A Study of Vocabulary Learning for Young Learners at a Private English Course

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ABSTRACT

This research is based on learning vocabulary in A 1 class of Gwynfor English Course Jombang. Most of students complain that the teaching activities are very boring. Moreover, speaking skills require a lot of practice so that students are fluent in English. vocabulary is a core part of language skills and provides much of the basis for how well students speak, listen, read and write. Many students in Indonesia are difficult to understand English lessons properly, their main obstacle is the lack of vocabulary mastery. The problem of this research how are the teachers make learning English easy to understand and how are the processes of learning vocabulary in Gwynfor English Course Jombang. The researcher uses the descriptive qualitative method. In this study the researcher found some ways that used in by the tutor in teaching vocabulary learning in A 1 class are using songs, games and pictures.
Keywords: *Vocabulary, Process, Teaching, Learning Vocabulary.*

Introduction

English has become a universal language used in the world of technology, politics, commerce and education. Language is the most effective communication tool. English currently dominates all aspects of communication. Vocabulary is one of the fundamental parts in learn a foreign language, where students are required to understand every word. According to Richard and Renandya in Salsabila (2017) argue that vocabulary is a core part of language skills and provides much of the basis for how well students speak, listen, read and write. From the results of field many students in Indonesia are difficult to understand English lessons properly. Their main obstacle is the lack of vocabulary mastery.

The use of media in learning vocabulary is very important so that students feel happy and not bored. According to Shramm in Irianto (2019) the learning media is a messenger technology that can be used for learning purposes. In this case the researcher observes one of the well-known course institutions in the Jombang area, namely the "Gwynfor English Course" which founded by a man named Pitoyo Yoga Pamungkas since 2013. This course has several branches and has collaborated with dozens of elementary school, junior high school and senior high school. Gwynfor English Course

also applies some learning models such as song, game, and picture. In vocabulary learning they often use song as medium. The aim of the study was to find out the process of teaching vocabulary in A1 class Gwynfor English Course. The method used in this study is the descriptive qualitative method.

One of the most debated aspects of teaching English as a foreign language is vocabulary. Teachers will encounter difficulties during the teaching and learning process. They are having difficulties figuring out how to instruct kids in a way that produces satisfactory results. The teacher should plan ahead of time and research acceptable approaches to use with the children. "Words we must know to communicate successfully; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" is how vocabulary is defined. According to Neuman & Dwyer in Alqahtani (2015).

One of the most debated aspects of teaching English as a foreign language is vocabulary instruction. Teachers will encounter difficulties during the teaching and learning process. They are having difficulties figuring out how to instruct kids in a way that produces satisfactory results. The teacher should plan ahead of time and research acceptable approaches

to use with the children. A skilled teacher should be well-versed in a variety of current teaching methods. Teachers must be able to master the content in order for students to understand it and become engaged and enthusiastic about the teaching and learning process in the classroom. The teachers should be concerned that teaching.

The vocabulary is new and different from the student's native tongue. They must also consider that teaching English to young learners differs from teaching English to adults. Teachers must be familiar with the qualities of their students. They must also develop good procedures and appropriate material in order to achieve the language teaching goal.

The teaching and learning process of children and adults are very different. There are five important sections that help provide some practical approaches to teaching young learners according to Brown (as cited in Herwiana, 2020:9) the first Intellectual development, Children understand concrete words. They don't understand the abstract words. Therefore, teachers must consider their limitations. The second attention span, Children's attention tends to be shorter when compared to adults. It means that they pay more attention to something interesting like watching their favorite cartoon. The third affective factors, ego of the Children usually very high. This may cause a learning divide between them and their peers. As a result, teachers should do the following to deal with this situation: 1. Assist pupils in laughing with their peers. 2. To acquire self-confidence, be patient and encouraging. 3 Act like students to encourage them to attempt new things. The fourth is the Language that is genuine and meaningful. In primary education, authentic media should be used in class activities. Because children are more interested and desire to learn if they already know everything in everyday life, all topics and materials must be contextualized.

The teaching English on the Gwynfor English| course uses fun methods such as using games, songs, and pictures. This is in accordance with the principle of joyful learning. According Herwiana (2015) stated that joyful learning is an effective way to make the class lively because the activities are varied from group working, experiments and etc. There are two ways communication between the students and teacher. Bringing joy and happiness into the classroom can help to make class activities more effective because it allows for valuable knowledge processing and long-term retention.

To assist students, media as a teaching tool is required. Books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frames), photographs, pictures, graphics, television, and computers are examples of media that are used to physically convey the content of learning material. Learning resources or physical vehicles that contain instructional material in the form of media are referred to as media. student environment that can stimulate students to learn. According to Gagne and Brigs in Harahap & Siregar (2018).

The teacher uses media to convey information to the students. For the pupils, it must be engaging and interactive. According to Suyanto (as cited in Susanti, 2016), there are three types of media. Pictures, real objects, maps, miniatures, and realia are examples of visual media that may be observed or felt. Audio: Audio media is also known as listen media, and it is typically used to listen to and interpret sections. One of the characteristics of this medium is that it only allows for one-way communication. Radio, cassette recorder, and tape recorder are only a few examples. Audio visual media is media that can be watched as well as listened to.

Method

The researcher employs qualitative research in this study. What is meant by qualitative research, according to Cresswell, J. (1998: 24), is a sort of research that produces findings that cannot be attained (obtained) via statistical processes or other means of quantification (measurement). In general, qualitative research can be used to study people's lives, histories, behaviors, organizational functionalization, and social activities, among other things. One justification for utilizing a qualitative technique is the researcher's familiarity with this method for discovering and understanding what lies behind a phenomenon that can be difficult to grasp fully.

The subject of this research is Teaching English Vocabulary for Young Learner. The researcher takes the subject because the researcher wants to know how the English vocabulary learning. Seeing from the reality many students are more understanding when learning English vocabulary with fun method. The researcher conducted research on one of the programs namely A1 Class. There are ten students in the class, consists of 8 boys and 2 girls all of them are still in elementary. The tutor always teaches in A1 class

on Saturday, Tuesday and Thursday. The class begin at 15:30 until at 17:00.

There are three instruments used to collect the data in this research, they are observation, interview and document. Observation: Researcher observed the class to watch the class situation and condition by using observation sheet. the observation sheet later will be checklist. Interview: Researcher did interview section by making 15 questions related to the study. The interview recorded by phone. Document: Researcher asked the module, lesson plan, books used, and take photos and videos during the class and interview section.

Researcher collected the data in the following steps: a) Observation: In this study researcher use data obtained more complete, sharp and to know the level of meaning of each activity that seen. The observation is conducted to find out how the teaching vocabulary in Gwynfor English Course Jombang. So that researcher get information about the learing methods that used. So that making students easily learn English especially in vocabulary learning. b) Interview: Researcher got the data by interviewing the tutor who knows every vocabulary learning models in Gwynfor English Course Jombang. The interview recorded by phone. (the Questions are adapted from Oktaviana, M. L. 2019). c) Documentation: Researcher took pictures and video during the class. Researcher asked module, lesson plan and book used to the tutors.

Observation used by the researcher where the researcher makes direct observations in the classroom, bringing the observation sheet as an instrument, so that the observations can be arranged, and the researcher be able to immediately capture what activities are carries out by the teacher and students during the learning process. But beforehand, the researcher record all things capture by the sense of sight. Then sort out the results of observations that have been made. The data obtained from this section analyzed and presented using descriptive qualitative method.

Interview is written data that needs to do in location of research. The interview does to answer questions. The interview does to get information about the teaching and learning process that has done by the teacher in the class. The interview is given to the teacher to get the explanation about experience of teaching and learning process, then the data will be organized and presented by using descriptive qualitative method. Data document gained from picture and videos during the class, module, lesson plan, and books used in each program organized, analyzed and described by using descriptive qualitative.

Findings and Discussion

The researcher discovered certain methods utilized by the tutor in teaching vocabulary learning to young learners other than theory in this study. The researcher also discovered their motivations for employing a pleasant learning strategy in the Gwynfor English Course, as well as how to deal with students' challenges recalling English vocabulary, through direct observation in the classroom. The following is a detailed explanation of the research findings that the researcher discovered in the Gwynfor English Course through observation and interview.

The Process of Teaching Vocabulary in A1 Class Gwynfor English Course. In the teaching and learning, the process is needed by the teacher and the students. Where the teacher and the students succeed in the material that have learned. Especially in the material of vocabulary for young learner. Here the researcher focused on the student ability of vocabulary, but it ds did not rule out the possibility of carrying out the teaching process as well as learning to avoid their ability to listen, their ability to speak, and their ability to read.

The methods do the teacher use in teaching and learning of vocabulary in A1 Class at Gwynfor English Course. The method applied in Gwynfor English Course, especially in A1 Class is Joyful Learning Method. Joyful learning is a learning process or learning experience that makes students feel pleasure in learning scenarios or the learning process. This is in accordance with the learning applied in the Gwynfor English course, this course uses fun songs and games in teaching vocabulary.

The factors that support and obstruct the teachers when teaching vocabulary in Gwynfor English Course. The thing that supports a teacher when teaching is the method applied by Gwynfor English course, because the method used is fun and makes children excited. Another thing that supports learning is that the media provided at Gwynfor is very good. The environment created in the Gwynfor English course is very helpful for students in learning English, because it creates an English area so that students and teachers must always use English, while students who cannot and are not accustomed to English always use English. In addition to the second factor above, the motivational factor of students in learning English is also very important, because this is a fundamental part of learning English.

The two factors above are difficult to do if these factors are not achieved.

The factor that obstruct the teacher when teaching vocabulary in Gwynfor English Course is the lack of motivation possessed by students reduces interest in learning. When interest is lost, students will find it difficult to accept the material that will be posted by a teacher and students will tend to follow the class.

The first step in the Gwynfor English Course's vocabulary teaching procedure. Both the teacher and the students require the procedure. Where both the teacher and the pupils achieve success with the material they have studied. Students may find it easier to absorb the subject if the learning experience is enjoyable. According Herwiana (2015:7-8) stated that joyful learning is effective way to make the class lively because the activities are varied from group working, experience and etc.

This is in accordance with the method applied in the Gwynfor English course, in the course using fun methods such as using songs, games and pictures, this makes students learning English vocabulary not bored and easily understood by students. The second is method that used by the teacher in teaching and learning of vocabulary at Gwynfor English Course. Every method applied by a course should have a reason behind it. It is applied in the aim of reaching target or goals in learning activities. The method applied in Gwynfor English Course is Joyful Learning Method. Learning vocabulary using games is also very enjoyable for students at the Gwynfor English course, where students are required to work together and try to get satisfactory grades, if they lose they will get punished, while the punishment is things related to English, such as memorizing vocabulary. Learning to use games is very fun, this is in accordance with Jill Hadfield (1996:4 quoted in Fajariah, 2009:16) which states that games are activities with rules, goals and elements of fun.

The third is The factor that support and obstruct the teachers when teaching vocabulary in Gwynfor English Couse. Motivation is the main factor in learning vocabulary at the Gwynfor English course jombang, this can be seen apart from the methods and media that are qualified as well as the high enthusiasm of students in learning. The students have different motivations such as wanting to be a teache.

The thing that supports a teacher when teaching is the method applied by Gwynfor English couse, the method in Gwynfor English Course are suitable for young learner in teaching English. The environment created in the Gwynfor English course is very helpful for students in learning and speaking English, the environment are using English area. The lack of motivation possessed by students reduces interest in learning. When interest is lost, students will find it difficult to accept the material that will be posted by a teacher and students will tend to follow the class.

Conclusion

The teaching and learning process of vocabulary learning for young learners in A1 class have three cycle First, in the teaching vocabulary learning in A1 class, the teacher give ask the students to memorizing vocabulary about animals, verbs, adjectives, fruits, professions, days, months, colors, hobbies, daily activities, human body and objects. The ways to memorizing vocabulary are using some funny song. The second, in the teaching vocabulary learning in A1 class, the teacher asks the students to enjoy a game, the game is monopoly but it was set English method by the teacher.

The students feel happy and easy to understand the vocabulary.

The method does the teacher use in teaching of vocabulary in A 1 class at Gwynfor English course is joyful learning method. A learning process or experience that makes students enjoy learning scenarios or the learning process is known as joyful learning. This is in line with the learning methods used in the Gwynfor English course, which teaches vocabulary through engaging songs and games.

The factors that support and obstruct the teachers when teaching vocabulary in Gwynfor English Course is that the media and methods applied by Gwynfor to students are very suitable so that students become happy in learning English. Another thing that supports is the use of games in learning also makes students happy and increases student learning motivation.

In this research is not free from the weakness. So that, the suggestion and other critics will happily be taken by the researcher. To support the next related study and the improvement of teaching vocabulary, the

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researcher has some suggestions which is adressed to a) To encourage active learning, teachers should be more innovative in how they offer material. The teacher should inform the pupils that they can continue to improve their English skills outside of class. Teachers must encourage children to expand their vocabulary in everyday situations. It is hoped that through utilizing diverse techniques and media, the pupils' vocabulary will grow. b) Students should be enthusiastic about learning English and expanding their vocabulary. They must understand that studying English can take place anyplace. Because they are surrounded by social media and have access to technology, pupils should be more motivated to learn English. Students should not utilize social media for entertainment purposes, but rather to develop their English vocabulary. It is critical to conduct research on acquiring vocabulary, such as in Indonesia. This must be improved and updated on a regular basis in order to achieve a more effective and relevant methodology, method, or even teaching model. Theories about EYL training need to be thoroughly evaluated in the actual world and in a variety of settings. Make an effort to use these varied mediums to teach English components, particularly vocabulary.

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