

## TEACHERS' TECHNIQUES IN TEACHING VOCABULARY FOR BEGINNER CLASS

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### Abstract

Teknik mengajar kosa kata pada usia dini mempunyai peranan penting dalam membentuk pemikiran kepada mereka tentang bahasa Inggris. Teknik yang dapat digunakan antara lain *showing real objects*, *Using demonstrations*, *showing pictures* dan *by drawing pictures*. Teknik ini dapat digunakan untuk menciptakan suasana pembelajaran yang meninggalkan kesan bahasa Inggris adalah pelajaran yang menyenangkan dan mata pelajaran yang sangat bermanfaat sampang ke jenjang belajar yang lebih tinggi.

Key words: Techniques, Teaching Vocabulary and Beginners' level.

### A. Introduction

The teacher as facilitator who becomes a resource person as well as being a guide in the learning process, anticipating learning needs and providing assistance and resources as required. The teacher also becomes a consultant, providing constructive criticism, indicating where help is available, and assisting in developing independent learning skills. The teachers talk with the learners about the program and the assessment process, and with both learners and parents when describing progress and providing pointers for growth.

All teachers are likely to agree that they want their students to understand information that is presented to them or information that they discover for themselves. No teaching technique is better than others in all circumstances, so they have to be able to use the variety of teaching techniques, and make rational decisions about when each of the teaching techniques is likely to be most effective.

In teacher-preparation programs today, there is more attention to techniques for teaching vocabulary. One reason is this: in many ESL classes, even though the teacher has devoted much time to vocabulary teaching, the results have been disappointing, sometimes after months or even years of English many of the words that must be learned have never been learned. Especially in Indonesia where English is not the first language of

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communication, many the teachers try some techniques in teaching vocabulary start in beginner level.

## **B. Discussion**

### **1. Nature of Vocabulary**

Vocabulary is one of the subs skills in learning English. Vocabulary is also one of the important things to mastering the four skills; reading, writing, listening, and speaking. Another hand, someone can use English, if he or she has some vocabularies. It means that, if someone has a good vocabulary, he or she is familiar with a large number of words and uses them appropriately and accurately. It is suitable with some definitions of vocabulary in this research.

Vocabulary is the stock of words on which they can draw in expressing people selves. Most of people do not use nearly as many words in speaking or writing as someone recognizes or understands when they hear or see.<sup>2</sup> It means that, someone uses vocabularies which they have been known, and cannot use vocabulary that they have been known yet.

In etymologically, vocabulary comes from Latin (Greek) “Vocabulum” that has meaning “Words.”<sup>3</sup> Hence, vocabulary is all that are related with words. Vocabulary also refers to words people use to communicate in oral and print language.<sup>4</sup> It means that vocabulary is used to speak or write. It is similarly with definition of vocabulary in Cambridge Learner’s Vocabulary, there are three definition of vocabulary: “1) All the words you know in a particular language. 2) All the words that exist in a language or that are used when discussing a particular subject. 3) A list of words and their meanings.”<sup>5</sup> In view of definitions, vocabulary is important part of language. Without vocabulary, the language cannot produce, or language will not be there.

These definitions above are supported by Richard and Renandya in their book:

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<sup>2</sup> Richard D. Mallery, *How To Enlarge and Improve Your Vocabulary*, (United State, America: The Blakiston Company, 1947), p. 1.

<sup>3</sup> Harper Collin, *Collins English Vocabulary*, (New Jersey: Collin Publisher, 2003), p. 29.

<sup>4</sup> Susan Hanson and Jeniffer F.M. Padua, *Effective Instructional Strategies Series: Teaching Vocabulary Explicitly*, (United State: Pacific Resources for Education and Learning, 2010), p. 5.

<sup>5</sup> Elizabeth Walter, *Cambridge Learner’s Dictionary*, (England: Cambridge University Press, 2004).

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners can speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television, and how to speak English well.<sup>6</sup>

## 2. Vocabulary Lessons for The begginer level

A word is a microcosm of human language<sup>7</sup>. From this quation as the teacher must focus to the word in lesson for the beginner level. They start to study new word in ESL. as professional teachers' often reflect current concern for more vocabulary lesson for the begginer level or for thefirst stage usually names certain things and persons in the classroom. Example contain words for persons and things in the classroom, words like boy, girl, pencil, window, door.<sup>8</sup> The teachers see the beggining lessons should introduce such words especially in ESL classroom. One reason is that the meanings can easily be made clear, familiar things for students, that the students can see while they are hearing in second languages for them. Add, things in the classroom can also be touched. This is avery important , because success in learning often depends on the number of sense which are used in the learning process.<sup>9</sup> When the student can touch the thing, add that can hearing and seeing it, it give stronger chance effect to them, they can hear and touch the word.

The teachers' understand the value of lessons that introduce basic words, like the names of things found in classroom and in the local community. They know that much of this vocabulary will be needed for defining more difficult words in later stages of the program. Moreover, much of the vocabulary found in lessons for beginners will be needed for writing and speaking English in future months and years. It is good to make an early on such important words.

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<sup>6</sup> Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 255.

<sup>7</sup>Vygostsky in Scott Thoerbury.*How to Teach Vocabulary*. ( England Perason Education Limited : 2002), p.1

<sup>8</sup>Virginia French Allen,"*Techniques in Teaching Vocabulary*.( New York Oxford Unicersity Press,2000),p.7

<sup>9</sup> *Ibid.*, p.79

Nowdays the teacher be come aware of five facts about the vocabulary lesson

1. ESL words for familiar object and persons are important to teach, but the teachers cannot expect most members of the class to learn them easily.
2. Teaching such words will require special skills because students often feel their mother-language words for familiar objects and persons are all they really need.
3. Students are very likely to fel that second language for familiar objects are not rally needed when the foreign words for comunication outside the language class.
4. When a students feels no real need to learn something, a feeling of needed must be created by the teacher
5. To create in students' minds a sense of personal need for a second language, the teacher dont' say "Here is word to learn." "Here is what the words means." Is better for the teacher say the word will be useful to you someday.<sup>10</sup>

### 3. Teacher techniques in teaching vocabulary

From the explanation above there are many lesson in teaching vocabulary, now the teacher needs techniques in teaching vocabulary for begginer level. Teaching vocabulary is one important thing to mastery four skills. Another word, the teachers must pay attention when they will teach or give material about vocabulary. In addition, the teacher must pay attention what the principle will be needed to teach the vocabulary. There are many techniques in teaching vocabulary for begginer level are:

- a. By showing real objects
- b. Using demosntartions
- c. Showing pictures
- d. By drwing pictures<sup>11</sup>

#### By showing real objects

It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects or real objects. It gives real experience and sense to the learners. When The words like pen, chalk, table, chair, football, flowers, tomato etc. can be taught in the classroom, it is foolish not to use them in our teaching. But some classes, unfortunately, the students seem never to be asked to

<sup>10</sup> *Ibid*

<sup>11</sup> virginia

look at them, point to them, walk to them, touch them. Only the text, book pictures are used. This waste of excellent opportunities. Add, Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous. It is neither possible nor necessary to bring all the things in the classroom. Therefore, some words are to be taught by showing models. They are easily available in the market. They are inexpensive too. Hence, teacher should make frequent use of such models to teach vocabulary.

Here is a activity in the class teaching vocabulary by using real object. The teachers introducing the name part of body

1. The first step toward learning English names for the parts of body
2. Commands the students , in their mother tongue( each should begin with please if we wish to demonstrate courtesy while teaching vocabulary)
3. The students should be standing with their backs to the rest of class.
4. After the meaning of each command has been shown, the teacher repeats it in English.
5. Group s of the students and perform the actions. Each actions involves a part of the body which is named by one the new words example:

Raise your right hand, put your left hand on your head, touch your neck with both hands, put your hands on your knee, put both hands on your shoulder, put your right hand on your left knee, bend your knees and touch the floor, touch the floor near your left foot, put both hands on your legs, sit down and put your hands on your knees.

For practice in saying the new words, a number of students may be asked to play the teacher's role, giving the commands. Even those who do not actually say the words, however, benefit from this kind experience. The students have many opportunities to associate familiar actions with the English words that name them. Furthermore, it becomes important to the student to notice whether they hear neck or knee.

### **Using demonstrations**

Teacher can perform some words. It can be fun and frolic. It makes the class student-centered. Teacher can act and learners try to imitate it. For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated. Miming works well

with younger students. You can mime out emotions and everyday activities to teach new words. This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

### Using Pictures

Pictures for vocabulary teaching come from many sources. In addition to those drawn by the students ( or by the teacher) there are attractive sets which are intended for schools. Pictures which have been cut of magazines and newspaper are also useful; many inexpensive books for children have attractive pictures which show meanings of basic word.

Often a picture will show a situation or a scene in which there are several different things and persons. It is good for students see the total scene or picture to see how its parts are related to the whole. It is also helpful to see a picture of a single object or person as the only focus of attention. For example, the teacher has a picture of each of the following : a bus, a taxi, a traffic, a policeman, a mail box. Suppose each the pictures is large enough to be seen by all in the class. The students have seen and heard the English word into their notebooks. The teacher aims now is to help the students master the vocabulary, so they want encourage the use of each word for communication. This technique for making students feel it is important to know the English word.

Here is one way using pictures in the classroom:

1. The teacher arranges the pictures along the ledge of the black board, saying sometimes like this: "we will put the taxi here. That's the first picture. Then the bus...than the traffic light...then policeman...the the mailbox
2. The teacher asks a member of the class ( call him Ahmed) to come to the blackboard.

Teacher: Ahmed is going to move one of the picture for us. We're going to tell him which picture to move. Ahmed , please move the policeman. Put the policeman first. ( Ahmed moves the picture of the policeman, placing it first in the row on the ledge of the blackboard)

Teacher: put the taxi first ( Ahmed does so)

3. The teacher indicates that various members of the class should request Ahmed to make other changes in order of the pictures using English, of course. For example:

A student: Move the bus. Put the bus first ( Ahmed does so)

A students: Move the mailbox, etc.

If the class has begun to learn the ordinal numerals (first, second, third, etc) these may be reviewed in connection with this activity. After each rearrangement of the pictures, the teacher (and then various students) say: Now the..... is first; the ....is second;

The activity above which has just been described, students use English words while talking about changes in location of pictures and changes in relationship. To make such changes quickly and easily. The teacher needs pictures that can be moved and rearranged without taking time to pin them or tape them to wall. The pictures can be arranged on the ledge of the blackboard, as suggested; but there is another very easy way of arranging them for temporary display. It requires only the following: about three yards of cotton flannel surface (also called outing flannel) cloth with matted, fluffed surface. (Flannel is used for infant care, so it is found wherever cloth is sold). Scissors and paste or glue.<sup>12</sup>

### **By drawing pictures**

In several of the techniques which have been mentioned, pictures are made by students. Many teachers like to use pictures the students themselves have made. Such pictures have certain advantages:

1. They cost little or nothing.
2. They are available even in places where no other pictures can be found
3. They do not require space for storing and filling as pictures from other sources do.
4. Sometimes students who are poor language-learners can draw well. Exercises, which require drawing will give such students a chance to win praise, and the praise may help those students learn.
5. When the students have drawn a picture of a scene, they know the meaning of the English words that the teacher will use while talking about parts of their scene. The meanings are in their mind before they are given the English word<sup>13</sup>

<sup>12</sup> Virginia

<sup>13</sup> Virginia French Allen

Fortunately much of the basic vocabulary represents things which are easy to draw even when the students ( or teacher) is not an artist. Most people can draw well enough to show meanings of house, tree, flower, cloud, star, moon, mountain. Even the least artistic teacher can draw pictures to represent the words flag, dish, cup, glass, ladder, and key. If the teacher prefers not to make pictures, there is almost always some member of the class who will enjoy doing. Young students are especially fond of drawing particularly when they are permitted to draw on the blackboard.

Here is a procedures to use students' artistic talents for the introduce of new vocabulary

1. The teacher asked two students who like to draw to go to the blackboard.
2. The teacher explains that these two helpers will draw some pictures for the class, and the teacher will give the English word for each picture after it has been drawn.
3. Each of two helpers working side by side draws a series of pictures, as instructed by the teacher, who whispers direction. For example, the teacher's whispered instructions may be as follows, two or four car, the stars, a few chicken, a mountain, a house, a tent, a flag on the tent.
4. After each of these has been drawn by both the students, the teachers gives the English word for what was pictured, and it is copied into notebooks by members of the class.
5. The teacher call the helpers by their name, example Fatimah and Zahra. Next asked another students to come to the blackboard. His job is to point to any part of either picture which is mentioned during the following conversation  
 Teacher : I see three car in Fatimah's picture ( the students at the board points to them). What do you see?  
 The students : I see four cars in Zahras picture.( the students at the board points)
6. The conversation is continued, by various students, until all parts of both pictures have been mentioned and pointed to.<sup>14</sup>

## Conclusion

Based on the discussion above about the techniques in teaching vocabulary for beginner level are by showing real objects, Using demonstrations, showing pictures and by drawing pictures can be used in teaching learning process. The technique can encourage students to take more responsibility for their own vocabulary learning. They are some good ways to find out how much vocabulary the students have actually learned

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and finally the teacher can be used which one the technique is appropriate for their students.

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