: Erlangga.
- Cresswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Fourth Edition*. Ohio: Inc. Perason Education.
- Er, *Sühendan*. (2014). *International J. Soc. Sci. & Education: Cad, ZiyaGökalp (Ed.), Which is the Most Appropriate Strategy for Very Young Language Learners?* (pp. 1-9). Turkey: Ankara TED University.
- Ersöz, A. (2007). *Teaching English to young learners*. Ankara: EDM Publishing.
- Gu, Y. (2003). *Vocabulary Learning in Second Language: Person, Task, Context, and Strategies*. Electronic Journal. TESL-EJ.7,2, 1-26.
- Halliwell, S. (1992). *Teaching English the Primary Clasroom*. New York: Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. London: Longman.
- Krashen, S.D. (1981). *Principles and Practice in Second Language Learning*. Great Britian: Pergamon Press Inc.
- M.B, Miles & Huberman, A.M (1994). *Qualitative Data Analysis*. California: SAGE Publications Inc.
- McCarty, M (1990). *Language Teaching Vocabulary*. New York: Oxford University Press.



Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Pah, A. J. (2011). *A Descriptive Study on the Teaching of English Using Picture to Introduce Vocabulary at TK Negeri Pembina Malang*. Unpublished Malang. State University of Malang.

Richard, J. C., Renandya, W. A (2002). *Methodology in Language Teaching*. New York: Cambridge University Press.

Rosyidah, Zara. (2017). *The Teaching of Vocabulary of English For Young Learner At Global Ednovation Kindergarten Malang*. Unpublished Malang. University of Brawijaya.

Setiyadi, B. (2006). *Teaching English As A Foreign Language*. Yogyakarta: Graha Ilmu.

Siswanto and Suyanto.(2017). *Metode Penelitian Kombinasi Kualitatif dan Kuantitatif Pasa Penelitian Tindakan PTK dan PTS*. Klaten: BOSSSCRIPT

Suyadi. (2010). *Psikologi Belajar Anak Usia Dini*. Yogyakarta: PEDAGOGIA.

Suyanto, K.E (2009). *English For Young Learners*. Jakarta: Bumi Aksara

Taracioglu, A. O & Tuncarlan, H. K. (2014). *The Effect of Short Stories on Teaching Vocabulary to Very Young Learners (Aged 3-4 Years)*. *Journal of Language and Linguistic Studies*. Turkey. Gazy University.

Widiastuty, Niken. (2016). *English Vocabulary Items Mastery of Young Children of One Family*. Unpublished Malang. State University of Malang.

Wright, Andrew. (2004). *Pictures of Language Learning*, Cambridge. University Press.



Appendix I

Field Note

Hari/Tanggal : Selasa, 31 Oktober 2017

Sentra : Persiapan

Jumlah siswa : 15 Siswa

No.	Uraian Kegiatan
1.	Siswa berbaris sebelum memasuki kelas untuk merapikan atribut pakaian dan berhitung nomor diri sendiri menggunakan bahasa Inggris.
2.	Siswa duduk secara melingkar di dalam kelas dan menunjuk salah satu teman mereka untuk menjadi pemimpin kelas pada hari itu dan melakukan doa dan bernyanyi sambil menggerakkan badan menggunakan lagu Bahasa Indonesia dan Inggris yang biasa mereka nyanyikan setiap hari sehingga mereka hafal sebelum memulai pelajaran.
3.	Guru melakukan absensi terhadap siswa, menanyakan kabar dan kesiapan belajar serta menjelaskan materi apa yang akan dipelajari
4.	Guru menjelaskan materi pelajaran tentang katak, guru menuliskan kalimat katak di papan tulis dan menulis dalam bentuk Bahasa Inggris dan Bahasa Indonesia. Guru mengajak siswa untuk membaca. Guru mengajak siswa berdiskusi dan menanyakan tentang pengalaman siswa dimana menemukan katak, warna dan makanan katak. Siswa sangat antusias dan saling menceritakan pengalaman mereka menemukan katak.
5.	Setelah berbagi pengalaman, guru kembali menjelaskan kepada siswa tentang warna katak, katak memiliki telur dan makanan katak.
6.	Setelah menjelaskan tentang katak, guru membagikan buku tugas milik siswa, mereka mengerjakan tugas tentang pernyataan yang sesuai dengan gambar, buku yang digunakan oleh guru menggunakan Bahasa Indonesia dan gambar, akan tetapi guru terkadang menggunakan bahasa Inggris dengan sederhana dalam menanyakan siswa. Siswa diminta untuk menjawab pertanyaan dari guru, dan mewarnai gambar sesuai dengan pertanyaan guru terkait bacaan dan gambar.
7.	Setelah mewarnai siswa diminta untuk membuka halaman selanjutnya, yaitu mengerjakan tugas menganalisis gambar kebun binatang yang didalamnya terdiri dari beberapa binatang yang memiliki persamaan, guru meminta siswa untuk menyebutkan binatang apa yang memiliki persamaan dan menyebutkan dalam Bahasa Inggris dan Indonesia.
8.	Setelah mengerjakan tugas, guru mengajak siswa untuk membuat batik yang terbuat dari kertas dengan mencelupkan ke dalam air yang sudah diberi pewarna pakaian, guru melakukan demonstrasi terlebih dahulu sambil



	menanyakan kosa kata dalam Bahasa Inggris kepada siswa tentang material yang digunakan untuk membuat batik. Setelah selesai mendemonstrasikan, guru meminta siswa untuk mencoba membuatnya.
9.	Setelah selesai dan jam memasuki waktu istirahat makan siswa membuat barisan untuk menuju ruang makan, sebelum memasuki ruang makan mereka harus mencuci tangan dan berdoa sebelum makan. Setelah itu siswa masuk, duduk dengan rapi dan pemimpin kelas bertugas membagi makanan kepada siswa-siswa dan tidak lupa para siswa harus mengucapkan terima kasih dalam Bahasa Inggris kepada pemimpin yang telah membagikan makanan dan kepada Bunda Suri yang telah menyiapkan makanan untuk mereka.
10.	Setelah selesai makan, siswa kembali ke kelas dan bersiap melakukan doa sebelum mengakhiri pembelajaran mereka.

Field Note

Hari/Tanggal : Rabu, 01 November 2017

Sentra : Seni TK B 1

Jumlah Siswa : 15 Siswa

No.	Uraian Kegiatan
1.	Siswa berbaris sebelum memasuki kelas untuk merapikan atribut pakaian dan berhitung nomor diri sendiri menggunakan bahasa Inggris.
2.	Siswa duduk secara melingkar di dalam kelas dan menunjuk salah satu teman mereka untuk menjadi pemimpin kelas pada hari itu dan melakukan doa dan bernyanyi sambil menggerakkan badan menggunakan lagu Bahasa Indonesia dan Inggris yang biasa mereka nyanyikan setiap hari sehingga mereka hafal sebelum memulai pelajaran.
3.	Guru melakukan absensi terhadap siswa, menanyakan kabar dan kesiapan belajar serta menjelaskan materi apa yang akan dipelajari
4.	Guru menyiapkan dan menjelaskan material apa yang akan digunakan dalam membuat kesenian, setiap kelas seni, guru menyiapkan dua kesenian yang harus dibuat oleh siswa, guru menyiapkan material untuk membuat kesenian dari kertas yang berbentuk love kemudian dirangkai menjadi katak dan membuat gambar dari cetakan tangan. Guru menjelaskan dan mendemonstrasikan sambil menanyakan kepada siswa kosakata material yang digunakan dalam Bahasa Inggris dan siswa sangat antusias untuk menjawab pertanyaan dari guru.
5.	Setelah melakukan demonstrasi, guru meminta siswa untuk membuat kesenian tersebut dan menyelesaikannya satu per satu, sambil mengerjakan siswa diminta untuk sambil bernyanyi lagu Bahasa Inggris yang biasa mereka nyanyikan.
6.	Setelah selesai dan jam memasuki waktu istirahat makan siswa membuat barisan untuk menuju ruang makan, sebelum memasuki ruang makan mereka harus mencuci tangan dan berdoa sebelum makan. Setelah itu siswa masuk, duduk dengan rapi dan pemimpin kelas bertugas membagi makanan kepada siswa-siswa dan tidak lupa para siswa harus mengucapkan terima kasih dalam Bahasa Inggris kepada pemimpin yang telah membagikan makanan dan kepada Bunda Suri yang telah menyiapkan makanan untuk mereka.
7.	Setelah selesai makan, siswa kembali ke kelas dan bersiap melakukan doa sebelum mengakhiri pembelajaran mereka.

**Field Note**

Hari/Tanggal : Rabu, 08 November 2017

Sentra : Balok TK B 1

Jumlah Siswa : 15 Siswa

No.	Uraian Kegiatan
1.	Siswa berbaris sebelum memasuki kelas untuk merapikan atribut pakaian dan berhitung nomor diri sendiri menggunakan bahasa Inggris.
2.	Siswa duduk secara melingkar di dalam kelas dan menunjuk salah satu teman mereka untuk menjadi pemimpin kelas pada hari itu dan melakukan doa dan bernyanyi sambil menggerakkan badan menggunakan lagu Bahasa Indonesia dan Inggris yang biasa mereka nyanyikan setiap hari sehingga mereka hafal sebelum memulai pelajaran.
3.	Guru melakukan absensi terhadap siswa, menanyakan kabar dan kesiapan belajar serta menjelaskan materi apa yang akan dipelajari
4.	Guru menjelaskan kepada siswa materi tentang sapi, guru menanyakan kepada siswa kosa kata sapi dalam Bahasa Inggris dan menanyakan kepada siswa apa makanan dan apa yang dihasilkan sapi setelah menjelaskan dan memberikan pertanyaan kepada siswa guru memintasiswa menyanyikan lagu yang berjudul "the farmer and his cow" sambil siswa mempraktikkan suara sapi, para siswa terlihat sangat antusias dan senang saat bernyanyi.
5.	Setelah menjelaskan, guru membagikan siswa kedalam tiga kelompok, setiap kelompok terdiri dari lima siswa, para siswa diminta untuk membuat kandang sapi dari beberapa balok yang telah tersedia di dalam ruang kelas sebagai media belajar mereka, salah satu dari anggota kelompok membaa keranjang untuk mengambil balok dalam jumlah yang banyak untuk membuat bangunan kandang sapi sesuai kreativitas mereka. Guru memberikan siswa waktu 20 menit untuk membuatnya dan setelah itu meminta siswa untuk menggambarkan hasil karya mereka di buku gambar milik mereka masing-masing dan setelah itu guru memberikan penilaian dan mengumumkan kandang milik kelompok yang terbaik.
6.	Setelah selesai dan jam memasuki waktu istirahat makan siswa membuat barisan untuk menuju ruang makan, sebelum memasuki ruang makan mereka harus mencuci tangan dan berdoa sebelum makan. Setelah itu siswa masuk, duduk dengan rapi dan pemimpin kelas bertugas membagi makanan kepada siswa-siswa dan tidak lupa para siswa harus mengucapkan terima kasih dalam Bahasa Inggris kepada pemimpin yang telah membagikan makanan dan kepada Bunda Suri yang telah menyiapkan makanan untuk mereka
7.	Setelah selesai makan, siswa kembali ke kelas dan bersiap melakukan doa sebelum mengakhiri pembelajaran mereka.



Appendix 2

Interview Guideline

1. Tell me about your teaching experience
2. How long do you teach English at kindergarten?
3. What are your teaching strategies that are mostly used in the class?
4. Do your teaching strategies increase student's vocabulary?
5. Are your strength and weaknesses 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. Do you use media to teach English?
10. What kind of media which used on teaching process?
11. Do your media make learning process more effective?
12. Do your media increase student's vocabulary?
13. Are there any significant changes about student's vocabulary, since first meeting in this semester until now?
14. What are the problems faced by students in learning English (vocabulary)?
15. What are the challenges to teach English for young learner?

Adapted from Rosyidah (2017)



Interview Result

Teacher in Preparation Center

Researcher : Dapatkah anda ceritakan tentang pengalaman mengajar anda?

Teacher : Sebelum saya mengajar di TK Children Center Brawijaya Smart School Malang saya mengajar di TK National plus

Researcher : Berapa lama anda mengajar bahasa Inggris di TK?

Teacher : Saya sudah mengajar 10 tahun sampai sekarang, 7 tahun mengajar di TK antional, dan 3 tahun sampai sekarang di TK Brawijaya Smart School Malang.

Researcher : Strategi apa yang sering anda gunakan didalam kelas?

Teachers : Strategi yang paling sering saya gunakan adalah question and answer, listen and repeat, listen and do, draw and colour, see differences, singasong dan outdoor activity.

Researcher : Apakah Strategi mengajar anda dapat meningkatkan penguasaan kosakata siswa?

Teacher : Iya, tentu saja dengan strategi yang saya gunakan dapat meningkatkan pengetahuan siswa tentang kosakata.

Researcher : Apakah kelebihan dan kekurangan dalam gaya mengajar anda?

Teacher : Kelebihan gaya mengajar saya adalah dengan cara saya anak lebih disiplin dan mudah mengerti namun saya juga merasa bahwa strategi yang saya gunakan masih kurang.

Researcher : Apa macam-macam kosakata yang diajarkan selama satu semester ini?

Teacher : Kosakata yang diajarkan sesuai dengan rencana pembelajaran harian (RPH) seperti tentang binatang, buah, warna, dan tentang benda lingkungan yang ada disekitar mereka

Researcher : Apa ada kegiatan rutin untuk meningkatkan kemampuan kosakata?



Teacher : Ada, kami selalu menggunakan aktivitas bernyanyi sebagai salah satu aktivitas yang membantu siswa dalam mengingat kosakata dan membuat mereka lebih senang ketika belajar.

Researcher : Apakah ada target belajar untuk menguasai kosakata dalam satu semester?

Teacher : Ada, kami mempunyai target hanya saja tidak dalam skala angka namun dapat kami lihat dalam kemampuan siswa sehari hari.

Researcher : Apakah anda menggunakan media dalam mengajar bahasa Inggris?

Teacher : Iya, saya menggunakan media dalam mengajarkan bahasa inggris.

Researcher : Apakah macam media yang digunakan ketika mengajar bahasa Inggris?

Teacher : gambar, buku, video, flashcard, dan realia

Researcher : Apakah media tersebut membuat kegiatan mengajar lebih efektif?

Teacher : Iya, tentu saja membuat kegiatan mengajar lebih efektif dan siswa antusias.

Researcher : Apakah media tersebut dapat meningkatkan kemampuan kosakata siswa?

Teacher : Iya, media yang saya gunakan dikelas mampu meningkatkan kemampuan kosa kata siswa

Researcher : Apakah ada perubahan yang signifikan pada kemampuan kosakata siswa sejak pertemuan pertama hingga semester sekarang?

Teacher : Tentu saja banyak peningkatan dan perubahan, karena saya tidak hanya memperkenalkan kosa kata tetapi saya sering menggunakan kalimat perintah dan kalia tanay kepada mereka sehingga mereka terbiasa dengan bahasa Inggris.

Reseacher : Apakah ada masalah yang dihadapi siswa ketika belajar bahasa Inggris?



Interview Result

Teacher in Art Center

Researcher : Dapatkah anda ceritakan tentang pengalaman mengajar anda?

Teacher : Saya mengajar di TK Brawijaya Smart School sudah 4 tahun.

Researcher : Berapa lama anda mengajar bahasa inggris di TK?

Teacher : Saya sudah mengajar 4 tahun sapai sekarang di TK Brawijaya Smart School Malang.

Researcher : Strategi apa yang sering anda gunakan didalam kelas?

Teachers : Strategi yang paling sering saya gunakan didalam kelas adalah listen and do, question and answer, draw and colour dan sing a song.

Researcher : Apakah Strategi mengajar anda dapat meningkatkan penguasaan kosakata siswa?

Teacher : Iya, strategi yang saya gunakan biasany saya kombinasi sehingga dapat meningkatkan pengetahuan siswa tentang kosakata.

Researcher : Apakah kelebihan dan kekurangan dalam gaya mengajar anda?

Teacher : kelebihan dalam saya mengajar adalah saya selalu mempersiapkan material yang sesuai dengan strategi sayamengajar sehingga dengan mudah mengajarkan siswa, sedangkan kelemahannya saya merasa masih kurang dalam strategi dan media dalam mengaplikasikan kedalam pembelajaran.

Researcher : Apa macam-macam kosakata yang diajarkan selama satu semester ini?

Teacher : Kami mengajarkan dalam 1 semester sesuai dengan program pembelajaran misalnya tentang hewan, tumbuhan, buah dan warna.

Researcher : Apa ada kegiatan rutin untuk meningkatkan kemampuan kosakata?



Teacher : Karena kami di sentra seni, jadi aktivitas yang rutin kami lakukan adalah bernyanyi, jadi siswa mengerjakan tugas sambil bernyanyi dan itu termasuk dalam salah satu unsur penilaian siswa.

Researcher : Apakah ada target belajar untuk menguasai kosakata dalam satu semester?

Teacher : Ada, dalam satu semester harus ada perkembangan penguasaan kosa kata oleh siswa.

Researcher : Apakah anda menggunakan media dalam mengajar bahasa Inggris?

Teacher : Iya, saya menggunakan beberapa media dalam mengajar.

Researcher : Apakah macam media yang digunakan ketika mengajar bahasa Inggris?

Teacher : Media yang sering saya gunakan seperti gambar, barang disekitar siswa, buku, flashcard dan realia

Researcher : Apakah media tersebut membuat kegiatan mengajar lebih efektif?

Teacher : Iya, dengan media siswa lebih mudah memahami dan menghafal kosakata.

Researcher : Apakah media tersebut dapat meningkatkan kemampuan kosakata siswa?

Teacher : Iya, tentu saja meningkatkan kemampuan kosakata siswa.

Researcher : Apakah ada perubahan yang signifikan pada kemampuan kosakata siswa sejak pertemuan pertama hingga semester sekarang?

Teacher : sangat terlihat, karena setiap harinya mereka menghafal beberapa kosa kata.

Researcher : Apakah ada masalah yang dihadapi siswa ketika belajar bahasa Inggris?

Teacher : masalah yang dihadapi siswa adalah kurang fokus, dan mereka kadang suka berbicara dengan temannya sehingga mengganggu teman yang lain dalam belajar.



Interview Result

Teacher in Beams Center

Researcher : Dapatkah anda ceritakan tentang pengalaman mengajar anda?

Teacher : Saya mengajar di TK Children Center Brawijaya Smart School Malang sudah 7 tahun

Researcher : Berapa lama anda mengajar bahasa inggris di TK?

Teacher : saya mengajar sudah 7 tahun hingga sekarang.

Researcher : Strategi apa yang sering anda gunakan didalam kelas?

Teachers : Ada beberapa strtegi yang sering saya gunakan di dalam kelas balok seperti question and answer, draw and colour, in- pair atau kelompok, sing a song dan outdoor activity.

Researcher : Apakah Strategi mengajar anda dapat meningkatkan penguasaan kosakata siswa?

Teacher : Iya, saya rasa strategi yang saya aplikasikan cukup meningkatkan kemampuan kosakata siswa.

Researcher : Apakah kelebihan dan kekurangan dalam gaya mengajar anda?

Teacher : Kelebihannya adalah disentra saya begitu banyak media realia sehingga begitu mudah untuk mengajarkan dan mempersiapkan materi kepada siswa sedangkan kekurangan saya mungkin dalam mengkondisikan siswa masih kurang karen mereka benar-benar aktif dan suka bermain.

Researcher : Apa macam-macam kosakata yang diajarkan selama satu semester ini?

Teacher : kosa kata yang diajarkan dalam satu semester yaitu tentang hewan, tumbuhan, buah, dan benda di lingkungan sekitar yang mudah ditemukan oleh siswa.

Researcher : Apa ada kegiatan rutin untuk meningkatkan kemampuan kosakata?



Teacher : kegiatan rutin adalah menyanyi, jadi sebelum memulai belajar selalu bernyanyi, dalam proses belajar pun kami bernyanyi sesuai dengan tema pembelajaran dan ketika pulang pun kami bernyanyi, jadi anak tidak mudah merasa bosan dan dengan menyanyi siswa lebih aktif.

Researcher : Apakah ada target belajar untuk menguasai kosakata dalam satu semester?

Teacher : ada, setiap pertemuan siswa harus mampu menghafal dan menguasai beberapa kosa kata yang diberikan oleh guru.

Researcher : Apakah anda menggunakan media dalam mengajar bahasa Inggris?

Teacher : Iya, saya menggunakan beberapa media dalam mengajar bahasa Inggris.

Researcher : Apakah macam media yang digunakan ketika mengajar bahasa Inggris?

Teacher : karena kelas saya adalah kelas balok, jadi banyak media realia yang saya gunakan tetapi ada juga media gambar, lego dan puzzle.

Researcher : Apakah media tersebut membuat kegiatan mengajar lebih efektif?

Teacher : Tentu saja media tersebut sangat membantu saya dalam menyampaikan informasi pembelajaran kepada siswa

Researcher : Apakah media tersebut dapat meningkatkan kemampuan kosakata siswa?

Teacher : Iya, sangat membantu karena dengan menggunakan realia siswa dengan mudah memahami dan menghafal kosa kata.

Researcher : Apakah ada perubahan yang signifikan pada kemampuan kosakata siswa sejak pertemuan pertama hingga semester sekarang?

Teacher : tentu saja ada, karena setiap naik kelas maka naik juga frekuensi penambahan kosa kata setiap siswa, karena mereka diajarkan kosa kata sejak Paud dan TK A.

Researcher : Apakah ada masalah yang dihadapi siswa ketika belajar bahasa Inggris?



Appendix 3

Lesson Plan

RPPH SENTRA PERSIAPAN

Kelompok: B1 (5-6tahun)
Semester/Minggu: I/15
Tema/sub tema: Binatang/ Binatang Darat
Hari/tanggal: Senin, 01 November 2017
Alokasi Waktu: 07.15-10.30

KD yang dicapai: 1.2, 2.1, 3.9, 4.9

Indikator/muatan:

- Terbiasa bersikap ramah kepada orang lain
- Memiliki perilaku yang mencerminkan hidup sehat
- Melakukan kegiatan dengan menggunakan alat teknologi sederhana sesuai fungsinya secara aman dan bertanggung jawab

Tujuan pembelajaran:

- Anak dapat menyampaikan informasi tentang binatang sapi dengan baik dan bergiliran
- Anak dapat mencuci tangan sesuai urutan 7 langkah cuci tangan
- Anak dapat mewarnai dan menggunting gambar sapi dengan gunting secara aman dan tertib

Metode: demonstrasi, bercakap-cakap dan pemberian tugas

Media/sumber belajar: pensil, buku paket, LKA, krayon, congklak, biji congklak, gunting, papan flanel, push pin

Alat Penilaian: penugasan, bercakap-cakap dan unjuk kerja

Langkah-langkah kegiatan:

Tahap Pembelajaran	Nama Kegiatan	Kegiatan	Keterangan
Pembukaan ± 60 menit	Kegiatan awal	<ul style="list-style-type: none"> * Penyambutan * Kegiatan pagi 	Sesuai SOP
	Kegiatan berkumpul	<ul style="list-style-type: none"> * Duduk melingkar, salam dan berdo'a, absensi * Diskusi kegiatan yang akan dilakukan 	
Inti ± 75 menit	Pijakan Sebelum Bermain	<ul style="list-style-type: none"> * Permainan Tradisional: Congklak sesuai dengan gilirannya (NAM.3) (Sosem. 3) (Sen.1) * Bercakap-cakap tentang katak dan binatang berkaki empat lainnya * Membimbing anak melakukan kegiatan: Menghitung dan menuliskan jumlah gambar masing-masing binatang dengan tepat, Mewarnai dan menggunting gambarkatak Menulis rapi kata Katak=Frog 	Ice Breaking Menanya Mengamati
	Pijakan Saat Bermain	<ul style="list-style-type: none"> * Anak mengamati alat-alat yang akan digunakan * Anak bercerita tentang kegiatan : <ul style="list-style-type: none"> ↳ Menghitung dan menuliskan jumlah gambar masing-masing binatang dengan tepat (Kog.2) ↳ Mewarnai dan menggunting gambar sapi (FM.1) ↳ Menulis rapi kata Katak=Frog (Bhs.3) 	Mengumpulkan informasi Mengasosiasi



RPPH SENTRA SENI

Kelompok: B2 (5-6 Tahun)

Semester/Minggu: 1/14

Tema/sub tema: Binatang/Binatang Air

Hari/tanggal: Senin, 30 Oktober 2017

KD yang dicapai: 1.2, 2.14, 3.8

Indikator/muatan:

- Bangga dengan hasil karya sendiri
- Memiliki perilaku yang mencerminkan sikap santun kepada pendidik dan teman
- Menceritakan percobaan sederhana

Tujuan pembelajaran:

- Anak bangga dengan hasil karya sendiri
- Anak memiliki perilaku yang mencerminkan sikap santun kepada pendidik dan teman
- Anak mampu menceritakan percobaan sederhana
- Anak mampu membuat hasil karya seni yaitu menggunting dan menempel pola bentuk hati yang membentuk katak, hand print bentuk katak dengan menggunakan tangan dan cat warna kemudian memasang mata dengan media mata palsu

Metode: bercerita, demonstrasi, bercakap-cakap dan pemberian tugas

Media/sumber belajar: Kertas berpola hati, lem, cat lukis warna (Hijau), gunting, nampan

Alat Penilaian: Observasi, penugasan, hasil karya, dan unjuk kerja

Langkah-langkah kegiatan:

Tabap Pembelajaran	Nama Kegiatan	Kegiatan	Keterangan
Pembukaan (± 60 menit)	Kegiatan awal	- Penyambutan - Kegiatan pagi	
	Kegiatan berkumpul	- Berkumpul saat lingkaran - Salam, do'a, Tepuk "Ikan", membahas kegiatan yang akan dilakukan hari itu. <i>Anak bersenandung atau bernyanyi sambil mengerjakan sesuatu (SENI)</i>	
Inti (± 75 menit)	Pijakan Sebelum Bermain	- Bercerita binatang katak, membimbing anak melakukan kegiatan menirukan suara, gerakan, dan ciri-ciri hewan katak <i>Anak menyayangi ciptaan Tuhan (manusia, binatang, tumbuhan) (NAM)</i>	Mengamati Menanya



	Pijakan Saat Bermain	<ul style="list-style-type: none"> - Anak mengamati bahan-bahan yang akan digunakan untuk bermain menggunting dan menempel pola bentuk hati yang membentuk katak, hand print bentuk katak dengan menggunakan tangan dan cat warna kemudian memasangkan mata dengan media mata palsu <i>Mengklarifikasi benda berdasarkan warna, bentuk, dan ukuran (3 variasi) (KOGNITIF)</i> - Anak mencoba permainan yang disediakan, misalnya menggunting dan menempel pola bentuk hati yang membentuk katak, hand print bentuk katak dengan menggunakan tangan dan cat warna kemudian memasangkan mata dengan media mata palsu <i>Anak bersenandung atau bernyanyi sambil mengerjakan sesuatu (SENI)</i> - Anak bercerita tentang perasaannya bermain menggunting dan menempel pola bentuk hati yang membentuk katak, hand print bentuk katak dengan menggunakan tangan dan cat warna kemudian memasangkan mata dengan media mata palsu 	Mengumpulkan informasi Mengasosiasi Mengkomunikasikan
Penutup (± 60 menit)	Pijakan setelah bermain	<ul style="list-style-type: none"> - Membereskan alat membuat replika rumah dan menggambar - Menceritakan pengalaman saat bermain membuat replika rumah dan menggambar 	
		SOP Cuci tangan	
	Kegiatan Akhir	<ul style="list-style-type: none"> - Diskusi tentang kegiatan satu hari - Menyampaikan kegiatan yang akan dilakukan esok hari - Kegiatan penenangan berupa: lagu, cerita, tepuk - Berdo'a, salam 	

PENILAIAN SENTRA SENI

Kompetensi Inti	Kompetensi Yang Ingin Dicapai	Muncul	Belum Muncul
Sikap Spiritual	Anak bangga dengan hasil karya sendiri	4. Didu, Keenan, tania, regina, dll	0. Laras
Sikap Sosial	Anak memiliki perilaku yang mencerminkan sikap santun kepada pendidik dan teman	4. Aat, regina, tania, dll 3. Keenan, naveel	



RENCANA PELAKSANAAN PEMBELAJARAN HARIAN (RPPH)
SENTRA BALOK

Kelompok : TK B1 (5-6 tahun)
Semester/Minggu : I/15
Tema/Subtema : Binatang/Binatang Darat
Hari/Tanggal : Rabu, 08 Nopember 2017

KD yang dicapai : 1.2, 2.1, 3.9 dan 4.9

Indikator/muatan:

- Terbiasa bersikap ramah kepada orang lain
- Memiliki perilaku yang mencerminkan sikap hidup sehat
- Melakukan kegiatan dengan menggunakan teknologi

Tujuan pembelajaran: Anak terbiasa bersikap ramah kepada orang lain
Anak dapat berperilaku yang mencerminkan sikap hidup sehat
Anak mampu melakukan kegiatan dengan menggunakan teknologi

Langkah-langkah Pembelajaran:

Tahap Pembelajaran	Nama Kegiatan	Kegiatan	Keterangan
Pembukaan	Kegiatan awal	<ul style="list-style-type: none"> • Sesuai SOP penyambutan siswa datang • Sesuai SOP kegiatan awal 	
	Kegiatan berkumpul	<ul style="list-style-type: none"> • Membuat lingkaran (senam bersama, doa, menyanyi lagu "pak tani") • Apersepsi kegiatan hari ini • Menyebutkan aturan bermain dan memahami aturan main 	
Inti	Pijakan sebelum main	<ul style="list-style-type: none"> • Bercerita tentang makanan, cara merawat, dan perkembangbiakan sapi • Membimbing anak melakukan kegiatan membangun kandang sapi dari balok secara berkelompok, kemudian menggambar hasil bangun yang sudah dibuat 	<ul style="list-style-type: none"> • Mengamati • Menaya
	Pijakan saat main	<ul style="list-style-type: none"> • Anak mengamati bahan-bahan yang digunakan untuk bermain • Anak membangun kandang sapi dari balok secara berkelompok • Anak menggambar hasil bangun yang sudah dibuat • Anak bermain sesuai permainan yang dipilih 	<ul style="list-style-type: none"> • Mengumpulkan informasi • Mengasosiasi • Mengkomunikasikan



RENCANA PELAKSANAAN PEMBELAJARAN HARIAN (RPPH)

SENTRA BALOK

Kelompok : TK B1 (5-6 tahun)
 Semester/Minggu : I/15
 Tema/Subtema : Binatang/Binatang Darat
 Hari/Tanggal : Rabu, 08 Nopember 2017

KD yang dicapai : 1.2, 2.1, 3.9 dan 4.9

Indikator/muatan:

- Terbiasa bersikap ramah kepada orang lain
- Memiliki perilaku yang mencerminkan sikap hidup sehat
- Melakukan kegiatan dengan menggunakan teknologi

Tujuan pembelajaran: Anak terbiasa bersikap ramah kepada orang lain
 Anak dapat berperilaku yang mencerminkan sikap hidup sehat
 Anak mampu melakukan kegiatan dengan menggunakan teknologi

Langkah-langkah Pembelajaran:

Tahap Pembelajaran	Nama Kegiatan	Kegiatan	Keterangan
Pembukaan	Kegiatan awal	<ul style="list-style-type: none"> • Sesuai SOP penyambutan siswa datang • Sesuai SOP kegiatan awal 	
	Kegiatan berkumpul	<ul style="list-style-type: none"> • Membuat lingkaran (senam bersama, doa, menyanyi lagu "pak tani") • Apersepsi kegiatan hari ini • Menyebutkan aturan bermain dan memahami aturan main 	
Inti	Pijakan sebelum main	<ul style="list-style-type: none"> • Bercerita tentang makanan, cara merawat, dan perkembangbiakan sapi • Membimbing anak melakukan kegiatan membangun kandang sapi dari balok secara berkelompok, kemudian menggambar hasil bangun yang sudah dibuat 	<ul style="list-style-type: none"> • Mengamati • Menaya
	Pijakan saat main	<ul style="list-style-type: none"> • Anak mengamati bahan-bahan yang digunakan untuk bermain • Anak membangun kandang sapi dari balok secara berkelompok • Anak menggambar hasil bangun yang sudah dibuat • Anak bermain sesuai permainan yang dipilih 	<ul style="list-style-type: none"> • Mengumpulkan informasi • Mengasosiasi • Mengkomunikasikan



		<ul style="list-style-type: none"> Anak boleh bergantian bermain dengan permainan yang lain sesuai pilihannya 	
	Pijakan setelah bermain	<ul style="list-style-type: none"> Anak membereskan alat bermain Anak menceritakan pengalaman dan perasaan saat bermain membangun kandang sapi dari balok secara berkelompok, kemudian menggambar hasil bangun yang sudah dibuat 	
	Kegiatan istirahat	<ul style="list-style-type: none"> Sesuai SOP Makan bersama 	
Penutup	Kegiatan penutup	<ul style="list-style-type: none"> Sesuai SOP kegiatan akhir 	

Metode : bercakap-cakap, bercerita, pemberian tugas

Media/sumber belajar : balok, alas, keranjang, pensil, kertas gambar

Alat penilaian : penugasan, observasi, hasil karya

PENILAIAN SENTRA BALOK

Kompetensi Inti	Kompetensi yang ingin dicapai	Muncul	Tidak muncul
Sikap spiritual	<ul style="list-style-type: none"> Mempercaya adanya Tuhan melalui ciptaann-Nya Mengucapkan doa-doa pendek Mengerjakan ibadah (NAM) 	2. Ashraf, aghnan, riki 3. Fary, arguna, dll	-
Sikap Sosial	Memiliki perilaku yang mencerminkan sikap hidup sehat	2. Ashraf, aghnan, riki 3. Fary, arguna, dll	-
Pengetahuan	Mengenal teknologi sederhana	2. Ashraf, aghnan, riki 3. Fary, arguna, dll	-



Repository Universitas Brawijaya

Repository Universitas Brawijaya

Repository Universitas Brawijaya

INSTRUMENT PENILAIAN TK. B1 SEMESTER I

HARI/TANGGAL: Rabu, 08 Nopember 2017

Table with columns for KEGIATAN, KI & KD, ALAT PENILAIAN, ASPEK YANG DINILAI, and NAMA PESERTA DIDIK (UMAR, FARY, ARSEN, RIFKI, ADLI, ATAN, SABRINA, ANW, JANIT, KARIN, ARJUNA, YAFI, SHINTA, AGHMAN, ASHRAF).



Guru Sentra Balok

Signature

Anjanis Mala Rega, S. Pd

Repository Universitas Brawijaya

Repository Universitas Brawijaya

Repository Universitas Brawijaya



Surat Pernyataan

Yang bertandatangan di bawah ini,

nama : Risa Dwi Yanti
 NIM : 135110501111069
 semester : IX (Sembilan)
 program studi : S1 Pendidikan Bahasa Inggris

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

THE STRATEGIES AND MEDIA OF TEACHING ENGLISH VOCABULARY FOR YOUNG LEARNERS AT CHILDREN CENTER BRAWIJAYA SMART SCHOOL MALANG

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

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

20 Oktober 2017
Yang membuat pernyataan,



Risa Dwi Yanti
135110501111069



Appendix 5

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Risa Dwi Yanti
2. Nim : 135110501111069
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Teaching English Vocabulary
5. Judul : The Strategies and Media of Teaching English Vocabulary for young Learners at Children Center Brawijaya Smart School Malang
6. Tanggal Mengajukan : 25 Agustus 2016
7. Tanggal Selesai : 28 November 2017
8. Nama Pembimbing : Dian Novita Dewi, S.Pd., M.Li
9. Keterangan Konsultasi:

No.	Tanggal	Materi	Pembimbing	Paraf
1.	28 Agustus 2017	Konsultasi Judul	Dian Novita Dewi, S.Pd., M.Li	
2.	31 Agustus 2017	Konsultasi Bab I	Dian Novita Dewi, S.Pd., M.Li	
3.	04 September 2017	Konsultasi Bab I	Dian Novita Dewi, S.Pd., M.Li	
4.	08 September 2017	Konsultasi Bab I	Dian Novita Dewi, S.Pd., M.Li	
5.	13 September 2017	Konsultasi Bab II	Dian Novita Dewi, S.Pd., M.Li	
6.	19 September 2017	Konsultasi Bab II	Dian Novita Dewi, S.Pd., M.Li	
7.	28 September 2017	Konsultasi Bab II	Dian Novita Dewi, S.Pd., M.Li	
8.	04 Oktober 2017	Konsultasi Bab II	Dian Novita Dewi, S.Pd., M.Li	
9.	09 Oktober 2017	Konsultasi Bab III	Dian Novita Dewi, S.Pd., M.Li	
10.	13 Oktober 2017	Konsultasi Bab III	Dian Novita Dewi, S.Pd., M.Li	
11.	18 Oktober 2017	Konsultasi Bab III	Dian Novita Dewi, S.Pd., M.Li	

12.	26 Oktober 2017	Sempro	Dian Novita Dewi, S.Pd., M.Li
13.	09 November 2017	Konsultasi Bab IV, V	Dian Novita Dewi, S.Pd., M.Li
14.	26 November 2017	Konsultasi Bab IV, V	Dian Novita Dewi, S.Pd., M.Li
15.	02 Desember 2017	Semhas	Dian Novita Dewi, S.Pd., M.Li
16.	08 Desember 2017	Konsultasi Bab III, IV, dan V	Dian Novita Dewi, S.Pd., M.Li
17.	13 Desember 2017	Kompre	Dian Novita Dewi, S.Pd., M.Li
18.	15 Desember 2017	Konsultasi Bab III, IV, dan V	Dian Novita Dewi, S.Pd., M.Li
19.	20 Desember 2017	ACC Jilid	Dian Novita Dewi, S.Pd., M.Li

Telah dievaluasi dan diuji dengan nilai:



Mengetahui,

Pembantu Dekan I

Dosen Pembimbing

Syariful Muttaqin, M.A
NIP. 197511012003121001

Dian Novita Dewi, S.Pd, M.Li
NIK. 2016128502042001