

## TEACHING VOCABULARY THROUGH PICTURES TO THE KINDERGARTEN STUDENTS AT DHARMA WANITA PERSATUAN KRIAN

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### **Abstract**

Vocabulary is an important element in the language . Without vocabulary , we regular can not operate effectively communicate . This study aims to label article to find out how effective the use of Image In teaching vocabulary Which can support teaching and learning process, to know well the pictures encourage the students in Level Kindergarten . The author uses using qualitative methods. The result of this research will be useful for teachers of the Kindergarten level to help them improve their performance in teaching. To be able to teach as effectively as possible, it is important to know , how the words are remembered and stored in the student's mind and how long -term memory is set , also encourage students in learning activities . The use of images make very effective vocabulary learning and encourage students more fun and interesting because they can be memories of the meaning of difficult words . So, Method of drawing the proper technique in teaching vocabulary .

**Key Words:** *teaching, vocabulary, pictures, effective, encourage*

### **Abstrak**

*Kosakata merupakan elemen penting dalam bahasa. Tanpa kosakata, kami tidak dapat berkomunikasi secara efektif. Penelitian ini bertujuan untuk mengetahui seberapa efektif penggunaan gambar dalam pengajaran kosa kata yang dapat mendukung proses belajar mengajar, untuk mengetahui dengan baik gambar mendorong siswa di tingkat kanak-kanak. Penulis menggunakan metode kualitatif. Hasil penelitian ini akan berguna untuk guru tingkat kanak-kanak untuk membantu mereka meningkatkan kinerja mereka dalam mengajar. Untuk dapat mengajar seefektif mungkin, adalah penting untuk mengetahui, bagaimana kata-kata yang diingat dan disimpan dalam pikiran siswa dan berapa lama jangka memori diatur, juga mendorong siswa dalam kegiatan belajar mengajar. Penggunaan gambar membuat kosa kata pembelajaran sangat efektif dan mendorong siswa lebih menyenangkan dan menarik karena mereka dapat kenangan arti dari kata-kata sulit. Jadi. Metode gambar teknik yang tepat dalam pengajaran kosakata.*

**Kata Kunci:** *Mengajar, kosakata, gambar, efektif, mendorong*

### **Introduction**

English is one of international languages, which is used through out the world and also English is used in many fields of life such as : in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

English is one of the foreign languages for Indonesian students, that must be learnt in school since kindergarten level until University level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary.

English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skill above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of important aspects in teaching language, as stated by Edward in his book :

“Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system.”

Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. The word “vocabulary” generally represents a summary of words or their combinations in a particular language. However, we should bear in mind, as Ur (2000: 60) remarked, that one item of vocabulary can consist of more than one word. E.g. ‘post-office’ consists of two words and still expresses one idea.

Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages.

Finally, Thornbury (2004: 25) advises to visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with similarly sounding word and its meaning in the mother tongue.

When examining this matter, Gairns and Redman (1992) stressed the importance of meaningful activities in the classroom. They pointed out that meaningful tasks need to be analyzed in greater detail and therefore information is more likely to be retained in long-term memory. Furthermore, they as well as Thornbury reason the positive impact of personalization, imaging and retrieval mentioned above. They also suggest a good organization of written storage of vocabulary to support retention. Among other possibilities, they mention using ‘word diagrams’, which they claim might be very useful for “storage of lexis”. (Gairns and Redman 1992: 96).

To sum it up, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. He or she can call on various methods to aid him or her in accomplishing this task, mainly arousing motivation and attention, engaging in meaningful activities and providing many channels for learning and practicing. Pictures represent a convenient tool to be employed in nearly all of these methods.

posedur research produces descriptive data in the form of words written or spoken of and behaviors that can be observed, this approach is directed at the individual's background and holistic or whole. look for all the necessary data, and then grouped into more specific. Subjects were students in school DWP Krian. The school has 70 students. 40 students to a kindergarten class, and 30 students for kindergarten class B. This study will be assisted by fellow teachers as informants.

### **Findings and Discussion**

In this study, the results of the data to determine whether teaching vocabulary through pictures is very effective and encourage students in the mastery of vocabulary, researchers conducted a class implementation. Teaching procedures described in three stages: Stage Presentation, practice stage, production stage.

At this stage of the Presentation stage, teachers greet students and inquire about their condition such as : " Assalamu.alaikum, good students in the morning, how are you today ?" This in order to warm up the situation. Then the teacher told the students what they would to study in the day, for example, " good students, today we will learn about the

house in the English language." Stage presentation requires good skills of teachers to explain the subject.

In the practice phase of the stage, the teacher gives the students two types of exercise. In the first exercise, students had to draw a house using a dot. The second exercise students should mention the part of the house and told me about it. This method is used in the practice stage is an experimental method, to make the students able to find a variety of answers itself.

While in the production stage, the teacher evaluation in listening tests. Children listen to the words given by the teacher and then they have to put a check on the image . For pronunciation practice, teachers should provide a step by step lessons continuously. Then the teacher must know the appropriate student responses given lesson. In the last part of this stage the teacher concluded and closed by singing new songs that students learn (window). The method used here is the method of dialogue. To determine their ability to understand the subject .

Teaching in the procedure, there are several steps that the author used in teaching vocabulary include: greeting, sing , presentast stage and practice stage .

In the presentation phase, the teacher start the lesson by showing a picture of the house, the teacher puts on the big picture of part of the house on the blackboard, the teacher asks the students if they know the image as follows : " You know what this picture ?" Then the teacher tells any pictures of the house . After that, the teacher asks the students to repeat the names of the parts of the house immediately after the teacher. Then the teacher asks the students to say the words themselves are designated by the teacher. To make the students to pronounce and memorize the words better, the teacher asked the students some questions about the parts of the house and taught the students songs that window. teacher put the song lyrics on the board. The teacher asks the students to sing along to songs that have been sung first teacher. Master sings pointing to (windows, doors , and floor boards). The teacher asks the students to stand up and sing along " which is the song window " and navigate to the windows, the doors, the board and the floor.

In the practice phase, after the teacher satisfied with the pronunciation of students, teachers began to provide training on parts of the house to observe the students' skills in

spelling and word memorization. In the first exercise, students must draw one part of the house by drawing a dotted line , and then color the picture. At the next meeting, the evaluation of teachers to students to match the image. Teachers share exercise sheet for all students, and explain to them how to draw it. Teachers monitor student activities and after the time is up, the teacher collects the student worksheets. The teacher asks the students about the picture while he was taking worksheet. Teachers evaluate their ability to feedback from practice one and two.

After that, the researchers conducted the findings from the teacher interviews and the research investigation. Research results show, teacher and co teacher of his acting as observers thought that the use of images can attract students' motivation in learning activities.

From the above, we know that in teaching vocabulary through pictures at the Kindergarten level students in DWP Krian, more effective teaching and learning activities and encourage students well in learning activities.

## **Conclusion**

The conclusion is that by teaching vocabulary through pictures on the Kindergarten level at DWP Krian, can help students to understand the difficult words easily by looking at the pictures. The use of pictures make the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words by singing the song with the pictures as key words and without asking another person or looking them up in the dictionary. Pictures are possibly used in teaching pronunciation and structure also. The use of Pictures makes the class more active and alive. The use of pictures could attract the students curiosity in learning new vocabulary.

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