

THE PROFILE OF TEACHERS' TECHNIQUES, MEDIA AND MATERIAL OF TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS APPLIED AT AURA SUKMA INSANI KINDERGARTEN (A CASE STUDY)

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Abstrak

Penelitian ini bertujuan untuk memaparkan (1) tehnik, media dan materi guru dalam mengajarkan kosa kata bahasa Inggris pada siswa taman kanak-kanak di TK Aura Sukma Insani dan (2) masalah-masalah yang dihadapi oleh guru dalam mengaplikasikan tehnik, media dan materi untuk mengajar kosa kata. Penelitian ini merupakan studi kasus yang dipaparkan melalui pendekatan kualitatif. Subjek penelitian ini adalah guru-guru bahasa Inggris di TK Aura Sukma Insani. Instrumen yang digunakan dalam penelitian ini meliputi peneliti, teks wawancara, alat perekam video, lembar observasi dan buku catatan. Analisis data dilakukan melalui empat tahap yaitu pengumpulan data (data collection), pemilahan data (data reduction), pemaparan data (data display) dan penyimpulan data (conclusion drawing). Hasil analisis menunjukkan bahwa guru-guru mengaplikasikan beragam tehnik dan media untuk mengajar kosa kata. Berbagai tehnik dan media yang digunakan memungkinkan siswa untuk belajar kosa kata secara maksimal. Selain itu, masalah yang sering dihadapi para guru dalam mengajarkan kosa kata meliputi manajemen sikap siswa, perhatian siswa dan ketergantungan siswa terhadap guru.

Kata kunci: tehnik, media, materi, kosa kata, taman kanak-kanak

Abstract

This research aimed to describe (1) the teachers' techniques, media and material in teaching English vocabulary to young learners at Aura Sukma Insani Kindergarten and (2) the problems faced by the teachers in applying the techniques, media and material in teaching vocabulary. This research was a case study under the form of qualitative design. The subjects of the study were the English teachers in Aura Sukma Insani Kindergarten. The instruments used in collecting the data were the researcher herself, interview guide, video recorder, observation checklist and field note. The data analysis was conducted through four stages namely data collection, data reduction, data display and conclusion drawing. The result of analysis showed that the teachers applied various teaching strategies with the support of various teaching media to teach vocabulary. The variation enabled the students to have much exposure to the vocabularies. Moreover, the problems faced by the teachers in teaching vocabulary were about the students' behavioral management, attention management and dependence toward their teachers.

Key words: technique, media, material, vocabulary, young learners

INTRODUCTION

Language is a mean of communication in which has a significant role in the context of all beings. Particularly, it helps the students in terms of developing intellectualization, social sense and emotion. Students are expected to learn about themselves, their culture and other cultures through language learning. Language is also considered as the bridge in which connecting the students with various fields of science and almost all the area of life. *Kurikulum Tingkat Satuan Pendidikan (KTSP)* declares that the purpose of learning English is to know English as international communication mean and to be able to communicate using English. In relation to language learning, Indonesian government has put English to become the first foreign language to be taught in school in the curriculum. Indonesian students are formally exposed to English since fourth grade of elementary school continued to junior high school and senior high school, in which there are four language skills emphasized, namely listening, speaking, reading and writing. However, at the present time the teaching of English has even been started since early age, (kindergarten).

As many of EFL students, they find learning English to be difficult subject upon many reasons. One of the reasons is the difficulty of mastering the vocabulary. In fact, vocabulary proficiency is the basic component of learning English. According to Wahyuni (2012), by having many vocabularies, the students will be able to communicate since they already have list of words in their mind. Moreover, Thornbury (2002) stated that language emerges first as words; both historically and in terms of the way each of human beings learn their first and any subsequent language. Besides that, Wilkins (as cited in Thornbury, 2002) quoted "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Both statements indicate that without vocabulary, language use will meet its obstacle, such limitation of ideas to express feelings and the students cannot express themselves clearly and effectively.

There are at least three reasons why English is necessary for young learners. The first one is the pragmatic demand in which the development of technology and communication is one of the factors responsible for opening the relationship between human and globalization. The second reason refers to the formal legal reason and international agreement. *Undang – Undang Dasar 1945* puts the mandate to the government to develop the intellectuality of the nation as well as *UU No. 23 Tahun 2003* about the national education system asserts that every child has the right to education and learning in order to develop his personality and intelligence in accordance with interest and talents. The third one is conceptual reason that there is no reason for not to teach English for young learners. With the passing of globalization era, the concept of bilingual learning begins to emerge in Indonesian education institution. It is started from the stage of kindergarten where the students are encouraged to communicate using mother tongue and the target language. It indicates that English is necessary to be taught to young learners.

Since the students are exposed to foreign language at the early age, a lot of considerations have to be taken. Cameron (2001) said some differences are immediately obvious about teaching foreign language to children in contrast to teaching adult or adolescence. Dealing with young learners is more difficult rather than adult learners because the teacher is much exposed to pressure on the young learners' psychology. She added, children posses a number of characteristics in which English teacher has to keep in mind when planning to set – up activities. Within condition of such students, teachers often have difficulty in designing materials and activities for students.

There are number of study in English proficiency at primary school but there is still few study of English proficiency at the stage of kindergarten. Based on the preliminary observation, it was discovered that Aura Sukma Insani Kindergarten which was started in 2005 is believed has become the only truly bilingual kindergarten in

Singaraja in which the teachers encourage the students to use English as instructional media inside and outside the classroom in the school environment. The institution implements School Based Curriculum in which the school is given the authority to develop the curriculum according to the needs of the school. Teachers create 97% of their own media for teaching. Once entering the school, there are a lot of supporting materials for students' learning. The school emphasizes the student-centered learning. While there is an issue that not all parents are happy to see their kids struggle to acquire two or more languages simultaneously, the way the school manages the teaching activity is to teach the language as comfortable and fun as possible. Additionally, the school serves as a host for academic and non academic researches as well as model for local teachers and university students training to become teachers. It is a good opportunity for the researcher to conduct the research there.

In relation to the phenomenon above, the present study aimed at investigating the profile of teacher's techniques, media and material of teaching English vocabulary to young learners at Aura Sukma Insani Kindergarte. There were number of specific purposes in which to know (1) what techniques, media and material used by the teacher and (2) the problems faced by the teacher in applying the techniques, media and material in teaching vocabulary.

METHOD OF RESEARCH

The approach of this study used qualitative research design in which particularly used observational case study since the researcher did a lot of observations for collecting the data. The data were taken at a bilingual school of Aura Sukma Insani Kindergarten, located in Jalan Srikandi Br. Babakan Gang Mawar, Sambangan- Singaraja. The subjects of the study were four teachers who teach English at Aura Sukma Insani Kindergarten. There were some instruments used in collecting the data, namely interview guide, video

recorder and observation checklist. Interview guide was the guidance for the researcher to conduct the interview with the teacher to find out the problems faced by the teachers during the teaching activities. Video recorder was used six times to record all of the activities during teaching and learning process in the classroom. Meanwhile, observation checklist was also used six times to classify the techniques and the media used by the teacher during teaching and learning. The analysis was conducted by the following procedures. The first step was data collection, which the researcher collected the data related to the study by using the step of data collection and instruments needed such as video and the teachers' lesson plan. Second, the collected data were selected, focused and simplified based on the focus of the study through data reduction. After that, the researcher conducted the process of organizing and classifying the data. The third was data display in which the researcher displayed the data in form of table and description based on the research instrument and data collection regarding the investigation of teachers' techniques, media and material in teaching vocabulary for young learners. The last part was the conclusion that was based on the result of data analysis. This phase also required the researcher to answer the two formulated research questions.

FINDINGS AND DISCUSSION

Teachers' Techniques

There were some techniques used by the teachers of Aura Sukma Insani Kindergarten in teaching English vocabulary to their children. There were total eight techniques applied by the four teachers, namely Audio Lingual Method (16,7%), Translation (16,7%), Drilling (16,7%), Singing (16,7%), Total Physical Response (8,3%) Game (8,3%), Dialogue (11,1%), and Miming (5,5%).

Table 1: Percentage of occurrences of techniques applied by the teachers

No	Strategy	Number of existence in every meeting during the observation							
		Meeting							
		1	2	3	4	5	6		
1	Total	✓	✓	✓				3	8.
	Physical Response								3
2	Audio-Lingual Method	✓	✓	✓	✓	✓	✓	6	1
	Dialogue								6.
									7
3	Dialogue		✓	✓		✓	✓	4	1
									1.
									1
4	Miming			✓	✓			2	5.
									5
5	Translation	✓	✓	✓	✓	✓	✓	6	1
									6.
									7
6	Drilling	✓	✓	✓	✓	✓	✓	6	1
									6.
									7
7	Repeated Interactive Read-Alouds							0	0
8	Storytelling							0	0
9	Singing	✓	✓	✓	✓	✓	✓	6	1
									6.
									7
10	Game		✓		✓	✓		3	8.
									3
								3	1
								6	0
									0
									0
									%

Nunan (2005) said, TPR gives a positive aspect in which it strengthens the students' auditory and visual ability. The result of the observation showed that Total Physical Response that the teachers applied required the students to follow their teachers' instructions. They listened and they acted. The students were not only sitting down while learning the vocabularies. They learned and involving their body.

Rhalmi (2009) stated that the main activities using Audio-Lingual Method include reading aloud dialogues, repetition of model sentences and drilling. Those main activities were actually applied by the teachers in teaching vocabulary. The teachers often asked the students to repeat the words. From some of the repetitions, they teachers could make sure of the students' pronunciation over the words. The more they repeated the words, the more they remembered them.

The theory said miming has a greater advantage to the beginner since the students do not have to come up with difficult language to express themselves. Based on the observations, the students learned a lot from gestures. When they had to guess, it gave them the clue which word they had to express.

Beare (2014) stated, once the students have become comfortable using dialogue, they can go on to have related conversations building on their familiarities with the dialogue and vocabulary specific to the situation. The students were divided into pairs to act a dialogue in front of the class. They knew that they had to remember the vocabularies to make it possible to converse in front of the class. As the further result, they comfortably responded the teacher's questions in the target language.

Barcroft (2002) as cited in Nassir (2012) said that using translation to have the meaning of the new second language words is very useful. It did happen that the teachers sometimes gave the students the translation of English vocabularies into their native language words. Some new words sometimes dumbfounded the students even though they were already provided by the pictures. There would be no response from the students when their teacher showed the flashcard. That was the time translation was needed.

Ytreberg (1990) as cited in Lestari & Latief (2012) said that listen and repeat activity would give the students the chance to get the feel of the language through sounds, stress, rhythm and intonation. The teachers used both substitution drilling and

question and answer drilling for teaching English vocabulary. They did not miss any students to repeat the words or to answer the teachers' questions. When one student could not answer the question about a word, the teacher offered the other students to give the answer so that the previous student could learn from their friends.

According to Siscova (2008), using music to teach vocabulary can attract the students' attention. The result of the observations revealed that the students sang a lot of songs during the learning process. The songs that the teachers gave helped them to memorize the words and to expand their vocabulary acquisition. The class was loud at the time the song was cued. But it gave a significant impact in which the students could learn in such a fun and cheerful situation. They were not tired of learning and they smiled a lot.

Lee (1995) as cited in Huyen & Nga (2003) stated, one of the advantages of game it can be a welcome break from the usual routine of the language class, motivating and challenging effort of learning and language practice in the various skills. When the teachers decided to play vocabulary game or other types of game, the students gave a great response. The game was not only entertaining but also educating the students of what they have learned. Game usually conducted in the middle or in the end of the main activities. It enabled the students to strengthen their memorization over the vocabularies. Winning the game meant that they would have a chance to collect stickers. It became a great motivation for them to study.

Teaching Media

Based on the observations, teachers in Aura Sukma Insani provided some main media while they were teaching using certain techniques. There were total five main media applied by the teachers, namely speaker (28,6%), laptop (28,6%), flashcard (23,8%), board (14,3%) and tape (4,7%).

Table 2: Percentage of occurrences of media applied by the teachers

No	Media	Number of existence in every meeting during the observation						Total	%
		Meeting 1	2	3	4	5	6		
VISUAL									
1	Realia							0	0
2	Flashcard	✓		✓	✓	✓	✓	5	23.8
3	Poster							0	0
4	Puppet							0	0
5	Board	✓				✓	✓	3	14.3
AUDIO									
1	Cassette							0	0
2	MP3 Player							0	0
3	Tape				✓			1	4.7
4	Speaker	✓	✓	✓	✓	✓	✓	6	28.6
AUDIO-VISUAL									
1	TV							0	0
2	DVD							0	0
3	Overhead Projector							0	0
4	Laptop	✓	✓	✓	✓	✓	✓	6	28.6
TOTAL								21	100%

Arianto (2003) stated in his thesis that media can increase the students' interest to follow and pay attention to the lesson since the students do not only listen to what the teacher says and teaches but also see, notice and feel the words directly. During the observations, the teachers used a lot of media to help them in teaching vocabulary. Children learned vocabulary

through flashcards, they learned to use vocabulary into sentences through the teachers' handwriting on the whiteboard and the teachers played music for study or playing game using their laptop and speaker. These media became part of their teaching strategies. Children often do not able to absorb information only from the teachers' talking, but through media they at least have the image of what comes after them. During the teaching process, the researcher found that there was no feeling of boring from the students' perspective. The students were basically fun and the teachers acquired their target of teaching.

Teaching Material

Teachers in Aura Sukma Insani Kindergarten are always required to make lesson plan as their guidance for teaching. After collecting the teachers' lesson plans, the researcher then took the step of analyzing those lesson plans. It was discovered that the materials which they offered to the students were basically related to the students' prior knowledge and their surrounding existence. There in the lesson plans, each teacher wrote the lesson theme for every meeting and it was specified into sub-theme. The example can be seen below.

Table 3: Teaching materials

No	Theme	Sub-theme
1.	Daily Activities	- Kinds of daily activities - Name of daily activities - Time of daily activities
2.	Fruit & Vegetable	- Name of fruit & vegetable - Color of fruit & vegetable
3.	Animal	- Name of animal
4.	Etc	

The same topic can be applied two times based on the teachers' assessment toward the students' understanding. The

students were introduced firstly to the topic in the first meeting. Meanwhile, in the second meeting the teachers focused on strengthening the students' memorization to the words that they have learned on the first meeting.

The Teachers' Problems in Applying the Techniques, Media and Material in Teaching Vocabulary

Despite of the importance of teaching vocabulary to children at early age, teaching foreign language to young learners does have some disadvantages that are good to be aware of. Based on the interview conducted with the teachers, there were some problems aroused in the moment the teachers taught the students. The problem faced always related to the students' characteristics.

The first problem that the teachers had to deal with was the students' behavioral problems. As young learners, they were not behaviorally developed. Kindergarten became the children's first time to have a significant body of rules to follow. For that reason, the teachers were required to have the ability to not only enforce behavioral rules but also to handle the stress and disorder that accompanies the students' behavioral problems.

The second problem was maintaining the students' attention. Young learners are known to have low expanse of attention. During the teaching process, some of them had difficulty paying attention for a significant period of time. It was a bit difficult for the teachers to keep everyone's focus on a specific task or project all of the time. It could be frustrating sometimes, but they had to accept it. That was why the teachers tried to vary their activities in the classroom. Dependence on a single vocabulary instruction method would not result in optimal learning. They said exposure of words through different activities result the possibility for the children to have long-term vocabulary development.

The third problem was the students' dependence. Teaching the students could take more work than it would on the senior high level for example. They depended a lot

to their teachers. The teachers should be able to share their attention to the whole individuals.

A way to solve the problems was by setting up a suitable classroom management. They set up rules for the students as well as all of the school's members. As for the students, the school provided reward and punishment for the students' behavior inside and outside of the classroom.

CONCLUSION AND SUGGESTION

The techniques used by the teachers in Aura Sukmalnsani Kindergarten were considerably varied. It was seen from the teachers' willingness in teaching which did not employ only one single technique to teach in the classroom. They applied techniques with the help of various teaching media which in accordance with the students' characteristics as young learners and taught relevant materials that met the students' level. The various techniques included TPR, ALM, Dialogue, Miming, Translation, Drilling, Singing and Game. Meanwhile, the most interesting media that helped the teachers to deliver the materials were Flashcard, Board, Tape, Speaker and Laptop. Based on the interview, it was obtained that the teachers often faced problems related to the students' behavior, attention and dependence. They were well managed by the teachers using the principles of classroom management.

The teachers should be able to maintain the ability of teaching vocabulary using various techniques and to be able to improve ways of teaching with other innovative techniques that can boost the students' motivation to study foreign language in a fun and positive way without any pressure or stress. It is important to know what techniques that appropriate to be applied for teaching specific level especially young learners. It is recommended for other researchers to conduct further study on the investigation of the teaching English to young learners.

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