THE TECHNIQUES USED IN TEACHING VOCABULARY TO YOUNG LEARNERS AT SDN SUMBERSARI 2 MALANG

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ABSTRACT. This study is focused on the techniques used in teaching vocabulary to young learners at SDN Sumbersari 2 Malang. This study employed a descriptive design. The source of the data was the English teacher and the subjects were the students of grade 1 up to grade 6 at SDN Sumbersari 2 Malang. The findings revealed that the teacher applied various techniques in teaching vocabulary. In teaching grade 1st, 2nd, and 3rd the teacher used listen and do, listen and repeat, question and answer, in pair or group discussion, modeling and demonstration, brainstorming, outdoor activity, singing song, and using picture. While, in teaching grade 4th, 5th, and 6th the teacher used listen and do, listen and repeat, in-pair or group discussion, question and answer, modeling and demonstration, concept mapping, game and using picture.

Key Words: techniques, teaching vocabulary, young learners

English is a very important language because it is used in almost all areas of life, such as college, government, business, tourism, entertainment, and others. Due to its importance, English language becomes the first foreign language that is taught in earlier stage since the early 90’s. Because of the development in our world, Indonesians are demanded to be able to communicate in English, students need to master vocabulary. According to Hedge (2000), in learning a foreign language, vocabulary plays an important role. It is one of the most important aspects of the foreign language learning. Rich vocabulary helps people to understand and learn new words.

In relation to the teaching of vocabulary for young learners, it is interesting to know the techniques used in teaching vocabulary to young learners at SDN Sumbersari 2 Malang. On the preliminary observation, the students seemed to be interested in learning about English and when they knew it they were happy to learn it and they felt that learning English was important. When the teacher asked the students about what they had learnt in the previous meeting, most of them still remembered it well. There would be one observation to each of the grade level. The observation was conducted one time for each class to find out the similar techniques used by the English teacher at SDN Sumbersari 2 Malang in teaching vocabulary from grade 1 to grade 6 and the different techniques used in teaching vocabulary between grade 1st, 2nd, 3rd and grade 4th, 5th, 6th. By the end of the research, the information of applying the appropriate techniques used in teaching vocabulary for different grades was collected.

METHOD

This study employs a descriptive-qualitative design. According to Bogdan and Biklen (1984) qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. In this study, the teacher was observed and interviewed and the documentation was done by the researcher. The
result of this study is in the form of description which focused more on the process than the product of the study because the objective of the study is to know the techniques used in teaching vocabulary to young learners at SDN Sumbersari 2 Malang. This study used the English teacher at SDN Sumbersari 2 Malang as the source of data and the students as the objects.

The data was taken by observing the teaching and learning process, interviewing the English teacher, and doing documentation. The observation was conducted in the attempt to identify and describe the techniques used by the English teacher in teaching vocabulary in every grade. For the observation, three instruments were used; observation checklist, field note, and HP recorder/camera digital. The interview was conducted to know the background of the teachers’ education, teaching techniques and the students respond and evaluation. For the interview, two instruments were used; an interview guide and a HP recorder. The documentation was done through video tapping, recording, and taking pictures to get more information related to the research problems. For the documentation, HP recorder/camera digital were used. This was done to record the activities during the observation and interview.

After all the data were collected, they were organized and categorized. The field notes that were written during the observation and the transcript of interview result were analyzed. The data was organized by categorizing the field notes using number 1 for the 1st grade, 2 for the 2nd grade, 3 for the 3rd grade, 4 for the 4th grade, 5 for the 5th grade and 6 for the 6th grade. Observation was done 6 times in 6 classes. After that, the result of checklist, interview, and field notes were separated. All checklists were synthesized along with other results. The last step to analyze the qualitative data was summarizing. To summarize it, what was important and what was to be learned of what to be reported from the data that were collected were chosen. Then the data was described and presented descriptively. In analyzing the data the techniques that had been mentioned in Chapter I were used as reference they were; Listen and Do, Listen and Repeat, Question and Answer, Substitution, Draw and Color, Listen and identify, See and Differentiate, In-pair or Group Discussion, Modeling and Demonstration, Concept Mapping, Brainstorming, Outdoor Activity.

FINDINGS

Based on the instruments used to collect the data in kinds of techniques, kinds of techniques used in each grade were found. The instruments used to get the data were from the observation checklist and field notes. The findings on kind of techniques can be seen in Table 1.

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The description of kinds of techniques used in teaching vocabulary will be as follows:

**Kinds of Techniques Used in Teaching Vocabulary to the Grade 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd}**

There were seven different techniques used in teaching vocabulary to the grade 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd}, they were; *Listen and Do, Listen and Repeat, In-pair or Group Discussion, Question and Answer, Modeling and Demonstration, Brainstorming, and Outdoor Activity.*

*Listen and Do* technique was used by the teacher when she 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. In teaching grade 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd}, the teacher always asked the students to sit down and listen to the teacher before she made introduction to the lesson.

*Listen and Repeat* technique was used by the teacher to introduce new vocabulary or read a text. This technique was dominantly used by the English teacher at *SDN Sumbersari 2 Malang*. The teacher used listen and repeat technique in teaching grade 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd}. In this technique the teacher asked the students to repeat after the words from a text she read. The text was read slowly, so the students could follow well.

*In-pair or Group Discussion* technique was dominantly used by the English teacher. The teacher used this technique in teaching grade 1\textsuperscript{st} and 2\textsuperscript{nd}. In this technique, the teacher divided the students into groups or pairs. Every group/pair was given a project to be solved.

*Question and Answer* technique was used by the teacher many times. During the observation, this technique was usually used by the teacher when she asked something and taught how to answer the question. The teacher used this technique in teaching 1\textsuperscript{st} and 3\textsuperscript{rd} grade.

*Modeling and Demonstration* techniques were only used by the teacher when she taught how to say something. The teacher used this technique in teaching grade 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd}. The teacher gave example how to pronounce words and the students followed her. The teacher voice was clear, so all the students could listen.

*Brainstorming* was applied by the teacher to activate the students’ knowledge. In this technique the teacher asks the students to give their ideas or mention examples as many as possible. The teacher used this technique in teaching grade 3\textsuperscript{rd}.

In *Outdoor Activity* the teacher asked the students to go out of the classroom and learn something new outside the class. The teacher used this technique in teaching grade 1\textsuperscript{st} and 2\textsuperscript{nd}.
Kinds of Techniques Used in Teaching Vocabulary to the Grade 4th, 5th, and 6th

Meanwhile, in teaching vocabulary to the grade 4th, 5th, and 6th, they were six kinds of techniques used: *Listen and Do, Listen and Repeat, In-pair or Group Discussion, Question and Answer, Modeling and Demonstration, and Concept Mapping.*

*Listen and Do* technique was used by the teacher when she 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 in teaching grade 4th, 5th, and 6th, the teacher used the same instruction like what she did in teaching grade 1st, 2nd, 3rd.

*Listen and Repeat* technique was used by the teacher to introduce new vocabulary or read a text. This technique was dominant used by the English teacher. The teacher used listen and repeat technique in teaching grade 4th and 6th. In this technique the teacher asked the students to repeat after the words she read from a text.

*In-pair or Group Discussion* technique was also dominantly used by the English teacher. The teacher used this technique in teaching grade 4th, and 5th. In this technique, the teacher divided the students into groups or pairs. Every group/pair was given a project to be solved.

*Question and Answer* technique was used by the teacher many times. During the observation, this technique was usually used by the teacher when she asked something. The teacher used this technique in teaching grade 4th, 5th, and 6th.

*Modeling and Demonstration* technique was only used by the teacher when she taught how to say something. The teacher used this technique in teaching grade 4th, 5th, and 6th. The teacher gave example how to pronounce words and the students followed her. The teacher voice was clear, so all the students could listen.

*Concept Mapping* was used by the teacher to activate the students in the classroom. The teacher used this technique in teaching grade 5th on March 6th. In this activity the students were active to participate.

There were other techniques used by the English teacher in teaching vocabulary, they were: *Singing Songs, Game, and Using.*

*Singing Songs* technique was used by the teacher to make the students enjoy the English lesson. This technique used by the teacher when she taught grade 1st and 3rd.

*Game* “See and Guess” applied to make the students easy to keep new words in their mind. This technique used by the teacher when she taught grade 4th.

*Using Pictures* was applied by the teacher in all grades to get the students attention. In introducing the theme the teacher always shows pictures that are related to the theme. This technique used by the teacher in teaching all grades.

**DISCUSSION**

**Similar Techniques Used in Each Class**

Based on the findings, there were some similar techniques used in each class, they were; *Listen and Do, Listen and Repeat, Question and Answer, In-pair or Group Discussion, and Modeling and Demonstration.*
Listen and Do technique was used by the teacher when she 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. According to Suyanto (2007) 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 please, silent, open your book.

Scott and Ytreberg (1990 in Rohqim, 2005) suggest some techniques/activities to teach young learner in listen and do activity.

1. Giving an instruction
   Giving an instruction is very important since communication is two-way, and everything will be able to run well if the students understand the instruction/message.

2. Moving about
   The younger the children, the more physical activities they need. This activity should be connected with doing ordinary things in the classroom.

3. Put up your hands
   Teacher can use these activities in any situation. For example, when the children are listening to a teacher’s story, the teacher asks them to put up their hand when they hear certain words.

4. Miming story
   It might be used when the teacher teaches facial expression like happy, sad, crying, etc. The teacher can tell a very simple story and ask the students to express what is happening in the story. It will help the students to understand words without really know the exact meaning.

5. Drawing
   Listen and draw might be a favorite activity in the classroom since children like drawing very much. This activity is particularly useful for checking objects vocabulary, preposition, colors, and numbers.

Listen and Repeat technique was used by the teacher to introduce new vocabulary or read a text. It was done continually and it made the students familiar with that. Cameron (2001:8) 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 teacher and students’ voice were the most essential part. But the teacher made some pronunciations problem. As the model, the teacher should be careful in pronouncing the words. For example, when the teacher pronounced a word “Identify” it sounds “identifií”. According to Suyanto (2007) teachers should be the 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.

Question and Answer technique was used by the teacher many times. Based on the findings, this technique was usually used by the teacher when she asked something and taught how to answer the question. The questions that were given by the teacher arouse the students’ motivation to find the answers of the questions. This idea is in line with Freiberg and Driscoll (1992, in Falistatunis,
2009) who state that question-answer technique has a number of important advantages for teachers: (1) it provides an opportunity for the teacher to check for understanding, (2) it gives an indication of the effectiveness of instruction for the whole class; (3) it increases students’ involvement in learning; (4) combines with the discussion, students can improve on their oral and social communication skills; (5) it allows students to hear peer responses to the same question and compare answers with their own; (6) it provides students with opportunities to review of recently taught information; (7) it cues students what the teacher feels is important.

In-pair or Group Discussion technique was dominantly used by the English teacher at SDN Sumbersari 2 Malang. In this technique, the teacher divided the students into groups or pairs. Every group/pair was given a project to be solved. The results of the discussion would be presented or displayed in the classroom to share with other group members. According to Suyanto (2007) the activity of the students in groups or pairs could train the students to interact, communicate, and learn to respect other people's opinions, and express their opinions in groups or pairs.

Modeling and Demonstration technique was only used by the teacher when she 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. For example, when the teacher pronounced a word “Identify” it sounds “identifií”. The teacher also missed “S” in pronounce “teachers’ office” and the teacher also gave less attention to “S” as plural in writing or pronouncing “students become student”. According to Allen (1965: 312 in Rohqim, 2005) “a more important meaning of modeling, however, is that the teacher’s language is the model itself. Children are great imitators. They don’t need to be asked to imitate all the time in order to learn. They “catch” how the teacher speaks the language and not what she tells them to repeat after her”.

Techniques Used in Teaching Grade 1st, 2nd, and 3rd

Brainstorming was applied by the teacher to activate the students. In this technique the teacher asks the students to give their ideas or mention examples as many as possible. But, during the observation, the teacher directly corrected the students’ mistakes if they mentioned examples that were not suitable to the theme. According to Suyanto (2007), she states that;

If the teacher asks the students to give their ideas or mention examples as much as possible in a certain time, so the teacher has to do brainstorming. In this case the students are usually braver to show their ideas because the teacher would not say true or false. All of the ideas would be written on the board and then the teacher leads the students to find the appropriate idea for the answer.

In Outdoor activity the teacher asked the students to go out the classroom and learn something new outside the class. Outdoor activity is an activity that can be done by people to lose the feeling of boredom. It is more interesting than indoor activities, because this activity is conducted outdoor. When we are out door, we can get more motivation to learn something. This finding goes with Suyanto’s notion (2007). She states that learning activities are not always done in the classroom. Occasionally, students need to take outdoor class to learn more about the environment around them. Activities outside the classroom enrich the
students’ vocabulary because there are things that do not or have not been taught in class. In addition, in groups the students can interact with other members of the group.

The findings showed that the use of this technique can easily increase the students’ vocabulary and lose their boredom in studying English. But the students seem to be tired, because the activities in outdoor are more than one activity.

**Techniques Used in Teaching Grade 4th, 5th, and 6th**

Based on the observation, the teacher applied *Concept Mapping* technique to activate the students in the classroom. In this activity the students were active to participate. This finding is in line with Suyanto’s idea (2007). She states that concept mapping is usually used to train the students to connect new things with other things that they have known.

Other benefits of concept mapping are as follows (Suyanto 2007):

- helps the teacher to activate the students knowledge
- helps the students to bridge new knowledge with previous knowledge
- makes direction to the discussion
- makes the students critical and creative
- enhances or develops the students’ vocabulary

**Other Techniques Used in Teaching Vocabulary**

*Singing Songs* technique was used by the teacher to make the students enjoy the English lesson. Using songs was good idea to make them enjoy because children have short attention. Scott & Ytreberg (1990 in Rohqim, 2005), state that several characteristics of young learners affect the language learning. First, children’s attention or concentration is considerably shorter that adult. To have children’s attention, teacher need to provide enjoyable activities, one of enjoyable activities for children is singing together. Singing song could enrich their vocabulary. But based on the observation, *Singing Songs* was rarely used by the teacher.

*Game* was applied to make the students easy to keep new words in their mind. The students looked happy when they played game. According to Suyanto (2007), in selecting the techniques of teaching in the classroom, a teacher should always remember that young learners like to learn by doing. They like to move their bodies, such as playing games and singing songs. But the use of this technique was not varied.

*Using Pictures* was 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. Fachrurrazy (1993) states that one of techniques to interpret vocabulary is using picture or realia. Picture or realia were used by the teacher to show the meaning of the word with the real object.

In *SDN Sumbersari* 2 Malang, the teacher always gave the students worksheet. The function of giving worksheet in teaching was to make the students not to get bored. Harmer (1985:7) states that the children’s span of attention or concentration is considerably shorter that adults. Because of that, they need to have a great variety of activities.
CONCLUSIONS AND SUGGESTIONS

Conclusions
Concerning the result of the findings and discussion of the study, it could be concluded that at SDN Sumbersari 2 Malang the teacher taught vocabulary by using many techniques such as; listen and do, listen and repeat, question and answer, in pair or group discussion, modeling and demonstration, concept mapping, brainstorming, outdoor activity and other techniques; singing song, game, and using pictures. The techniques of listen and do, listen and repeat, question and answer, modeling and demonstration were more dominant than the other techniques.

The techniques used in teaching vocabulary at SDN Sumbersari 2 Malang were various, it made the students enjoy the English lesson. She tried to make her students understand easily by using many techniques in teaching and learning process. The selection techniques were adjusted to the level, time and theme. The teacher used simple vocabulary that was appropriate to the theme.

Suggestions
From the result of this study, the teacher was suggested to improve the activities or give more various activities in the teaching and learning process in the classroom. The headmaster was suggested to pay more attention for the English teacher and help the teacher follow the training of teaching techniques of English. The next researchers were suggested to conduct research about the teacher’s proficiency in teaching English to young learners.

REFERENCES