

Effective Ways of Teaching of English Vocabulary to Young Learners

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Abstract: Vocabulary learning is very necessary and an indispensable part of any language learning process. In the ESL context, vocabulary not only supports the four language skills; listening, speaking, reading, and writing, but also mediates between ESL students and content-area classes in that the students often find that lack of vocabulary knowledge is an obstacle to learning. This article focuses on and discusses effective strategies for teaching vocabulary to young learners which greatly assist English language learners in their journey of language acquisition and also expedite the language learning process. This study is aimed to describe the techniques used by the teacher in teaching English vocabulary for young learners. This study was conducted by using three techniques: observation and interview. The investigation revealed that the teacher applied various techniques in teaching vocabulary which divided into two stages. For presenting new words, using flashcards and miming are preferred by the teacher in this study. And the final in getting students to practice the words they have learnt, the teacher mostly employed identifying and matching task.

Keywords: vocabulary teaching, and young learners, classroom, method and technique, skill, vocabulary, words.

INTRODUCTION

It is very important for all people who learn a language to understand and improve vocabularies because the more vocabulary we know the better we can understand the meaning of the words. To improve and enrich our vocabularies there are some ways, for example by vocabulary. Name animal, media picture to get many words. Teachers have the important role to build children's vocabularies. They should know the factors in teaching such as methods, strategies, techniques, and materials, so that the teacher can convey the materials well in accordance with children's characteristics.

According to Evan and Lang (2006) said that a good method was useless in teacher's hand who did not know how to use it and a good teacher could not be effective if she/he used a bad method. Some experts have formulated some possible techniques that can be considered good and can be implemented to the TEYL, class especially in teaching vocabulary. The research is intended to discover of the teaching English vocabulary to young learners in a Elementary level , and to investigate the "The Teaching of English Vocabulary" Vocabulary can be defined, roughly, as the words we teach in the foreign language.

However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A

useful convention is to cover all such cases by talking about vocabulary „items“ rather than „words“. (Ur, 2003, p 60) ary to Young Learner. Thornbury states that they can be confronted by words that are totally unfamiliar, or being used in ways that for them are novel and possibly obscure. To find the right word to fit the meaning can be very frustrating, especially if the store of words is limited.

First, it will be hard for the learners if they must study English with limited words in their mind. Thus, learning vocabulary can help the learners to enrich their words in English. If they know those words, they can express their thought through English but if they do not know words in English they cannot write, read, speak anything in English. Second, it is impossible to teach spelling, pronunciation and grammar for the beginners if they do not know the words first. Those reasons make the writer can see how important to learn vocabulary for the EFL learners. Developing vocabulary will be great if it can be started from a young age. They are a great word learners. They have some special characteristics that can make them easier in learning vocabulary. Children cannot learn by themselves, they need a good teacher to facilitate them in learning.

METHODOLOGY

Learning English for children nowadays can be said to be growing rapidly, especially in countries where English has a foreign language status. Japan is one example, making changes by absorbing native speakers of English who have experience teaching children to collaborate with primary school English teachers in Japan. Meanwhile, in Indonesia, this kind of business is not yet visible. English for children is still taught in a way that is almost the same as teaching middle and high school students. Therefore, this study emphasizes the TYL method to measure the basic ability of English in elementary school children specifically

This type of research uses a qualitative approach and research design using case studies. This is because research is focused on one event that is chosen and wants to be understood in-depth, namely the implementation of English-based learning that cares about the environment. The researcher uses data collection techniques with interviews, observations/observations in the field, documentation as a compliment and support. This research was conducted. The study was conducted on May 2019. According to the source, the research data were classified as primary data and secondary data [7]. The data in this study are primary data, among others, the results of observations as long as researchers make observations, the results of interviews with English teachers. Secondary data include documentation about student name data, documentation on English language teaching materials based on Environmental Education, banners, photos, and other available data as research supporting data. The data analysis technique in this study uses Miles and Huberman's interactive data analysis method which includes three stages, namely data condification/data reduction, data presentation, and conclusion/verification [7]. The researcher analyzed the data obtained from the observations and the results of interviews with the principal, The subject of this research is Teaching .

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

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

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 carried 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.

According to Sumarni (2008: 10), there are some indicators that learners can master vocabulary. They are as follows:

1. The learners are able to recognize vocabulary in its spoken and written forms.
2. The learners are able to recall it at will. When they need it, they can retrieve the vocabulary.
3. The learners are able to relate the vocabulary to the real object or concept.
4. The learners can spell the vocabulary correctly.
5. The learners are able to pronounce words, and they can use those words in good pronunciation.
6. The learners know in what ways it can combine with other words to be correct sentence.

At last but not least, the training techniques used by the teacher are asking for others and the use of dictionary. The teacher use work in groups to trains the students in vocabulary learning independently while the teacher as the facilitator. As similar with the previous study by (Galuh, 2016) which mentioned that through the groups, the students share and interact with others to finish a task given from the teacher. Another technique used by the teacher is dictionary use.

1) It is important to take TEYL subject in your college if you interest to teach young learner or you should pay for a training class that guides you how to teach young learners. Because teaching young learners is different than teaching adult. 2) It is better to join the community of teachers who teach young learners to update your knowledge, so you can create more activities to keep your student motivation in learning English.(Munavarrah 2021)

CONCLUSION

The teaching and learning process of vocabulary learning for young learners in have three cycle. First, in the teaching vocabulary learning, 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 class, the teacher asks the students to enjoy a game, the game is monopoly but it was set English method by the teacher.

Concerning the result of the findings and discussion of the study, it could be concluded that 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 first major finding that the researcher got is the answer to the research question. It can be conclude that there is some inappropriateness between the theory and the teacher did in teaching English vocabulary. Then common techniques in teaching vocabulary to young learners can be divided into two groups. For presenting new words, using flashcards and miming are preferred by the teacher in this study. The techniques used in teaching vocabulary 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.

Young learners can understand and know environmental problems, students have awareness, attitudes and behaviors and through learning, this environmental education can foster the desire of students to play an active role in solving environmental problems. Also, through activities and practices, children can have effective and applicable skills.

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