

ENHANCING VOCABULARY AMONG EFL YOUNG LEARNERS THROUGH PICTURE-WORD INDUCTIVE MODEL

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Abstract

This paper critically aims to enhance English vocabularies among EFL young learners of the fifth grade students through picture-word inductive model at elementary school Zainul Hasan Genggong Probolinggo in the academic year of 2020-2021. The research problem is How is the effective picture-word inductive model to enhance vocabulary among young learners of elementary school Zainul Hasan Genggong Probolinggo? The type of the research is classroom action research. It was conducted in two cycles. The subjects of the research were 20 students of fifth grade. The data were collected from the test, interview, documentation and observation. The result showed that the students had increased their English vocabulary mastery which can be seen from the test result provided by the researcher. This is the evident from the test result that overall there was an increase in the English vocabulary mastery of 5 grade students as much as 50.70 % in the first cycle and 85.54 % in the second cycle. Meanwhile, the observation result showed that the students seemed more enthusiastic during the learning process. In reference to the actions conducted in two cycles, the use of the picture-word inductive model enhances the students' vocabulary by practicing words into sentences and more attention on mechanical aspects such as spelling and pronunciation.

Keywords : Young Learners, Vocabulary Mastery, Picture-word inductive model.

INTRODUCTION

Language is used for communication. Language is a system of arbitrary conventionalized vocal, written or gesture symbols that enable members of a given community to communicate intelligibly with one another. It means that language is a tool to communicate with others in which it can be a form of vocal, writing, or even symbolic movement. Because of its role that is used to communicate in daily activities, language becomes so important in human life. In the meantime, In the industrial revolution 4.0 enhances the attainment by such synergetic linking technology as cloud computing, internet of things, with further enhanced artificial intelligence, virtual and augmented realities (Hocheng, 2018). This advancement has brought about new challenges and demands in today's education (Gleason, 2018).

English is a global language. English is one of the international languages that most used in many countries in the world including Indonesia. As an international language English is very important because using English is the easiest way to communicate with people from other countries about many aspects in human life. In Indonesia, English considered the first foreign language to be learned. The Indonesia government has chosen English as a first foreign language to be taught in schools in formal education. English is taught from elementary school until universities.

The Indonesian government is very aware of the importance of English language education and is anxious to take measures to improve the English language proficiency of its citizens in order to ensure that they are able to compete in an increasingly globalised economy. There has recently, for example been major curriculum reform including the deregulation of primary schools and the introduction of a new school curriculum that recommends changes to traditional approaches to teaching and learning.

In teaching and learning process of English subject, students are required to master four English skills. They are listening, speaking, reading, and writing. Listening and reading belong to receptive skills in which the language users required the ability to receive spoken and written language users require the ability to produce language both spoken and written. In order to be able to master four language skills, learners must have sufficient vocabulary. Vocabulary is the words we teach in the foreign language. However, the new item of vocabulary may be more than a single word. Language consists of words. Vocabulary is the collection of words that an individual knows vocabulary is the most important important. Vocabulary is essential of English learning. Someone need vocabulary in communication in order to express his idea.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. The vocabulary mastery is necessary for

anyone who wants to understand a reading, conversation, or in writing English. 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 native speaker, using language in different contexts reading or watching television. It is an important element to develop language skill, as the first aspect that must be mastered by students to have acquisition on English skill. Building up a useful vocabulary is central to the learning of a foreign language at primary level. It means that if the students want to master the four skills of English they have to master vocabulary first.

Language proficiency and vocabulary mastery are significantly related. Frequently, it is assumed that children, who can demonstrate competency in communicating socially, such as on the playground or in the cafeteria, are also able to proficiently communicate academically in the classroom. Children who are EFL need explicit instruction in academic language. Vocabulary learning is often perceived as boring by learners, especially for those who grew up in the digital age (Turgut & Irgin, 2009). And in for some people who have experience in learning a foreign language know that vocabulary is always one of the major problems in language learning no matter one is at the beginning or at the end of language learning. (Barani, Mazandarani, & Rezaie, 2010) Therefore, there need to be some promising alternatives in facilitating the vocabulary learning.

The importance of vocabulary acquisition among EFL young learners has been acknowledged for over years. The recognition of vocabulary as a crucial component of second language knowledge and skills has led to the investigation of different strategies and techniques of vocabulary instruction in classrooms and their effects on the learning and retention of vocabulary items (Emirmustafaoğlu & Gökmen, 2015). Therefore, since most vocabulary distinctions develop among EFL young learners, at which point a significant disparity exists in the pace of word acquisition Vocabulary is the backbone of any language. Without extensive vocabulary knowledge, even those who show mastery of grammar might experience the failure to communicate (Tosun, 2015). It is essential to begin building vocabulary knowledge when children are young.

Based on the observation at the fifth grade students of SD Zainul Hasan Genggong in the academic year 2019/2020, the students have problems vocabulary mastery. It is caused they just have limited English Vocabulary. Therefore, they are difficult to understand the meaning of the sentence. The students were confused and they did not understand what the teacher said. Besides that, when the English material was delivered in the class, the students did not understand and they did not know what the meaning of the vocabulary. Most of the students are difficult to answer the questions when the examination, the students talk with their other friend. It make the class noisy and they are passive in the classroom. This situation make the teaching learning process monotonous and boring.

The students of elementary high school generally feel bored when they are taught vocabulary because sometimes the teacher doesn't help the students to remember easily. The teacher doesn't help the students to remember easily. The teacher will write down the vocabularies on the white board and ask the students to write it in their own book. After that, the teacher will read the vocabularies one by one and the students will follow him/her. Consequently, the students will forget the material easily because the students are passive in the classroom. It seems that vocabulary ability is the most complex problem. The students get difficulties in mastering vocabulary easily and quickly. To improve students' vocabulary mastery the teacher needs appropriate strategies to teach them. The teacher should choose interesting appropriate strategy. By using a suitable strategy the students will be more interested in learning English.

An appropriate strategies for teaching vocabulary is very important because it determines the result of teaching vocabulary. An appropriate technique can improve students' vocabulary mastery. There are many strategy that are appropriate in teaching vocabulary such as picture-word inductive model. Calhoun (1999) states that Picture word inductive model is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. The students study a picture selected by the teacher, identify what they see in the picture for the teacher to able read and review the words generated use the picture word chart to read their own sets of words, classify words according to properties they can identify and develop titles sentences and paragraphs about their picture. In other words, Swartzendruber (2007) states that the picture given makes the students built many

words. It is related with Philip's statement that vocabulary is best learned when the meaning of the words is illustrated for example by a picture, an action or a real object. The children should then meet and use the word in relevant contexts, in order to fix them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up.

Picture word inductive model is also a satisfying and pleasurable activity. It motivates students because most students become successful learners. Learners succeed when using the model because it is based on inquiry into how children learn and how to enhance their learning including their development of language the process of learning to read and write and the reading and writing connection. The picture word inductive model contains familiar objects, actions, and scenes. The students can hear and see the word spelled correctly and directly, then they analyze word by word, for example phonetic, synonym, antonym or how to spell it. The students also can read the vocabulary, so it can make the students understand and make it easier to memorize the vocabulary.

Moreover, Picture-word inductive model technique is chosen because this model is based on the research on literacy skills investigating how students develop their literacy skill, especially learn how to memorize. Moreover, this technique contains memorizing activities which are suitable in the stages of teaching in a genre based approach. The steps in picture-word inductive model technique such as selecting pictures, identifying pictures, labelling words on the pictures, reading the words aloud, classifying words, arranging sentences can be applied orderly in the each stages of teaching in a genre based approach.

If appropriate techniques are not applied in the class, the final outcome may frustrate teachers. In order to teach students how to learn new vocabulary, teachers need to draw on a variety of teaching strategies in accordance with different vocabulary learning techniques (Ghaedi & Shahrokhi, 2016). Young learners are quick to learn vocabulary, slower to learn structures because words have tangible, immediate meanings. The children should meet and use the words in relevant contexts in order to fix them in their mind. This helps establish their relationship to other words so that a vocabulary network is built up (Demircioğlu, 2010).

Picture-word inductive model can be used to help students attain many of the language arts goals in our curriculum guidelines such as building sign vocabulary as a base for reading and for learning phonics and spelling generalizations, building confidence in one's ability to learn and learning how to acquire into language and using knowledge and skills to read and write and participate fully in education. Based on the explanation above, the researcher is interested to organize the research about enhancing English vocabulary through picture-word inductive model on students' vocabulary mastery to the seventh grade students at SD Zainul Hasan Genggong Kraksaan Probolinggo in the academic year 2019/2020. The research problem is How is the effective picture-word inductive model to enhance vocabulary among young learners of elementary school Zainul Hasan Genggong Probolinggo?

METHODS

This research was classroom action research. The research was based on Kemmis and McTaggart Model consisting four phases in each cycle involved in this research. Those were planning, action, observation, and reflection. The research was carried out at elementary school Zainul Hasan of the fifth grade students in the academic year 2020-2021 on February 2020. There were 20 students. The data collection were derived from tests, interview, observation and documentation.

FINDINGS AND DISCUSSION

Cycle 1

a. Plan

In the first cycle, learning activities is designed to help students memorize the vocabulary on the English subjects for fruit. Some forms of planning that are prepared by the researcher in this cycle are as follows:

1. Prepare the teaching material to be delivered;
2. Create a lesson plan;
3. Prepare the research instrument in the form of questions for written tests used to measure student achievement;
4. Prepare Picture-Word inductive model;

5. Prepare the student observation sheet during learning activities.

b. Implementation

The first cycle was held on 10 February 2020 with 2 x 35 minute. The time duration was 07.30 until 08.40. In these meetings, the implementation of the first cycle was adjusted with a lesson plan that was created earlier. The second cycle was executed on 12 February 2020 with 2 X 35 minute. The time duration was at 07.30 until 08.40. The implementation of the second cycle was adjusted to the lesson plan that was created earlier.

In th preliminary event comprising the steps of apperception and motivation, teacher asked us to pray together before the start of the lesson. When finished praying, the teacher was conditioning the students to be ready to learn and provide motivation to the students. Teacher motivated students by inviting students to give fun game. In the next stage of apperception stage, the teacher asked the students about fruit for instance what is your favourite fruit? Do you like a manggoe? Do you ever buy a bunch of banana at the traditional market?.

The next activity is a main activity. At the main activity, there are three stages given namely the exploration stage, elaboration and confirmation. In the exploration phase, students are asked to observe the image given by teacher and then mention any fruit that is in the image by using the english langugae.

Later in the elaboration stage, the teacher divides the class into five groups. The division of the group is done in a way that was previously done in cycle 1 that is found by dividing th e paper blue, red, yellow, green, purple, and brown. Students who receive the same color paper, then these students are in the same group. Once the students are divided into groups, representative of each group was asked to come forward to take the game board., dice, pawns, garage memories and alternatives questions. The teacher explained to the students how to play the game. In accordance with the rules of the game, the students who received the drown arrow must answer the alternative question, if the answer is wrong then the students must go down into the designated box in accordance with the arrows. Likewise, if a student got up arrow then the students must answer the existing alternative question. If the answer is correct, the students are allowed to move into the designated box in accordance with the arraws. If the answer is wrong, then tehse students must still stay in the boz occupied.

After students are able to complete the game, the teacher gives students English vocabulary exercises about fruit that are 25 questions consisting of 10 multiple choice questions, 10 questions match vocabulary and 5 question matching picture. It is intended as an evaluation activity therefore the students are asked to work on the problems individually. At the confirmation stage, the teacher discusses theresults of students work together and students can ask the things unknown to teachers. In addition, teachers also straighten misunderstanding , conclude and provide reinforcement material to students.

The last activity is the closing. At the closing activity teachers together with learners make conclusions about learning activity today. In addition, teachers also provide feedback on the process and outcomes of learning by asking questions about the material that has been studies as well as inform instructional materials at the next meeting.

c. Observation.

Based on the results of observations made by researchers, while early learning activities of students seemed not eager to participate in learning activities, but after the teacher gives the educational game seemed enthusiastic. During process of learning activities, students were enthusiastic because at the beginning of the learning process, teachers promising will play games using picture word inductive model.

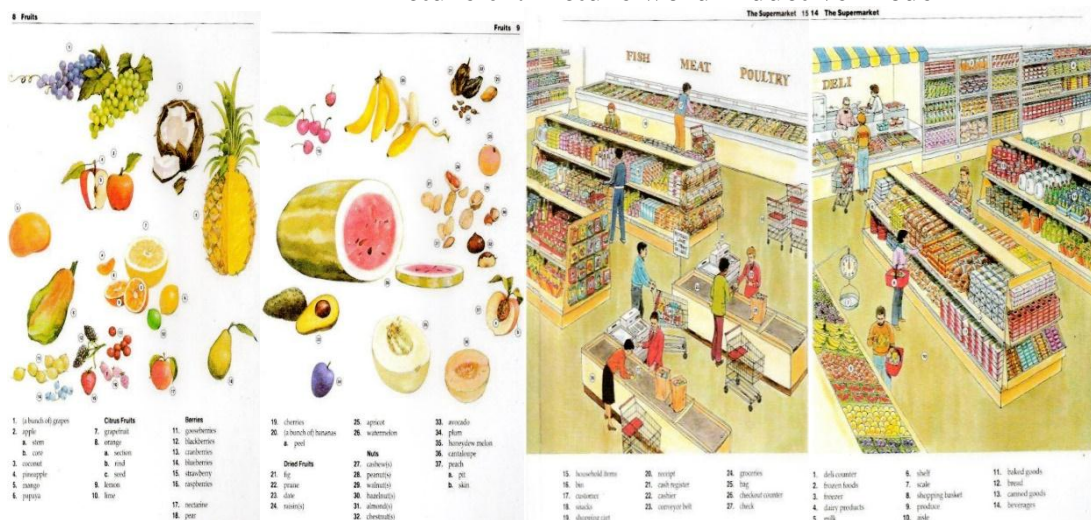
Students look more enthuiastic and happy during learning activity cause teacher uses picture word inductive model. However there are stll some obstacles in the use of picture word inductive model. That is because the teacher did not explain the rules of the game in detail, so students are less able to understand the rules of the game. From the first-post evaluation given by the researchers, there are some students who completed the whole questions precisely because th e students has begun to memorize vocabulary about fruits.

D. Reflection

From the results of the implementtaion of the action on the first cycle, it can be seen that an increase in the percentage of learning outcomes 40.70% . However, this increase is not maximized so that the need for revision of learning in order to improve students' vocabulary mastery. Some constraints on learning activities in this first cycle among others ;

1. Students are still confused use Picture word inductive model because the teacher did not explain in detail the rules of the games, students are only required to read the rules of the game on a sheet that has been provided by the researcher:
 2. Some students are still afraid to ask vocabulary that cannot be understood.
- Addressing constraints contained in the first cycle, revision is needed in order to correct the error in this cycle not repeated in the second cycle. The forms of revision are as follows:
1. Teacher explains the rules of the games picture word inductive model;
 2. Teacher motivates students to not be afraid to ask.

Picture 01. Picture word Inductive Model



Cycle 2

a. Planning

In the second cycle, the learning activities designed too reinforce the students' vocabulary on the supermarket. Some forms of planning that are prepared by the researchers in this cycle are as follows:

1. Prepare the material to be delivered;
2. Create a lesson plan;
3. Prepare the research instrument in the form of questions for written tests used to measure students achievement;
4. Prepare instructional picture word inductive model;
5. Preparing student observation sheet during learning activities.

b. Implementation.

The second cycle was executed on 12 February 2020 with 2x35 minute. The time duration was at 07.30 until 08.40. The implementation of the second cycle was adjusted to the lesson plan that was created earlier. In the preliminary event comprising the steps of apperception and motivation, teacher asked the students to pray together before the start of the lesson. When finished praying, the teacher was conditioning students to be ready to learn and provide motivation to the students. The teacher motivated students by inviting students to give fun game. In the next stage of apperception stage, the teacher asked the students about supermarket theme for instance, "Did you ever go to supermarket? How often did you visit the supermarket? What kinds of thing did you usually buy at the supermarket?."

The next activity was a main activity. At the main activities there were three stages that was given namely the exploration stage, elaboration and confirmation. In the exploration phase, students were asked to observe the image given by teacher and then mention any products at the supermarket that was in the image by using the English language. Later in the elaboration stage, the teacher divided the class into five groups. The division of the group was done in a way that was previously done in cycle 1 that was found by dividing the paper blue, red, yellow, green, purple, and brown. Students who received the same color paper, then these students were in the same group. Once the students were divided into groups, representative of each group was asked to come forward to take the game board, dice, pawns, game memories and alternative questions. The teacher explained to the students how to play the game. In accordance with the rules of the game, the students who received the down arrow must answer the alternative question, if the answer was correct, then these students remain in the box occupied but if the answer was wrong then the student must go down into the designated box in accordance with the arrows. Likewise, if a student got up arrow then the student must answer the existing alternative question. If the answer was correct, the students were allowed to move into the designated box in accordance with the arrows. If the answer was wrong, then these students must still stay in the box occupied.

If the alternative questions have been used up, the students who got a box that had a downward arrow should go down towards the box designated arrows. If the student was in box that had the up arrow then the students can directly go up to the designated box in accordance with the arrows. At the end of the game, students first arrived at the finish line in each group reported successful player to the teacher. To appreciate the successful student, teacher gave rewards to the students at the next meeting.

After students were able to compete the game, the teacher gave students English vocabulary exercises about supermarket theme that are 25 questions consisting 10 multiple choice questions, 10 questions match vocabulary and 5 question, Matching picture. It was intended as an evaluation activity therefore the students were asked to work on the problems individually. At the confirmation stage, the teacher discussed the results of student work together and students can ask the things unknown to the teachers. In addition, teachers also straightened misunderstanding, concluded and provided reinforcement material to students.

The last activity was the closing. At the closing activity, teachers together with learners made conclusions about learning activity today. In addition, teachers also provided feedback on the process and outcome of learning by asking questions about the material that has been studied as well as inform instructional materials at the next meeting. Before closing the learning, the researcher gave rewards in the form of stationary to the students who can complete the game in each group in cycle 1 and cycle 2.

c. Observation

Based on the results of the observations made by researchers, students seemed more enthusiastic in participating in the current study compared the following study on cycle 1. At the main activity, which was when the teacher explains the learning materials, student looked very serious because they did not want to get wrong in alternative questions when playing picture word inductive model learning like on cycle 1. The number of students who dared to ask about unknown vocabulary was increasing. It meant that the students were not afraid anymore or felt free to ask the teacher.

At this meeting, the students were very excited to start the game. The game ran smoothly and all the students were clear about the rules of the game because the teacher explained the rules of the game very detailed when compared with the explanation on the first cycle. Students were increasingly enthusiastic because at the beginning of the meeting teacher promised reward for students who first reached the finish box in each group. For the evaluation questions, the majority of the students got a perfect score.

D. Reflection

From the results of the implementation of the action in the second cycle, it could be seen that an increase in learning achievement with a percentage 82,5%. Through field observations in each cycle, it could be concluded that the use of picture word inductive model proven effective to enhance the vocabulary mastery about supermarket theme. The indicators of the successful use of picture word inductive model were as follows:

1. At the time of the learning, the students looked happy and very enthusiastic;
2. By running picture word inductive model, students were easier to memorize English vocabulary;

3. There was an increase in learning after using picture word inductive model of 40.70% in the first cycle and 82, 8% in the second cycle.

The implementation of picture-word inductive model media in this paper brought some successful improvements in the young learner students' ability in memorizing english vocabularies and the teaching and learning process. Based on the findings of this research, the first improvement was related to the content. The first step of picture-word inductive model that was indentifying items and ideas in the picture that were carried out successfully. This step could motivate the students to generate the ideas. The labelling words in the second step could help the students to brainstorming the important ideas that they had to memorize. These findings are in line with Calhoun (1999) who stated that the concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching young students to memorize english vocabularies.

The second improvement was in the aspect of organization. By doing the steps of picture-word inductive model, the students could organize the ideas into a good sequeunce. By identifying pictures, labeling words, and creating sentences, the students became able to generate english sentence in good sequence. The findings were suitable with the frameworks of picture-word inductive model as stated in Calhoun (1999) who defined picture-word inductive model that was designed to develop and support the students in sharing common meaning through words and composing sentences that conveys ideas.

The third improvement was related to vocabulary aspect. Repetition and presentation of words on the picture word chart converted the words into sight words for most students. By looking at thebictures that had been identified into words and looking up at the dictionary, the students could use more appropriate words in their utterances. Therefore their vocabularies were more varied.

The fourth improvement was in the aspect of mechanics. In the labeling steps of picture-word inductive model, the studnets were asked to spell the word aloud so that th e students' awareness about the spelling of the words was improved. The students also tried to minimize the misspelling by checking the words in the dicionary. By giving written feedback to the students, the researcher made them paying attention to punctuation and capitalization.

CONCLUSION

The implementation of picture-word inductive model definitely enhanced young learner students' english vocabulary. This step is done by identfyng the pictures. The students were encouraged to be active in giving their ideas. Picture-word inductive model could facilitate the students to enhance language use mastery. The students were asked to comment on what they see in the words or sentences so that they could learn about the general rules on how language works. In this step, students also read words aloud in order to reinforfe their memory of these words. Therefore, it is suggested that the english teachers use the picture-word inductive model in their teaching and learning English vocabulary mastery.

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