THE MEDIA USED BY TEACHER AT TK KHALIFAH PALANGKA RAYA IN TEACHING ENGLISH VOCABULARY

THESIS

Presented to
State Islamic Institue of Palangkaraya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Languange Education

By:
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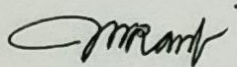1321120932

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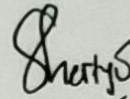
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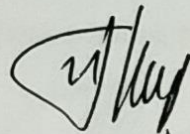**Hj. Apni Ranti, M. Hum**
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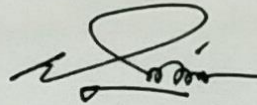**ORN. 198709282015032003**

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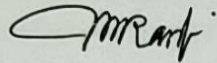
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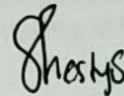
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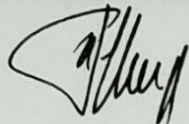SRN. 198101182008012013

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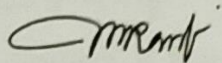
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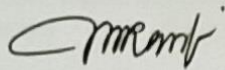
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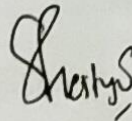
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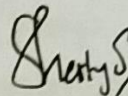SRN. 198101182008012013

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MOTTO

..يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ
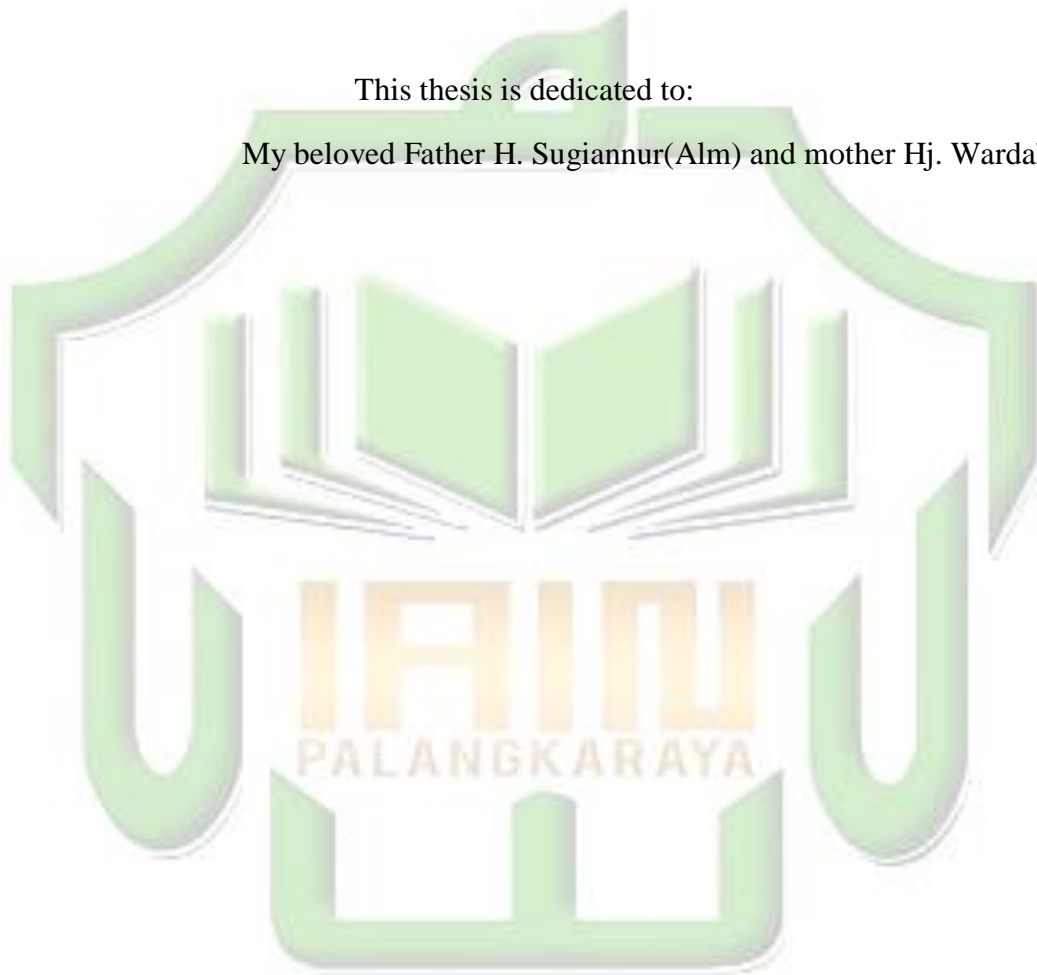
"...Allah will exalt in degree those of you who believe, and those who have been granted knowledge..."

(Q.S. Al-Mujadilah:11)

This thesis is dedicated to:

My beloved Father H. Sugiannur(Alm) and mother Hj. Wardah

ABSTRACT

Rahmat, Basuki. 2013. *The Media Used by Teacher at TK Khalifah in Teaching English Vocabulary.* Thesis, Department of Language education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni. Ranti, M.Hum, Advisor (II) Hesty Widiastuty, M.Pd.

Keywords: *Media, Vocabulary Teaching, and Young Learners.*

As for the background of this study were the desire of the researcher to know about the conditions of learning English lesson especially english vocabulary in Kindergarten which does not have standard rules in teaching English. Beside that, the other background of this study because so far most of students rarely conducted research in kindergarten.

This study was aimed to describe: (1) the media used by the teacher in teaching English vocabulary at TK Khalifah Palangka Raya,(2) the Implementation of the media used by teacher in teaching English vocabulary at TK Khalifah

The study was descriptive study with qualitative approach. For the data collection, it was used the instrument such as observation equipped with observation checklist, interview equipped with interview guideline, documentation, and field notes. The subjects of study were English teacher of A, B1, B2 class at TK Khalifah Plangkaraya. For the data endorsement, it was used member check technique.

The results showed that:(1) most of the teacher at TK Khalifah Palangka Raya used two kinds of media in teaching English vocabulary such as picture and realia.(2) As for the implementation of media that teacher used some technique such as Listen and do, listen and repeat, modelling and demonstration, question and answer, visual aids, sing a song.

ABSTRAK

Rahmat, Basuki. 2013. *Media yang Digunakan oleh Guru di TK Khalifah dalam Pengajaran Kosakata Bahasa Inggris.* Skripsi,jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangkaraya. Pembimbing: (I) Hj. Apni. Ranti, M.Hum, Pembimbing (II) Hesty Widiastuty, M.Pd.

Kata kunci: Media, Pengajaran Kosakata, dan Pembelajar Muda.

Adapun latar belakang penelitian ini adalah keinginan peneliti untuk mengetahui tentang kondisi pembelajaran Bahasa Inggris khususnya kosa kata bahasa Inggris di Taman Kanak-kanak yang tidak memiliki aturan baku dalam mengajar Bahasa Inggris. Selain itu, latar belakang lain dari penelitian ini karena sejauh ini sebagian besar mahasiswa jarang melakukan penelitian di Taman kanak-kanak.

Penelitian ini bertujuan untuk mendeskripsikan: (1) media yang digunakan oleh guru dalam mengajar kosakata bahasa Inggris di TK Khalifah Palangka Raya, (2) penerapan media yang digunakan oleh guru dalam mengajar kosakata bahasa Inggris di TK Khalifah

Penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Untuk pengumpulan data, digunakan instrumen seperti observasi yang dilengkapi dengan daftar observasi, wawancara yang dilengkapi dengan pedoman wawancara, dokumentasi, dan catatan lapangan. Subjek penelitian adalah guru bahasa Inggris kelas A, B1, B2 di TK Khalifah Plangkaraya. Untuk pengesahan data, digunakan teknik member check.

Hasil penelitian menunjukkan bahwa: (1) sebagian besar guru di TK Khalifah Palangkaraya menggunakan dua jenis media dalam mengajar kosakata bahasa Inggris seperti gambar dan realia. (2) Adapun untuk penerapan media itu

guru menggunakan beberapa teknik seperti *Listen and do, listen and repeat, modelling and demonstration, question and answer, visual aids, sing a song.*

ACKNOWLEDGMENTS

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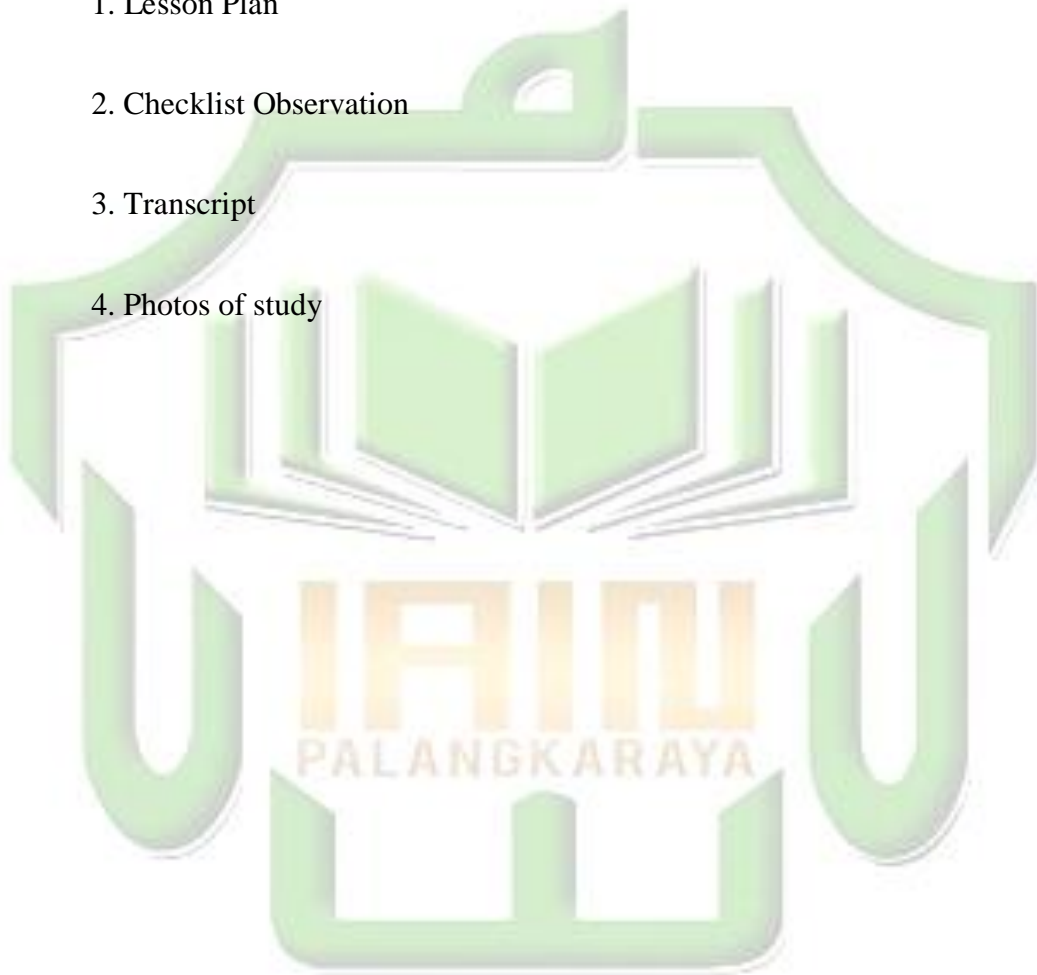
CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Being someone who has good English communication as an international language is an advantage. By mastering English will increase self-confidence for someone to compete in the global era. This makes various formal and non-formal education institutions, especially early childhood education, make mastery of English have a very important role in the curriculum. Today many countries in the world, including Indonesia, have begun learning English at an early childhood level. Because many people believe that learning the English language when it starts at an early age before the child reaches a critical period will give better results. The scientist team of McGill University in (Tatiana Gordon. 2007.p.56) said the optimal age for learning language before pre-puberty). Giving an English lesson to early childhood is an appropriate decision viewed from the fact that the students of kindergarten and elementary school have a period called golden age and they have a critical period, At this period, children can learn easily, where their brains are still flexible so they can learn anything including language. Besides that, children's attitudes toward other languages and cultures are very open and this attitude helps the children to learn a language

Linse(2005, p.122) states that young learners" vocabulary development is an important aspect of their language development. As we know that young learners especially students in kindergarten have big memory to memorize everything they learn. Brown (2007, p. 63)argues that children acquire authentic

pronunciation while adults generally do not, because the pronunciation involves the control of so many muscles. Besides, as cited by Lenneberg(in Najafi2012) critical period is a range of time with aspecific onset and offset during which language is easier to be acquired.

According to the Critical Period Hypothesis by Lenneberg (in JavedAkthter,2016), adults no longer have the same plasticity as children that would enable them to cope with new mental activities. The difficulty faced by adults to attain a native likes fluency could because of developmental changes in the brain that affect the nature of language acquisition after the end of the critical period.

Furthermore there is another problem deal with teaching English to young learners. It has been known that the requirements for the teacher to be able to teach English well at the kindergarten level were seldom discussed. For this reason, the teaching of English to young learners does not accompanied with special training of kindergarten teacher and there is no standardization for English teacher who teaches kindergarten in Indonesia. Moreover, there are many English teachers in kindergarten are coming from various educational backgrounds. On the other hand, a department of English education is created only to provide professional teachers for the secondary level. This might become a challenge for the teachers in kindergarten.

As kindergarten is the place for students to learn English for the first time, the students just learn the basic vocabulary. Vocabulary is very important to be mastered first since it is an essential means of conducting communication. Based

on the reason above, the focus should be on the vocabulary at the kindergarten level. It can help them understand the basis of studying English and prepare to study English at a higher level.

Vocabulary is a major concern in kindergarten materials because vocabulary is an essential means of conducting communication. Students who want to improve their English should master the vocabulary. Vocabulary is one of the important aspects of learning English. The mastery of it would be very helpful when one was learning foreign language having a great mastery of it; it would also facilitate him to comprehend the subject learned in which it was in English. Vocabulary is used in any situation; it is in the form of spoken or written language. We should have an adequate vocabulary to improve the four language skills. Without grammar very little can be conveyed. Without vocabulary, nothing can be conveyed. As the researcher concluded that the quality of one language skill depends on the quality and the quantity of vocabulary mastered, the more vocabulary he mastered, the easier to develop four language skills (listening, speaking, reading, and writing) and learn English as second language generally.

Moreover, Cameron (2001, p. 11) stated that vocabulary, as one of the knowledge areas in language, plays a main role for young learners when they acquiring a language. Young learner's vocabulary development is an important aspect of their language development. Children start learning language from their environments. They listen and try to imitate the adult's conversation. Uniquely, once they listen, children will repeat and find out the meaning of what you say. It shows how children learn a language naturally through their environment

To teach vocabulary for young children is not an easy way. Teaching for students of kindergarten is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. According to Wendy Scoot (2004, p. 1-4), there are some general characteristic of the children in the beginner level (5-10 years old); (a) they will tell what they heard, (b) they use their fantasy, (c) they love playing and learn best when they enjoy doing something, (d) they are enthusiastic and positive thinking,(e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) they learn from the direct instruction, (g) their own understanding comes trough eyes, hands and ears, (h) they have very short attention and concentration.

Based on the preliminary observation at TK Khalifah Palangka Raya, English has been taught in the A,B1, and B2 group students. For some students, English is their first foreign language, so they feel difficult in learning the English lesson. It becomes the teacher's job to find out the suitable methods or media in teaching English, especially in English vocabulary, in order the students can learn the English lesson easily and the teaching learning process will be succeed. However, they have lack amount and type of exposures to English. Their experience of the language outside the classroom is very little. They just hear and speak English in the classroom, and the time is so limited. There are several reasons the researcher why conducting research at TK Khalifah Palangka Raya, the fist, TK Khalifah has much time in teaching and learning english vocabulary, it is about 90 minutes in a week, it make interesting to be researched, The second,

the close distance between researcher's place and TK Khalifah, so that make it easier to conduct observations, collect data, has good accreditation so that it is feasible to be researched, and between the researcher and TK Khalifah had have good communication before the researcher wants research at it.

Regarding the issue of English limited exposures, most of young EFL (English as Foreign Language) learners will be very depend on explicit or direct vocabulary instructions. In direct vocabulary instructions, teachers 'role is very crucial because they introduce new vocabulary to the learners using some appropriate techniques. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers have some certain reasons in employing certain techniques in presenting vocabulary.

Departing from the discussion above, it is assumed that techniques or media in English teaching at primary school will affect the students" understanding to the lesson, specifically vocabulary. Hence, this study will describe the media used in Teaching English to Young Learners at TK Khalifah Palangkaraya. The result of this research is expected to show the present condition and provide useful information which later is expected to be a professional source for other young learner teachers.

B. RESEARCH PROBLEM

From the description above there will be several problem that can be identified :

1. What are the type of media used by teacher at TK Khalifah Palangka Raya in teaching English vocabulary?

2. How is the implementation of the teacher at TK Khalifah Palangka Raya in teaching English vocabulary?

C. OBJECTIVE OF STUDY

Based on the problem above, the objective of study are :

1. To describe of media used by teacher at TK Khalifah Palangka Raya in teaching English vocabulary.

2. To describe the vocabulary teaching implementation by the teacher at TK Khalifah Palangka Raya

D. SCOPE AND LIMITATION

This study is conducted to describe the English vocabulary teaching for TK Khalifah. Moreover, this study will be focus only on the media used by teacher in teaching English vocabulary at TK Khalifah Palangka Raya in A, B1, B2 class second semester in academic year 2020/2021

E. SIGNIFICANCE OF STUDY

The study is expected to provide both theoretical and practical benefits. They are as follow:

1). Theoretically, this study can be used to enrich the example of activity in teaching English vocabulary, especially for young learners. Hopefully this study will be helpful and have a contribution for further researcher in the field of vocabulary.

2). Practically, this study will give general description about the condition of English vocabulary teaching at primary level. In addition, it will be useful for the teacher who interested in teaching English for young learners. This study also help student easily for learning through media are used. For the other researcher this study contribute thoughts to the other researchers about the condition of learning English in kindergarten if they want to continue research with different problem. The result if this study can be used as consideration to improve the teaching languange to young learner, especially for teaching vocabulary.

F. DEFINITION OF KEY TERMS

1. Media

Media is Something that can support learning and optimizing the learning process.

2. Vocabulary

In my opinion vocabulary is word given information about certain meaning that used by people in communication.

3. TK Khalifah Palangkaraya

TK Khalifah was estabilished in 2010 in Palangkaraya City. It locatedat Cik Ditiro street no. 16, Jekan raya district, Plangkaraya city. TK Khalifah consist of kindergartens, playgroups, and child care center. Until now TK Khalifah has six teacher with different educational background. TK khalifah is based tauhid and enterprenuer, it appropriate with the first founder's idea Mr. Ippho santosa which also become chairperson of PAUD Khalifah fondation all of Indonesia. Untill 2019 TK Khalifah reached 70 branches which spread all of Indonesia, by using PAUD Khalifah curriculum combined with curriculum of educational and culture office.Different with another Kindergarteens, the visiting activity(outing) more focused in bussines environment and something related with it. example, Bank, restaurant, bookstores, toystore, foodstores, boutiques, newspaper editors, etc.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. **Related Studies**

Before conducting the study, the researcher reviews some related studies. These give a view about the issues that are discussed in the study. There are some related studies about vocabulary. First, Heri Marzuki (2016) had conducted a study entitle, "Improving students vocabulary mastery by using picture media at the third grade of SDN 010 Kepenuhan" This Research was classroom action research (CAR), this research was conducted in two cycles that consisted of four meeting in a cycle. This research was conducted to overcome the existing problem on the field as well as to described and also explain whether the pictures media could improve the students' vocabulary mastery. The result of this research in pre-test 56.80%, cycle 1 71.80% and cycle 2 80.47%. The result of this research indicated that the pictures media could improve the students' vocabulary mastery, then found the factors that improved: (1) The selection of appropriated pictures media. (2) Applying pictures media. (3) Management of the class. (4) Practiced. (5) Teacher supported the students as the facilitator and motivator.

Second, Yusuf Akhyar Jauhari (2015) had conducted a study entitle, "The Use of Bingo Game Technique to Improve Students' Vocabulary Mastery At Eighth Grade Students of SMPN 1 Batealit, Jepara." Experimental method approach was adopted by conducting four meetings in this study. This first meeting was try out. The second meeting

was treatment and pretest. The third meeting was treatment. The fourth meeting was treatment and posttest. The population of the study was the eighth graders of SMP N 1 Batealit, Jepara in the academic year of 2014 / 2015). There were 6 classes with 220 students. He choses VIII A with 35 students as the experimental group and VIII B with 34 students as the control group.

The result of the students' progress during the teaching learning process by using Bingo Game Technique was very good. The students 'achievement increased from the first meeting to fourth meeting. It could be seen from the average score of post-test between Control Group and Experimental Group. The result of post-test was 74.14 and 60.44 respectively for experimental group and control group. T-test was also employed to test whether or not the result improvement in post-test was significant. From the analysis used t-test, it was obtained that the value of experimental class was 6.18 and control class was only 2.64 at 0.05 alpha significant values. It meant that the improvement in post-test was statistically significant for experimental class.

The third, Febriana Eka Setyaningsih (2015) had conducted a study entitle, " The use of word clap game to improve students' vocabulary mastery at the Eighth Grade Students of SMP N 3 Ungaran." An action research was conducted in this study. There were two cycles in this study. Each cycle was carried out through four steps. They were planning, acting, observing, and reflecting. The subjects of this study were 33 eighth grade

students of SMP N 3 Ungaran in the academic year 2014/2015. The writer got the data from observation, test and questionnaire. The writer as a teacher tried to apply word clap game to improve students vocabulary mastery of students. According to the analyses, the pre-test mean is 64,4, while the post-test mean is 77,1. Between pre-test and post-test, they were given one assessment at the end of cycle one with the mean of 69,7. Thus, the students" vocabulary mastery is improved by 12,7 (19,7%). The students" activity during the treatment shows that they appreciated the Word Clap game she used in the teaching and learning process.(Febriana Eka,2015).

The fourth is from Dewi Nurhamida who conducted a study entitled ''Improving Students' Vocabulary Mastery Through Word Wall (Classroom Action Research on the First Grade Students of SMP N 2 Tuntang in Academic Year 2012/2013) . This research is a study about improving vocabulary mastery through *word wall.* The aim of this research is to find whether *word wall* can improve the student"s interest to English teaching and to find out *word wall* can improve the vocabulary mastery.The finding shows that the t-test calculation from the result of pre-test and post-test in cycle I is 8,4 and in cycle II is 13,77. Both of them is greater the t-table with n=34 is 2,04. It means that use of *word wall* method can improve the students" vocabulary mastery.

The fifth is from Nur Aeni Kasim ''Increasing The Studentts's Vocabualary Mastery By Using Word Wall Media. This research aimed about to find out the students to increase their vocabulary, especially on teaching

noun and verb at the second year students of SMP Negeri 26 Makassar in 2010-2011 academic years. The writer found out that was significant difference scores. There was better increasing of student at end of action second cycle. It can be state that the students' vocabulary mastery at the Second Year Students of SMP Negeri 26 Makassar was low level before the test in the first cycle and in high level after doing the test in the second, that's mean Word Wall Media effectively, so increase the students' vocabulary mastery in teaching vocabulary.

The sixth is from Neni Tri Setyowati who conducted a study entitled '' Effectiveness of Word Wall Media in Teaching Vocabulary on the Seventh Grade Students at MTs Negeri Bandung Tulungagung". The objective of the research are: 1) Find out students' vocabulary scorebefore being taught by using word wall media. 2) Find out students' vocabulary score after being taught by using word wall media. 3) Find out significance different score and after being taught by using word wall media. The writer found significant effect of using word wall for teaching vocabulary on the seventh grade students at MTsN Bandung Tulungagung in the academic year 2014/2015 is accepted. Whereas, Ho which states that there is no significant effect of using word wall is rejected. In the word, word wall media is effective used as an alternative way for teaching vocabulary mastery to the students at junior high school.

The seventh from Meliya Ayu Lindasari of State Islamic Collage of Palangka Raya 2010) the tittle thesis is *TEACHING ENGLISH VOCABULARY*

USING PICTURE-GAME-MEDIA AT THIRD GRADE STUDENTS OF MADRASAH IBTIDAYAH NAHDATUL 'ULAMA OF PALANGKA RAYA. Meliya Ayu Lindasari found the result of data analysis from the students obtained score of English vocabulary mastery test from the experiment group that was taught English vocabulary using picture-game-media and the students obtained score from control group that was taught without English vocabulary using picture-game-media. The obtained score of two groups were significantly.

Furthermore, the result from the calculation from the calculation from the writer to test the hypothesis of the study, the writer using T-test calculation with SPSS 12 program. The result of T-test with SPSS 12 calculation found the calculated value ($o_{observed}$) was greaterthan$_{table}$ at 1% and 5% significance level or $2.000 < 3.157 > 2.660$.

The eight is the research entitled *The Use of Pictures-Board-Game as a Vocabulary Teaching Technique: the Case of the Fifth Graders of SD Negeri Sekaran 01 Gunungpati Semarang.* The objectives of the study were to investigate whether there is a significant difference of the vocabulary achievement between the students who have been taught using Pictures-Board-Game technique and those who have been taught using the conventional one, and also to know whether the use of Pictures-Board-Game technique is more effective than the conventional technique. To determine whether the Pictures-Board-Game technique is more effective than the conventional or not, t-test formula was used. The mean scores were obtained from the difference between

pre- and posttest of each group. The computation result of the t-test is 2.29. One tailed level of significant was used. The critical value of t is 1.68 in which for α = 5% and df = 38. Because the t value is higher than the critical value of t, it means there is significant difference on the mean of the difference scores between pre- and posttests scores of both groups. Therefore, the working hypothesis saying " The use of Pictures-Board-Game technique is more effective than the conventional technique in teaching vocabulary to the fifth graders of Elementary School" is accepted. The study was conducted by Khabibah (2006).

In these studies above, there are the similarities and differences of the researcher's study, the similarities is the using media in teaching vocabulary, the differences are the researcher's study only discuss the using of one media especially , meanwhile the researcher discussed the media of teaching vocabulary generally. The second is the subject of the researchstudy is student, but the subject will be researched by research is teacher.

B. General Concept of Vocabulary

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Vocabulary cannot be separated from the language. It means that vocabulary is the important part of language. Vocabulary is a main of the language.[1] Without vocabulary, the language cannot be used to maintain all information in language. People cannot

communicate effectively or express his ideas in both oral and written form. To support the speaker‛s interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery. Vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. Vocabulary is defined as sound that expresses a meaning and forms an independent unit in a language. It can be say that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language. Lehr, Osborn, and Hiebert define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms.It shows that vocabulary is the main aspect of a language. Hatch and Brown state that vocabulary is a set of words for a particular language that people might use.It means that vocabulary as the words of certain language which are used by language speaker in using language. From the description above, it can be concluded that vocabulary is a word that can be arranged to be sentences and conversations. Vocabulary is one of the important parts in a language because it appears on each skill.

C. The definition of Vocabulary

In my opinion vocabulary is word gives information about certain meaning that used by people in communication.

Hiebert &Kamil(in Richards, 2002) state that generally vocabulary is the knowledge of meaning of words. Vocabulary used to express ideas, feeling or think or information to people clearly. In other words vocabulary is important in doing communication both of spoken and written. It represents complex and often multiple meaning. Furthermore, these complexes, multiple meaning of words need to be understood in the context of other words.

Based on Richards & Renandya's opinion (2002), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means vocabulary is a language element of communication person; vocabulary is tools to plan and solve the problem especially in communication. Words are combination of letter that meaningful unit of nouns, verbs, adjective and adverb.

Thornbury (2002) states that without grammar it is view can be conveyed, without vocabulary nothing can be conveyed. We can say very little with grammar, but we can say almost anything with words. If we understand, the main words are sentence we can usually get a good idea of it is meaning. In addition, if we understand what a sentence means, we can

gradually come to see how it is grammar works. It means we can say almost anything with words.

Based on the explanation above, it can be concluded that vocabulary is the basis of learning the language and it is very important in learning English. The weakness is mostly caused by the English teacher's perception of the study of vocabulary in language teaching. The teacher needs to choose the appropriate technique in teaching English for young learner.

D. The Importance of Vocabulary

Wilkins described the importance of vocabulary as quoted by Thornbury: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that someone can speak English although less in grammar during the key words is easy to be understood. In the other side, someone cannot say something if they never know vocabulary, means that they cannot communicate well. Other opinion, Rivers, as quoted by Nunan, argued that vocabulary acquisition is very important to be able to use the structures and functions the learners may have learned for comprehensible communication. It means that vocabulary should be at the centre of language teaching. By realizing the importance of vocabulary development or mastery development in learning a foreign language, students must devote part of their time to learn vocabulary items. To foreign language students, like Indonesian students, learning vocabulary needs special efforts because English is very

much different from students" native language and their national language. Students" knowledge background to a certain language terminology and students" schema to the any terms of science and technology seems to be the main handicaps for Indonesian students in achieving particular level of their English vocabulary. Beside, since the learning environment does not support the learners to learn English, the expected result will still be unsatisfactory. From explanation above can be concluded that vocabulary is primary step in language learning and second language acquisition. Vocabulary also plays an important role in English Skills (listening, reading, speaking, and writing) and content (grammar).

E. Vocabulary Mastery

Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. According to Read, the term of vocabulary knowledge refers to knowing the word meanings then the word should be similar to synonym, dictionary, or an equivalent word in learners" language.[6] In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences. In brief, vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby"s first language comes from the mother tongue. They will master the vocabulary through the simple

words by listen the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English skills because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

In other word, Nation emphasizes that knowing a word should involve in three aspects, as can be seen in Table 2.1.

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken Written Word Parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What parts are needed to express the meaning?
Meaning	Form and Meaning Concepts and	What meaning does this word form signal?	What word form can be used to express

	Referents Associations	What is included in this concept? What other words does this make people think of?	thismeaning? What items can the concept refer to? What other words could people use instead of this one?
use	Grammatical Functions Collocations Constrains on Use	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

To make the discussion clearer, Harmer‟s opinion can be added. In his book, Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and

denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

a. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.9 Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

a) Synonym

The term synonym derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonym deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

b) Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and -nymy", the two parts mean "opposite + name". Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

c) Denotation

Denotation is conceptual meaning and dictionary meaning. Denotative meaning is also called as some terms such as dennotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning.

d) Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

b. Use

There are some ways to draw the attentions to the use of words. It can be showing by the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal,

informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur, there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

d. Pronunciation

According to Hewings, pronunciation of a language is the main parts of speech which combine together. These components range of the individual sounds is used to convey meaning. Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

F. Types of Vocabulary

According to Jackson, there are two types of vocabulary, namely active vocabulary and passive vocabulary.[12] Active vocabulary refers to the words the student understands, can pronounce correctly and use them

constructively in speaking and writing.13 It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and beable to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. Meanwhile Brown stated that there are some types of vocabulary, they are:

a. Reading vocabulary.

A person"s reading vocabulary is all the words he or she can recognize when reading.

b. Listening vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused -though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gestures. In addition to the terms of vocabulary, there are some kinds of vocabulary, and here they are:

a. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentences core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

b. Verb

It is the word which expresses an action or a help to make a statement.

c. Adjective

It is the word used to qualify noun or pronoun.

d. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

e. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

f. Pronoun

It is the word which can take the place of a noun.

g. Interjection

It is a word put into sentence to express a sudden felling of mind or emotions. In relation to kinds of vocabulary, Nation states that there are four kinds of vocabulary in the text:

a. High frequency words. These words are almost 80% of the running words in the text;

b. Academic words. Typically, these words make up about 9% of the running words in the text;

c. Technical words. These words make up about 5% of the running words in the text;

d. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

G. The Kinds of Vocabulary

As far as i knowkinds of english vocabulary are noun, verb, adverb, adjectives, pronouns, conjuction, pronounciation, interjection.

Fuad Mas'ud (2005) said all of the vocabulary are classified into the eight parts. They are known as the eight parts of speech. The part of speech are consisted of

1. NOUN

Noun are words that indicate people, thing, place, plant, animal, and etc.

a. Kinds of nouns

1. Abstract and Concrete noun

a) Abstract nouns

Abstract nouns are the nouns that cannot be touched by the five senses

Example:

Happiness, freedoom, health, honesty, courage, etc.

b) Concrete nouns

Concrete nouns are the nouns that can be touched by the five m senses

Example:

Chair, bread, car, pen, etc.

2. Common nouns

Common nouns are the nouns that indicate the kinds, class of things, places, and etc.

Example:City, Soldier, tool, etc.

3. Proper nouns

Proper nouns are the name of person, place that only for it.

Example:, Indonesia, Rahmat Wijaya, etc.

4. Collective nouns

Collective nouns are the names of units of group as the group or units its members.

Example :A team, a comitte, a jury, etc.

2. **PRONOUNS**

Pronouns are the words that replace the place of nouns.

a. Personal pronouns

Personal pronouns are pronouns which indicate the first, second, and third speaker.

1) Nominative subject

The pronouns function as the subject in sentence.

Examples:I, You, We, They, She, He, it

2) Objective pronouns

The pronouns function as object in sentence

Example : Me, You, Us, Them, Him, Her, It

b. Demontrative pronouns

Example:

- This, That (singular)

- These, Those (plural)

c. Indefinite pronouns

Example : Another, anybody, someone, much, everyday.

d. Reflexive pronoun

Examples: Myself, Yourself, Himself,Herself, Ourselves, etc.

e. Reciprocal pronouns

Example: each other, one another.

f. Relative pronouns

Relatives pronouns are the words that replace the previous subject which is mentioned before and function as linking between noun and adverb.

Examples: who, what, whom, which. Whose.

g. Possessive pronouns

Possessive pronouns are pronoun that indicates or show the possession of something.

Examples:

- Following by noun:

  Mine, your, his, her, its, our, your, their

- Without following by noun

  Mine, yours, his, its, ours, theirs

3. **ADJECTIVES**

Adjectives are words that are used to clarify the nouns or pronouns.

Example: Good, long, sad, tall, happy, beautiful, etc.

a. Adjective of quality

  Examples: Small, fat, large, poor, short, etc.

b. Adjective of quantity

  Examples: Much, little, some, all, bit.

c. Adjective of numeral

  Examples:

  - One, two, three (cardinal)

  - First, second, third (ordinal)

  - Double, single, triple (multiplication)

d. Proper adjective

  Examples: English, Dutch, Javanese, Canadian, etc.

4. VERBS

Verbs are the words that indicate the name of the action that is done of the subject or maybe indicate the situation.

a. Finite verb

Finite verb is the usual verb. The characteristic are:

- In a negative sentence, it is using do, does, did

- Can be changed by the tenses

- Usually it has forms: past tenses, present, past participle.

b. Auxiliary verbs

Auxiliary verbs are verbs which used with other verbs to express an action or situation.

c. Linking Verb

Linking verbs are verbs that have a function to connect the subject and its complement.

Example: Appear, become, feel, be,(am, is, are)

d. Transitive verb

Transitive verbs are verbs that need an object to complete the sentence.

Example: I *eat* an apple, you *drink* a cup of coffee

e. Intransitive verbs

Intransitive verbs are verbs that do not need an object, because it has a complete meaning.

Examples: The sun *shines*, the cat *slept.*

f. Regular and Irregular verbs

Regular verbs are verbs that change according to the form of tenses and its change regularly. Irregular verbs are verbs that have a function with the regular verb but the changes are not regular.

5. ADVERBS

Adverbs are words that clarify verbs, adjective, noun phrase, another adverb, or a whole sentence.

a. Adverb of manner

An Adverb of manner is an adverb which express show an action is done or happened.

Example: He runs *quickly*, She dances *beautifully*

b. Adverb of place an direction

Adverb of place and direction is an adverb that expresses the places of action or event. Examples: They will go to *Surabaya,* They walk *down*

c. Adverb of time

Adverb of time is an adverb which expresses the time of an action or event

Example: I am studying English *now*, She arrived here *yesterday*

d. Adverb of degree

Adverb of degree is an adverb that expresses the level, degree of something.

Examples: The coffee is *very* hot, She becomes *quite* angry with me

. e. Adverb of frequency is an adverb that expresses the frequency of the event.

Example: Almost, nearly.

f. Adverb of quantity

The Adverb of quantity is an adverb that expresses the amount of event or action.

Examples: He can speak Arabic *little by little,* He won the match *twice*

3. PREPOSITIONS

Prepositions are words that show the correlation among nouns, pronouns, and other words in a sentence.

a. Preposition consist of one syllable

Examples: - At head, about, across, below, before, round, since, till, etc.

b. Preposition consist of two-syllable

Examples:

- According to, instead of, next to, etc.

4. CONJUNCTION

Conjunctions are words that are used to connect a word and word, a sentence, and other sentences.

a. Coordinating conjunction

Coordinating Conjunction are words that connect two sentences on the same level.

Examples:

1) Both.....and....

2) Either......or......

3) Neither......Nor......Etc.

b. Subordinating Conjunction

Subordinating Conjunction are words that connect the subordinate

clause.

Examples: After, before, when, while, as soon as, etc.

5. INTERJECTION

Interjection is a short sound, word or phrase spoken suddenly to express an emotion.

Examples:

- What a pity!

- Oh God! Etc.

From the explanation above we can conclude that kinds of vocabulary consist of eight-part which is every part has part again. They are:

-Noun (Abstract nouns, concrete nouns, Common nouns, proper nouns, Collective nouns)

-Pronouns (personal pronouns, demonstrative pronouns, indefinite pronouns, reflexive pronouns, reciprocal pronouns, possessive pronouns.

-Adjectives (adjective of quality, adjective of quantity, adjective of numeral, proper adjective)

-Verbs (Finite verb, auxiliary verb, linking verb, Transitive verb, Intransitive verb, regular and irregular verb)

-Adverbs (Adverb of manner, Adverb of place an direction, Adverb of time, Adverb of degree, Adverb of frequency, Adverb of quantity)

-Prepositions (Preposition one-syllable and two-syllable)

-Conjunction (Coordinating conjunction, Subordinating Conjunction

-Interjection

H. Media of Teaching Vocabulary

Media is a main instrument in the teaching and learning process. It is used to attract the student'attention and deliver the information easily. Teachers of young learners have to use some visuals in their teaching activities to facilitate their teaching. According to Wright(in Ismail

Cakir2006), there are various kinds of media, but visual is appropriate media for young learners in learning vocabulary deciding to use the media, teacher needs to ask three out of questions as the following:

a. Is it easy to prepare?

The aids should be easy for teachers to prepare before using them in the classroom. It is worth to prepare visual aids that can be used many times in many activities with different classes.

b. Is it easy to organize in the classroom?

Teachers have many important activities to do in the classroom, supported by the aids that are easy to use maximally.

c. Is it interesting to the students?

The aids should be interesting for both teachers and students. Teachers should consider well whether the material and its aids will be interesting or not. Besides, teachers also provide all the things before teaching as charming as possible since they will greatly get the student"s attention.

Furthermore, there are many kinds of media which are described as follow:

a. Picture

Wright (2004 p.136-137) explain Picture is a photographic representation of people, place, and things. Picture can translate abstract concepts into realistic or concrete items. Teachers can get various colorful

pictures from used magazines, posters, brochures, or from newspapers and calendars. Picture is simple to use because they not require any equipment and they are inexpensive. Besides they will last longer and can be used in the beginner level. The criteria of pictures that are used to teach vocabulary are: picture should be enough to be seen by all students, the picture of the individual object of people should be as simple as possible, and some the pictures should contain colors. The aim of using picture in teaching vocabulary as the following:

1. To arise the student"s interest in learning a foreign language

2. We can brighten the classroom and variety

3. Set meaningful practice and gaining new word vocabulary

4. Keeps the student"s attention

5. Make the subject easier and clearer

6. Encourage the student learning participation

b. Realia

Council (2016, p. 9)Realia or real object is the visual instruction media most closely associated with a direct purposeful learning experience. In education, realia are objects from real life used in classroom instruction. It consists of an actual object, items, or facsimiles which are used in the classroom to illustrate and teach vocabulary. The main advantage of using the real object in the class is to make the learning experience more memorable for the learners to give a couple of simple example In education, realia include objects used by educators to improve

students' understanding of other cultures and real-life situations. A teacher of a foreign language often employs realia to strengthen students'associations between words for everyday objects and the objects themselves. The term realia has a broader meaning, which includes photos of objects from the country where the target language is spoken, as well as objects from the target culture, which can range from traditional clothes or musical instruments to newspapers or ticket stubs.

Realia are brought into the English classroom to stimulate young learners who like to see, to touch, and to hold things. For example; if teachers are going to teach kind of fruits and vegetables. It can be much more effective for students if they can touch, smell, and see the object by their selves.

Besides, realia box contains toy cars, plastic fruit, kitchen utensils, will be useful in an English class in elementary school. By using realia, actual objects, or facsimiles thereof (pieces of clothing, toy animals, and plastic fruit), teachers can illustrate and teach young learners about vocabulary for animals, clothing, and kinds of fruit. For young learners, it's a very useful tool in making the abstract concrete. It is also useful in teaching prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under a desk, and so on. To conclude, using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding.

c. Flashcards

Flashcard is a card with a word or words or sometimes a picture on it. Flashcards are held up for pupils as a visual aid to learning. When we use flashcards, we must consider the following questions:

1. Are they large enough for the whole class to see?

2. Does the picture convey the meaning clearly?

For example, for naming an animal, an object, a size-big or small, for describing action using the present continuous, and so on. Here are the examples of flashcards. Flashcard is often made by using picture and individual words. If it is served as the word, it should be written in clear, large letters. Pictures can also be drawn or copied. Copied pictures can be colored by pupils. Pictures can also cut from used magazine. Brochures and catalogs can be useful sources for finding pictures.

d. Puppets

ZoltanDornyei (2001, p. 4) explain Puppets are very popular among children. They have been popular for hundreds of years because they are so much fun. Some simple puppets are very easy to make. We will probably be able to make some using things around us.

By using suitable vocabulary teaching techniques and supporting with appropriate teaching media, the students are motivated to learn English vocabulary effectively. The meaning of the term motivation as Dornyei stated that the definition of motivation concerns the direction and magnitude of human behavior, that is the choice of a particular action, the

persistence, and the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it

From the explanation above we can conclude that there are some kinds of media used to teach English they are Picture, Realia, Flashcards, and Puppets

I. Young Learners

1. Stages in learning vocabulary for young learners

Young learners will learn best if the people involved in the teaching-learning process facilitate the learning and take into account the way they learn into the teaching practices. Piaget(in Mary Lou,2002) suggested that children developed through specific stages, they are.

1. Sensor-Motor Stage (from 0 – 2 years) in which children seemed to learn through physical interaction with the world around them.

2. Pre-operational stage (from 2 - 7 years) when children need concrete situations to process ideas.

3. Concrete Operational Stage (from 7 - 11 years) in which children begin to conceptualize and do some abstract problem solving, though they still learn best by doing.

4. Formal Operational Stage (from 11-15) in which children can use abstract thinking.

Young learners can be included in those aged 4-11 years or with in concrete operational stage, where they learn best from concrete things

around them. Piaget believed that children went through the stages above and that they could only move onto the next stage when they had completed the stage before, and we are ready to do so.

J. The Characteristics of Young Learner

Dealing with the development of curriculum in Indonesia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learners. There are many considerations that should be taken on how to teach and what to teach. It is a fact that children are different from adult physically and mentally.

Jeremy Hamer (2001, p.15)said age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. While adults are expected to use abstract notions since they can think rationally. As Harmer affirms that adults often encompass a clear understanding of why they are learning and what they wish to comprehend out of it teaching kindergarten students is not the same as teaching adult because it possesses different characteristic as maintained by Helly that children are not self-motivated and do not have a need to learn English immediately. They are not worried about the job or university degrees that need English comprehension. In other words, children and adults have different motivation. Adults may learn a foreign language to get access to higher education or a better job while children may learn a foreign language because their parents send them to school.

Children"s world is their daily games, events of interest to them, new knowledge that may come across, and question that their inquisition minds may ask.

In general, the kindergarten students are the children at the aged between four up to six years old who are enthusiastic to know and learn everything. Harmer states some general characteristics of children.36 There are (a) they respond to meaning even if they do not understand the words, (b) they often learn indirectly than directly, (c) their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with, (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e) They need require individual attention and approval from their teacher, (f) they are taken on talking about themselves and responding well to learning that use themselves and their own lives as the main topic in the classroom, (g) They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes or so. Based on the points stated by Harmer above, it can be assumed that kindergarten students are very enthusiastic in finding out, understanding and learning everything.

K. Teaching Vocabulary

Teaching and learning process is divided in three stages; pre-teaching, while-teaching and post-teaching. Teaching vocabulary is more than just present new words. Thornbury proposed three major stages in

which vocabulary acquisition of second language was performed. As complimentarily indicated by him, a wide range of the first words are absorbed through labeling. This stage is typically true for young learners, especially young children. The second stage involves categorizing, in which children learn or are taught how to include other words belonging to the same kind as the ones they know. Finally is the stage of network building or constructing a complex web of words. This is considered to be the ultimate step which lays the profound groundwork for the learning process that continues for the rest of one"s life. Basically as proposed Thornbury, there are three stages in teaching vocabulary namely presenting, practicing and production.

a. Presenting Stage

The title of this very first stage has indicated clearly its function in introducing new lexical items to learners. As suggested by Thornbury, the learners should learn both the words meaning and the words form.[16] It is pointing out that both these aspects of a word should be presented in close conjunction in order to ensure a tight meaning and fit to the form. Thornbury specifically emphasized the importance of cutting down the gap between the presentation of words meaning and its form so that learners could possibly be at ease to make a mental connection.

There are some major factors, subject to which the number of words should be presented as follow:

a. The learners" level

b. Learners familiar with the words

c. Item‟s difficulty

d. Easily to be taught and explained

e. Whether items are being learned for production skill or for recognition only.

After raising two most common questions in presenting new words in teaching vocabulary, Thornbury went further to notify a principle in introducing new vocabulary items, which was learners‟ capacity. When the learners‟ capacity to remember new words, the number of new words presented should be carefully considered and should not be overstretched.

b. Practicing

The students often need a little time for the new words to be understood. They may recognize new item but often delay putting it into active use. In this case, the use of planned activities for recycling and reactivate the new vocabulary is necessity. This kind of practice, as implied by Thornbury underlines the belief that practice makes perfect.

Additionally, in practice stage emphasized the action of moving words from short-term memory into permanent memory. Thornbury indicated the term of mental lexicon, the new knowledge to be integrated into existing knowledge. This means in order to ensure the long-term retention and recall, words or lexical items need to be put to work, or into practice as it is often understood in many other contexts. Vocabulary need to be placed in working memory and subjected to different operations

which would be mentioned intricately in the later part of techniques in practicing vocabulary.

c. Producing

In accordance with presenting and putting words into practice, checking students" comprehension is a final important stage in teaching this specific field. This stage sound familiar and may be equated to the second one, however; as its name suggests, in this stage, students are advised to complete high-level tasks namely production tasks. In last stage, students are expected to use those new words in their activity even it is speaking or writing. In addition, to teach a word the teacher not only gives the meaning but also should teach how to use and how it is formed.

Moreover the teaching vocabulary should consider these following factors:

a. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

b. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

d. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

e. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

f. Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking. There are some aspects that the learner should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary. They are namely; 1) Form (pronunciation and spelling), 2) Grammar, 3) Collocation, 4) Aspect of meaning (denotation, connotation, appropriateness and meaning relationship), 5) Word formation. From all of the aspects, the appropriate aspects for teaching to young learners in beginner level are form (its spelling and pronunciation) and the meaning (its

denotation meaning). It is because they are basic aspects in presenting vocabulary.

L. Techniques of Teaching Vocabulary

As mentioned above, there are three main stages in teaching vocabulary. In other word, there is some common techniques used in each stage as follow:

a. Techniques in Presenting

Yet it is the important stage that the student is introduced with the new words. As an English teacher, we should know the techniques of teaching vocabulary which are suitable for the students. The techniques of presenting vocabulary which can be applied in school class are as follows:

a. Using Realia

Reality means the use of real object that can be seen by the students. The teacher gives such a real thing the classroom, so the word can be easily explained. This technique is effective and satisfying. But it is limited to a certain is found by the students.

b. Picture

Picture is a visual repetition or image painted, drawn, photographed. Picture can be used to explain the meaning of vocabulary items. Teacher can draw things on the board or bring picture in classroom. Picture can be wall pictures and charts, magazine picture and the other non-technical visual repetition.

Pictures can be used in so many ways; the teacher might draw pens, rulers and balls on the blackboard. Or have magazine pictures of cars, bicycles, and trains struck onto cardboard. The teacher might bring in a wall picture showing three people a room which could be used for introducing the meaning of the sentence. A picture can also be used to create a situation or context. Moreover, the use of pictures as media for vocabulary teaching can be enhanced if some basic principles of memory are taken into account.

c. Word Association

In teaching new vocabulary, a teacher mentions the things connected the words. It is generally accepted that vocabulary is best learned and taught in group of related words. Such groups are sometimes referred to as word families. For example the words: table, students, teacher, chalk and blackboard, for the word "classroom" and the words: seller, buyer, vegetables, fruits, fish, and meal for the words "market".

There is one example of word association namely Vocabulary Networks or also named word map. This technique is used to make the learners trying to remember some of the many words they know. The procedures and the activities are as follow:

a. Give out copies of the following diagram or it can be drawn on the board and get each child to copy it onto paper.

b. Write the topic in the middle circle in English, and ask each child to put a word in their own language (related to the topic) on the bottom line of each of the outer circles.

c. Then, either in groups, or letting the children ask freely around the class, get them to try and fill in the English translations on the top lines of the outer circles. As they run out of ideas let them turn to dictionaries, and if all else fails allow them to ask you.

d. Finally, ask them to draw a picture of the word in each circle.

d. Translation

Translation is quick and very easy way to present the meaning words, but it is not without problems. In the first place it is not always easy to translate words and the second place, even. Where translation is possible, it may with the words.

There is a translation activity such as Guess the Words. This activity can be used to introduce some new words. Here, the children should be given a chance to use them in context. For example they read a text that is mostly in their first language but share some English words mixed into it. They use the context to guess the meaning of the English words. For example:

a. Write the title of the text on the board and get the children to look at the picture. Ask them what they think the text is about and to suggest some words, both in English and their first language, that they think will be in the text.

b. Tell them the text is in their own language but that you have hidden some English words in it. Give out the copies and ask them if they can tell you the English words.

c. They read the text again, and in pairs try and work out what the English words mean. You can make this easier by giving them all the translations in a box and asking them to pick out the most suitable one.

M. Teaching Vocabulary to Young Learners

Mary slaterry and Jane wilis (2003, p. 3) explain In teaching English, as teachers we all know what we should do in our preparation before teaching in the classroom such as making lesson plans, prepare some aid for teaching, and many else. Every teacher will do their way of teaching English but they do the same thing as others as their teaching English. Taylor also stated about the method that some activities focus on spelling or word formation, while others focus on comprehension. Most follow the format below:

1. Sensitization: a period of talking around the topic, introducing in a general way what is to be covered. Often, this part involves brainstorming.

2. Task: an individual, pair, or group task. Sample teaching materials are provided for this.

3. Feedback: a coming together to pool ideas and report on what went on during the task.

4. Analysis and follow up: an answer sheet or native speaker response is given for discussion. Further activity may be proposed.

5. Reflection: space is given for teachers to note their impressions of how the activity progressed. Learners might also like to do this

Teaching English to kindergarten students has a goal that they are expected to have skills of the language in simple English with emphasis on listening, writing, reading, and speaking skills using selected topics related to their environmental needs. Related to the objective above, the material for the kindergarten, have topics about the center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to perform and absorb the words given which are about things inside and things around the school.

Mary Slaterryand Jane wilis (2003) explain To help the learners in learning foreign language suggest some ways to teach them, they are:

a. Make English learning is enjoyable and fun,

b. Not too worried about mistakes and make sure children feel comfortable and not afraid to take action,

c. Presenting the words with a lot of gestures, action, or pictures,

d. Talk using English,

e. Playing games and singing a song together,

f. Telling short stories using pictures and acting with attractive voices,

g. Not too worried when children use their mother tongue,

h. Consistently recycle new language and add new things or to use words

they won"t to know,

j. Planning the lesson with varied activities.

In other words, to teach vocabulary for young children is not an easy way. Teaching for students of kindergarten is not the same as teaching adults because they have different characteristics and motivations. They are different from adults, so the way of teaching must be different too.
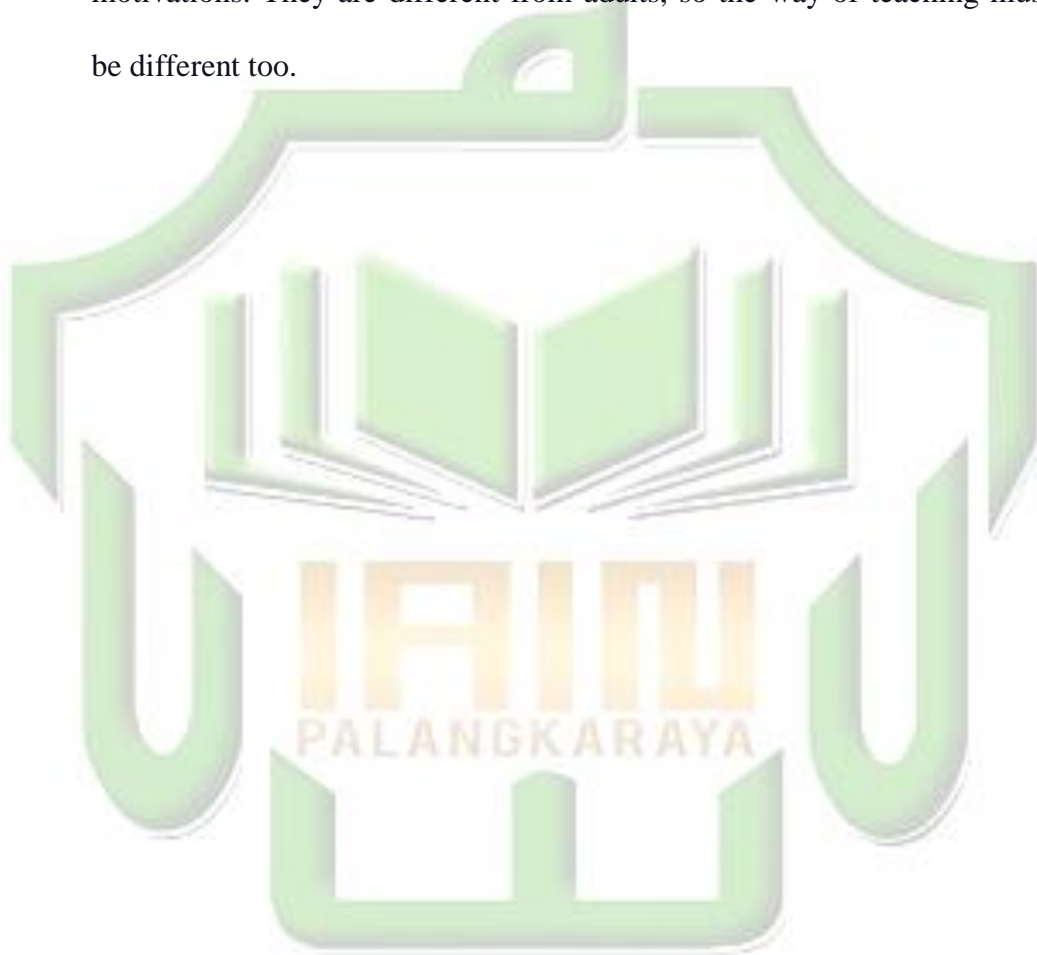
CHAPTER III

RESEARCH METHOD

A. Research Design

The study intends to investigate the kind of media used by the teachers to teach English vocabulary for young learners in TK Khalifah Palangkaraya. The researcher uses a case study to conduct this study. Creswell (2008 p. 61) elaborates case study is an elaboration of a case or multiple cases over time through detailed, in-depth data collection involving multiple sources of information-rich in context. Besides, Hancock and Algozzine Hancock (2006, p. 9-11) explain that a case study is used to analyze and describe a single unit or system bounded by space and time. Moreover, R.K.Yin (2003 p. 13) elaborated that case study research investigates a contemporary phenomenon within its real-life context.

As for as Case study research used by me for this moment is descriptive qualitative. The qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively. This type of descriptive qualitative research is often used to analyze events, phenomena, or social siuation. This type of descriptive qualitative research is a combination of descriptive and qualitative research. this type of research displays the results of the data as it is without the process of manipulation or other treatment.

Sugiyono(2015) explain that qualitative research methods are research based on the philosophy of postpositivism, used to examine

natural objects, where researchers are as key instruments, data collection techniques with triangulation, data analysis is inductive or qualitative, and qualitative research results emphasize more on generalization.

Furthemore, Bogdan and taylor in moleong(2010) explain that qualitative research is a research procedure that produces descriptive data in the form of words or spoken from people and observable behavior.

The purpose of descriptive research is to produce an accurate picture of a group, describe the mechanism of a process or relationship, provide a complete picture either in verbal or numerical form, present basic information about a relationship, create a set of categories and classify the research subject.

This method also explains a set of stages or processes, as well as for storing contradictory information about the research subject.

It can be seen that case study research investigates certain phenomenon happened through detail contextual analysis of a limited number of events, conditions, and their relationship in a certain place in temporary time. The phenomenon being investigated was related to the teaching of English vocabulary for young learners at TK Khalifah. A case study was the appropriate method to be used in this study to find depth data toward the English vocabulary techniques held by the teachers for B group students of TK KhalifahPalangkaraya

B. Subject of the study

The subjects of this study consist of A, B1, B2 group teacher of TKKhalifah Palangkaraya. We can see the table below :

Table 3.1 Subject of study

Class	Famale	Male
A	1	-
B1	1	-
B2	1	-
Total	3	-

C. Source of Data

There are two kinds of data will be used by the researcher in this observation:

1. Primary data consist of observation and Interview

2. Secondary data consist of teachers and students documentation Such as example daily Lesson Plan, interview'sPhotos, student's scoring

D. Research instrument

To collect the data, the researcheruse some instruments. They are:

1. Observations

Observations are conducted during the English classroom held by an English teacher in order to gain data of kinds of vocabulary mediain teaching young learners and how the teacher applies the media. The observations are conducted by recording the activities visually and also by conducting field notes to write some important things occurred. To support data observationduring Covid-19 situation, so the researcher need to use the observation check list as below:

Table 3.2 observation check list

	Respondent/Principles	Yes	No
1	Opening		
	- Greet and say salam		
	-Give apperception		
	-Motivate student		
2	Teaching and learning process		
	-The teacher delivers english vocabulary will be taught		
	-The teacher asks the student to imitate english vocabulary delivered		
	-The teacher invites students to mention English vocabulary together		
	-The teacher gives an explanation of the meaning of the English vocabulary		

3	Closing		
	-Give material review again		
	-Give awards or praiseto students		
	-Give affirmations and questions and answersaboutactivitiesand materiallearning that has been done		

2. Interviews

The researcher conduct the interviews with the teachers to gain more depth data of the vocabulary teaching media held and how each media applied in the class. There is an interview protocolsmake for this study, teachers interview protocol. The interview protocols are semi-structured interview. It is the combination between guided and in guided interview that the writer already prepared the questions in general as the guidance, but the researcher elaborates the questions in order together clear information. We can use stage of interview below :

1. Is in your class english learning using media?

2. what media is used?

3. how do you prepare the media?

4. are student interested in the media?

5. is learning english in your class well organized with the media?

6. is the result of student's vocabulary increase with using the media?

7. how do you know the increasing of student's vocabulary?

D. Data Collection Procedure

In gaining the data on kinds of vocabulary teaching media used by the teachers, the researcher use observations, interviews.

1. Observations

Steps of gaining the data

1. The researcher observes a class A, B1, and B2 group students taught by a teacher. every classes consisted of 13 until 15 students.

2. There are three times observations. In every observation,

   the writer records the activities will happened during the classroom teaching processes visually

3. The researcher do the field notes to note down some important activities occurred in some sessions in essential phenomenon.

4. Use observation check list

2. Interviews

There are some steps In confirming the data gained from observations:

1. Interview the teachers were also chosen as one of the media in collecting the data.

2. The resaercher conduct the interviews with the teachers after all classroom teaching held.

3. the researcher interviews the teacher with some questions related to the vocabulary teaching media applied in the classes. The interviews are recorded by using handphone and the data are used as qualitative description to verify, clarify, and complement the data obtained through the questionnaires and observations.

E. **Data Analysis Procedure**

In answering the questions of classroom assessment techniques used by the teacher, the researcher use the data gained from observations, interviews, and analyze the data based on the theory from Brown in the literature review. The steps in analyzing data were described below:

1. Observations

The field-notes are explained descriptively. The observations result answer kinds of vocabulary teaching techniques in teaching young learners and how the teachers apply the media, and also to see the whole activities happened in the administration and the processes to know the effectiveness of the media. After

explaining the result, it is compared to the interviews result to empower the observations" data.

2. Interviews

The interview's result from the teacher are described. All the interviews are audiotaped and transcribed for further analysis in empowering the data gained in investigating kinds of vocabulary teaching media used by the teachers in teaching A, B1, and B2 group students of TK Khalifah Palangkaraya.

F. Data endorsement

Sugiyono (2004) said There are four techniques do determine the endorsement data, namely credibility, transferability, dependability, and conformability.

a. Credibility

In qualitative research, in order to the data can be believed and fulfilled terms of credibility, it admitted and received the truth by information source form informantof the study.So, in order that truth of the study can believed, it was supported by some ways, as follows:

1) Triangulation

Triangulation is checking tip the validity of data by compeering the sources of data until saturated time.

The writer checked tip the validity of data that get and compare the data with sources of the data until saturated time. The writer checked the truth data by comparing the data its self, namely

by relating the result of the observation, interview and documentation.

2) Member check

Member check is theresearcher attempts to involve the informant by interview to check between the writer's interpretations with informant's view.

The researcher check the data that get from the interview with the informant with the researcher's interpretation. In this case, the reseacher checked the data by asking the students and the teacher at TK KhalifahPalangkaraya as the subject of study about the data have been collected.

3) Peer debriefing

Peer debriefing is discussing the data and the informant that have been collected from various sources.

b. Transferability

Transferability related to the question, how far the result of the studycan be applied by the other people in their context. So, it make a report that explained clearly about the content of research in order to the readers can be easy to understand the result of the study. According to sandfishfaisal in sugiyono state

"bila pembaca penelitian memperoleh gambaran yang demikian jelasnya, "semacam apa"suatu hasil penelitian dapat diperlakukan (tranferability), maka laporan tersebut memenuhi standart ranferability" (if the reader get description of study clearly about the kinds of the result of study, so it has reached tranferability standard).

The researcher given details description about the result of the study that has done, that is the result hoped have the benefit for the study in the next time.

c. Dependability

Dependability examining had done by auditing of the research process to prove the data were reliable. So, the writer focused on the problems, went to field, determine the source of data, did data analysis, examined the endorsement of data made conclusion data. In this case, the writer does replication study, that is reliability will be good if the replying of the study and result is same.

d. Confirmability

To examine the conformability in this research, it will be done by examining the result of the study that is correlated by the process that will be done

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion for the media used by teacher in teaching English Vocabulary held in A, B1, B2 group students of TK Khalifah Palangkaraya. It presents as follows: description of learning objective, description of vocabulary teaching techniques, description of material used in vocabulary teaching, description of media used, and description of evaluation used.

A. Data Description

The data of this study were gathered through 2 instruments, they are the observations, interview with the teacher. The observations are conducted during the English class held by the teacher. The function of the observation is to give more supporting information to the data obtained from the respondents in the interview. The researcher observed a class of A, B1, B2 group taught by an English teacher .

Meanwhile, the data from interview with the teachers are used to confirm and to add the information on the media used in teaching vocabulary held in English lesson for A, B1, B2 group students in TK Khalifah Palangkaraya. In addition, the supporting data on the kinds of vocabulary teaching techniques held was derived from the document of the lesson plans, the lists of students' English scores, and the students' worksheets.

B. Data Presentation

a. Media and Material Used by the Teacher in Teaching Vocabulary

The material that taught by the teacher is appropriate with the lesson plan. However, the findings about the media can be seen that different perspective between the teacher and the lesson plan. In the first lesson plan, the students made fruit using clay. However, in observation there is no activity using clay, the teacher only used a picture and realia to explain the material. The kinds of media are used Teacher can be see in table 4.1

Table 4.1

The result of observation of Class A, B1, B2

Teachers	Class	Media used in Teaching Vocabulary			
		Picture	Realia	Flashcard	Puppet
Siti rahmah, S.Pd	A	✓	✓		
Sartini, S.Pd	B1	✓	✓		
Marinni Ha, S.Pd	B2	✓	✓		

b. Techniques Used by the Teacher in Teaching Vocabulary

In addition, the acquired data from three techniques of data collecting was described to show the effectiveness of the techniques used in the teaching English vocabulary. Based on the instruments used to collect the data, kinds of techniques used in A, B1,B2 class were found. The instruments used to get the data were

from the observation checklist and field notes. The findings in kind of techniques can be seen in Table 4.1

Table 4.2

The observation result of Technique used of Class A, B1, B2

No	Vocabulary Teaching techniques	Teachers and Class		
		Class A	Class B1	Class B2
		Siti Rahmah, S.Pd	Sartini, S.Pd	Marinni Hasan, S.Pd
1	Listen and Do	✓	✓	✓
2	Listen and Repeat	✓	✓	✓
3	Modelling and Demonstration	✓	✓	✓
4	Question and Answer	✓	✓	✓
5	Draw and color			
6	Using Visual Aids	✓	✓	✓
7	Game			
8	Singing a song	✓	✓	✓

c. Assessment Used by the Teacher in Teaching Vocabulary

While in assessing, based on the answer of the teacher's interview, They conducted sorting test. Actually the teacher did not do it. They only used

matching game to evaluate the students. Another way to check the students"

comprehension and to know whether the students had memorized the words given

or not, the teacher gave five words (grape, pineapple, avocado, dragon fruit, and

star fruit) and asked each student to pronounce the words. The result of the

students" achievement in the third meeting can be seen in the following table:

Table 4.3
The Result of Students A class Achievement

No	Name	Scoring Aspect								Score
		Mention the new words				Saying the words correctly				
		⚡	🙂	⭐	☀	⚡	🙂	⭐	☀	
1	Student1									
2	Student2			✓						
3	Student3									
4	Student4									
5	Student5			✓						
6	Student6									
7	Student7									
8	Student8									
9	Student9									
10	Student10	✓								
11	Student11									
12	Student12									
13	Student13									
14	Student14									

Keterangan
Petir = 1
Bulan = 2
Bintang = 3
Matahari= 4
Nilai Tuntas 6-8
Tidak Tuntas 1-5

Table 4.4
The Result of Students B1 class Achievement

No	Name	Scoring Aspect		Score
		Mention the new words	Saying the words correctly	

		⚡	🙂	⭐	☀	⚡	🙂	⭐	☀
1	Student1								
2	Student2								
3	Student3								
4	Student4								
5	Student5								
6	Student6								
7	Student7								
8	Student8								
9	Student9								
10	Student10								
11	Student11								

Keterangan
Petir = 1
Bulan = 2
Bintang = 3
Matahari= 4
Nilai Tuntas 6-8
Tidak Tuntas 1-5

Table 4.5
The Result of Students B2 class Achievement

No	Name	Scoring Aspect								Score
		Mention the new words				Saying the words correctly				
		⚡	🙂	⭐	☀	⚡	🙂	⭐	☀	
1	Student1									
2	Student2									
3	Student3									
4	Student4									
5	Student5									
6	Student6									
7	Student7									
8	Student8									
9	Student9									
10	Student10									
11	Student11									

12	Student12								
13	Student13								

Keterangan
Petir = 1
Bulan = 2
Bintang = 3
Matahari= 4
Nilai Tuntas 6-8
Tidak Tuntas 1-5

From the data above, it can be seen almost two until three students have not passed the test every the class.

d. Teaching and learning stage

Based on the researcher's observation through observation checklist there were two teaching and learning stages missed by the teacher, they were giving apperception and giving material review again.

e. Inappropriateness the Teacher did in pre-teaching, while-teaching,

and post-teaching

The main aspect of vocabulary teaching are teaching techniques, teaching material, teaching media and teaching assessment. If the teacher does not conduct the components above well, the students will not get anything. From the observation which is conducted by the researcher , he gained some documents of pre-teaching, while-teaching and post-teaching. As a good teacher, the teacher should deliver the material appropriate the steps of effective teaching, in order to the students can get the material clearly and can understand. Some teachers perhaps have known about the way to teach well. However the teacher sometimes does no pay attention about it. Besides, the teacher must know about the objective of teach the materials itself.

Based on the data gathered, there is some inappropriateness between the theories and teachers' did of those steps in pre-teaching, while-teaching and post teaching. Inappropriateness should not happen if the teacher implemented and understood the principles of those steps. First, inappropriateness occurs in pre teaching steps. It happened in the first activity, the teacher did not ask the students explain the learning objective and reviewing passed material. The teacher should do the activity appropriate the steps that the teacher enter the class ready, greetings to all students in the class with the spirit, then pray together, checking the presence of the students, explain the aim of learning the material, and review passed material to connect to the new material.

Inappropriateness in while-teaching steps happens in first, second, and third observation when the teacher explained the material and they could not handle the class. Some students make a noisy and others run around the class. As a good teacher, they should make a comfort class so the student can easily understand the subject.

In post-teaching, inappropriateness happens in first and second observation where the teacher did not check the students" comprehension. When the time was over, the teacher just closed the lesson without concluded what the students have learned.

C. Discussion

Based on the data description above, the teaching of English vocabulary at TK Khalifah Palangkaraya was elaborated as follow:

a. Media and Material Used by the Teacher in Vocabulary Teaching

The material that taught by the teacher is appropriate with the lesson plan. Then media is the important factor in teaching-learning activities; it purposes to make the students" motivation and interest in teaching-learning activities. However, the findings about the media can be seen that different perspective between the teacher and the lesson plan. In lesson plan there are media that used including picture, clay, movie, real object and realia. In fact, based on the interview and observation the teacher the teacher only used some media, like picture and realia or real object.

b. The Teaching Techniques in Teaching Vocabulary

Based on the result of observation in in table 4.1 we can elaborate :

Listen and Do technique was used by the teacher when they made introduction to the lesson or asked the students to do something. In this activity the teacher gave instruction and the students did what the teacher said. The teacher used this technique many times. This activity was used to know students" comprehension of the instruction and the students showed their comprehension by doing the instruction. During the observation, the use of this technique was not varied. The teacher always used the same instruction, such as; sit down and listen to the teacher before they made introduction to the lesson.

Listen and Repeat technique was used by the teacher to introduce new vocabulary. In this technique the teacher asked the students to repeat after the words they read. The words were read slowly and repeatedly, so the students could follow well. It was done continually and it made the students familiar with

the new words. Cameron states that in the development of children's vocabulary for teaching, the students need to meet word again and again in new context that help increase what they know about words. The findings showed that the most essential part was the teacher and students" voice. However the teacher made some pronunciations problem. As the model, the teacher should be careful in pronouncing the words. However, based on the observation, the teacher make some mistakes. For example when she pronounced "pineapple" it sounds /ˈpɪnæpl/, it should be /ˈpaɪnæpl/. Since the teachers become good model for the young learners, it means that the teacher should have capability in speaking English, especially in pronunciation. The children hear and imitate what the teacher says. In this case, the use of dictionary is recommended to minimize the risk of pronunciation problem.

Modeling and Demonstration technique was only used by the teacher when they taught how to say something. For example, the teacher gave example how to pronounce words and the students followed her. During the observation, the teacher's voice was clear and the students can hear her voice clearly. But some pronunciation problems were made by the teacher. Children are great imitators. They don't need to be asked to imitate all the time in order to learn. They naturally catch everything they see and hear including how the teacher speaks the language.

Question and Answer technique was used by the teacher several times. Based on the observation, this technique was usually used by the teacher to make students more active and check their ready before the lesson was started. The

questions that were given by the teacher successfully awakened the students'' motivation to find the answers of the questions.

In TK Khalifah Palangkaraya the use of visual aids were applied by the teacher in every meeting to get the students'' attention. In introducing the theme the teacher always shows pictures that are related to the theme. Picture or realia were used by the teacher to show the meaning of the word with the real object. In line with the teacher interviews transcriptions, "Untuk mengajarkan kosakata saya menggunakan alat peraga seperti object real dan gambar.". The teachers used these kinds of techniques because they thought this technique is easy to be implemented.

The used of games was purposed to make the students easy to keep new words in their mind. The students looked happy when they played game. They like to move their bodies, such as playing game "Guess my favorite fruit" .

Singing songs technique was applied by the teacher in every meeting to make the students enjoy the English learning. The use of songs was good concept to make them enjoy because children have short attention. As Scott & Y treberg stated that there are several characteristics of young learners which affect the language learning, such as children''s attention or concentration is considerably shorter than adult. To get children's attention, teacher has been provided enjoyable activities. One of enjoyable activities for young learners is singing together. Singing song could enrich their vocabulary. , most of students are very enthusiastic when they were asked to sing English songs. According to the data, the teacher had many kinds of songs. Indirectly, there are some new words have

been taught to the students. As stated in teacher interview transcription "biasanya menyanyikan lagu anak2 dalam bahasa inggris untuk membantu menambah kosa kata bahasa inggris".

d. Teaching and learning stage

In teaching and learning process most of the teacher had tought with good stages, but there were some stages missed by them, such as giving apperception, giving material review again, and giving affirmations and question and answer about activities and material learning that has been done. As good teacher must give apperception before the lesson start, this make student remember again about the lesson was taught by the teacher before which it still had related with the lesson would be taught. So nevertheles with giving material review, this must done by teacher to made students' memories stronger.

e. Assessment Used by the Teacher in Vocabulary Teaching

The assessment given by the teacher was a test when the teacher did in fourth meetings. The test was spoken test, teacher gave five words (grape, pineapple, avocado, dragon fruit, and star fruit) and asked each student to pronounce the words. This is the way used by the teacher to check the students" comprehension and to know whether the students had memorized the words given or not. An assessment must be given to the students in order to know about their ability and understanding of the materials which are given by the teacher . The teacher had explained the material the score is under the teacher expectation.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

From the research done, the result of this study shows the all of teacher at TK Khalifah used picture and Realia or real object in teaching English vocabulary.

As for the implementation of the media they used various teqhniques such as such as Listen and do, listen and repeat, modelling and demonstration, question and answer, visual aids, sing a song.

Even though, the researcher still found Inappropriateness bettween the teacher and daily lesson plan used. The inappropriatness occured in pre-teaching while-teaching, and post-teaching, in pre-teaching, the teacher did not give the appercetion for student, in while teaching, the teacher did not teach english with using clay as written in daily lesson plan, in post teaching, the teacher did not give material review based on the daily lesson plan.

However, the result of student'score was maximal , it can be seen in the result interview with the teacher and assesment was done by the teacher,almost sstudent could memorize the English vocabulary, it showed with only two untill three student did not maximum score .

B. Suggestion

In this part, the writer would like to give some suggestion. These suggestions are directed to other researcher, the teacher, and The institution in this case is TK Khalifah.

1. For Other researcher

Based on the data found, it can be seen that the field of young learners teaching techniques needs to be researched further.When doing a research on techniques in teaching vocabulary to young learners, further aspects could be dug deep into such as how to utilize the most from multi-techniques and how to adapt that combination into classroom where students levels are different.

2. For the teacher

I expect to all of the teacher at TK Khalifah when they teach young learners, should understand some aspects and characteristics of young learners. As the role model in class, the teacher should know how to design and choosing the appropriate media and techniques for the students.

3. For the intitution (TK Khalifah Palangka Raya)

The institutions or school need to help to facilitate the teacher who taught English for young learners.

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