



STUDENT ARTICLE PUBLICATION
MUHAMMADIYAH UNIVERSITY OF PONOROGO

**IMPROVING EARLY CHILDHOOD STUDENTS' ENGLISH VOCABULARY BY
USING ANIMAL POP UP SLIDE MEDIA IN TK AISYIYAH DOLOPO**

Fahad Sandi Agassy¹, Bambang Harmanto², Niken Reti Indriastuti³

Faculty of Teacher Training and Education, Muhammadiyah University of Ponorogo

Email : fahadsandiku@gmail.com

Abstract

Young learners can be defined as children in age ranging from five or six years old who are attending elementary school to twelve years old. In this research the researcher chose to teach vocabulary in TK (kindergarten) Aisyiyah Dolopo. The reason for choosing to teach vocabulary is because vocabulary is one of the important elements in language. The researcher focuses on teaching vocabulary words to the young learners. The researcher used pop up slide book to improve students' vocabulary. The pop up slide book is a book which shows three dimensional pictures when the pull or trigger is pulled. The name pop up slide book is originated from the term "Slide" which means "to move smoothly along a surface". The name slide was added by the researcher as the new variant of pop up book. The method for this research was Classroom Action Research which took two cycles. This research method was conducted to know the problems inside the classroom thus the solution can be found. The goal of this research is to make children learn English through pop up slide book. The instruments used in this research were observation, interview and test. The research results based on the implementation of popup animal slide media in TK Aisyiyah Dolopo Madiun showed that in cycle 1 up to cycle 2 the implementation of pop up slide book was able to improve students' score. In the first cycle many students achieved score 70 and in the second observation their score were above 80. The highest score was 100 for the test in cycle 2. The interview result showed that 100% of the students liked the pop up slide book with the animal poster. In the first interview cycle, 87% of students were afraid to learn English but in the second interview cycle, 100% of students could speak English comfortably without hesitation. Moreover from the observation in first cycle only 46% students who were excited to learn with pop up book, but in the second cycle 90% of students were excited to learn English during lesson using pop up slide book. It means that pop up Slide Book as teaching media could successfully improve students' vocabulary.

Keywords: *Kindergarten, Pop Up Slide Book, Vocabulary*

How To Cite. Fahad Sandi Agassy (2020). Improving Early Childhood Students' English Vocabulary by Using Animal Pop up Slide Media in TK Aisyiyah Dolopo. Penerbitan Artikel Ilmiah Mahasiswa Universitas Muhammadiyah Ponorogo, 4(1): 65-74

© 2020 Universitas Muhammadiyah Ponorogo. All rights reserved

ISSN 2614-1434 (Print)
ISSN 2614-4409 (Online)

INTRODUCTION

English Language is widely used and accepted as international language and affairs. Ahmad (2016: 478) affirms that English is not only a language for Britain and America. It is used all over the world. It is the official language for technology and science and many more. Even in country such as Indonesia where English language is

considered a foreign language which is not widely spoken by people of Indonesian, there is still at least one newspaper written in English language e.g. Jakarta Post Online. From this perspective it can be concluded how widespread the usage of English is. It is advisable to understand about young learner beforehand. Students at this level are just beginning on their academic process.

There is term called “young learners” which means students who are still at early age of their developments. Teaching English to Young Learners is guiding and facilitating Young Learners in age between 3-15 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and expressing their thoughts forward their daily surrounding situation as a foreign languages learners.

From preliminary study in TK Aisyiyah, the researcher had found that the teachers had problems in finding a way to teach English to students. They had no proper teaching supports which could make the teaching process easier. The teachers said that they needed proper learning tool such as learning media to help students understand the vocabulary which are being taught. Teaching media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments. The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Brown (1973) revealed that instructional media which are utilized in learning activities will affect the effectiveness of learning.

The problems above the researcher is interested in using teaching media tool by using a Pop up Slide Book to engage students to learn English vocabulary with interesting pictures and colors. Pop up slide book is the modified version of Pop up Book. According to Taylor and Bluemel (2003: 21) the terms

popup books encompasses formats of mechanical, movable books that unfold and rise from the page to entertain the readers. The pop up slide book is a book which shows three dimensional (3D) stuff when the pull is pulled thus the researcher thinks it is suitable to be introduced as instructional teaching tool in kindergarten.

REVIEW OF RELATED LITERATURE

1. English For Young Learner

There are many definitions about the meaning of Young Learners, Purwaningsih defines that “Young Learners are students in Elementary School aging 9-10 years old who are learning foreign language such as English”. The last statement about the meaning of Young Learners, according to Ety Maryati Hoesein, “Young Learners are the students of Elementary School who are at grade four up to grade six. Their ages range from ten to twelve years of age. They have learned English for about one up to four years”. From those three statements, we may conclude that Young Learners are students who are studying in Elementary or Senior High School aging 7-15 and they are studying English as second language for about one up to four years. In other words, we may say that Young Learners are English foreign language learners, aging 9- 17. In another terms child before age 9 can be categorized as an early young learner. Teaching English to Young Learners is guiding and facilitating Young Learners in aging 9-15 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and expressing their thoughts forward their daily surrounding situation as a foreign languages learners.

2. Problems in Teaching Young Learner

According to Shelley Vernon's website, Teaching English Games, here are some problems that many teachers have when teaching English to children: 1) children have short attention spans, 2) children forget things quickly, 3) very small children may not speak their own language correctly yet, 4) children can be shy and hesitant to participate in activities, 5) children develop at different rates so there may be mixed ability levels in one class even though all the children are of the same age, and 6) children learn through repetition which can be boring.

3. Vocabulary

Vocabulary is the words of a language, including single items and phrases or chunks of several words which express a particular meaning just like individual words. Vocabulary is the core of language and without adequate vocabulary one will have difficulties to understand others or express our own ideas. Students know the importance of vocabulary by carrying dictionary to look up for words they do not know rather than carrying grammar books (Clouston, 2013: 2).

According to (Vocabulary.com, 2019) Vocabulary is all about words — the words in a language or a special set of words you are trying to learn. Vocabulary was first used in the 1500s which means a list of words with explanations. The noun vocabulary came to refer to the “range of language of a person or group”. Merriam-webster (2019) stated that a vocabulary refers to the collection of words known by an individual or by a large group of people. For many people, the word vocabulary is linked with how many words that a person knows. A person either has a large or a small vocabulary. But the word has many definition of meaning and is nicely

representative of the nuanced and myriad nature of so much of the English lexicon.

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. On the basis of its application, vocabulary is divided into two types: There are Active Vocabulary and Passive Vocabulary.

4. The Importance of Vocabulary

Vocabulary is important in language learning because without it we cannot express our feelings and opinions. Richards and Renandya (2013: 255) argue that vocabulary is the core element in language learning and provides much of the basis for how well learners listen, speak, read and write. Without proper vocabulary learners will have difficulty in using the language.

According to Webb (2012) if we learn vocabulary in productive way it will resulting in acquiring both receptive and productive knowledge. Both have a strong relationship and mutual in the development of vocabulary, especially in improving the learners' language efficiency. English vocabulary can also help students to control their abilities in listening, speaking, writing, and reading. Furthermore Nation (2002: 267) affirms that vocabulary growth is such an important part of language acquisition that it deserves to be planned for, controlled and monitored.

5. Problems in Teaching Vocabulary

There are problems that teachers face when teaching vocabulary to young learners. According to Bakhsh (2016: 120) there are more difficulties in teaching young learners

rather than teaching teenagers or adults. Children get bored very fast and they love playing and having fun. Khajlo (2013: 57) mentioned that there are few problems in English teaching such as the lack of interest and motivation to learn English, having no concentration in class, lack of practice and repetition in class and also lack of teaching media to teach.

6. Instructional Media

Gagné (2005: 1) argues that the purpose of instruction is to help people to learn. Of course learning can happen without instruction. However, the goal of educational system is to facilitate learning for students so they can learn better. Instructional design is also important to be implemented in order to accomplish many goals that would take much longer without instruction. Instructional Media according to Reiser and Gagné (1983) is the physical tools in which instructions are presented to the learners. It means that every physical means of instructional categories, from the instructor to the textbook or so on are considered as an instructional medium.

Eze (2002: 9) argues that media as carrier of knowledge and information will be exceedingly helpful in teaching and learning process if we can achieve its effectiveness, efficiency, lifelong learning. Teachers are expected to be carefully selecting or producing media for instruction, observing the criteria for media selection, and using the media according to the materials being taught. In conclusion the instructional media must be applied according to students needs in the classroom.

7. Pop Up Slide Book

From those media categories above the researcher is interested in introducing instructional media in a form of pictures by making a Pop up Slide Book. The Pop Up

slide book can be defined as a book which shows 3D stuff when the pull is pulled. It is a Pop Up book variant which defined as a book (usually for children) that contains one or more pages such that a three-dimensional structure rises up when a page is opened (Pop Up Book, 2019).

The researcher made the Pop Up slide book by using carton papers with the pictures of animals and the text containing the name of animal. Then the researcher open Popup slide book and ask the students to guess what the picture is about. Then the teacher pulls the secret pull to reveal the word or text beneath the picture. Then the teacher try to associate the word with the picture thus the students will learn about the meaning of words by association. For example: "This is a Cat", "This is a Goat", etcetera. The researcher will not try to teach reading skill but he will teach vocabulary memorization instead. However, the researcher will display the text associated with the name of animals beneath the Pop Up slide book for the sake of simplicity.

Brown et al (1977: 179) states that pictures provide feeling that they make contacts with the real world. The picture may be used to show the children what the picture will say in English. This is very useful in children's vocabulary development. The teacher can use Pop Up book to teach almost anything e.g. parts of body, colors, transportations, animals, etc. Almost any picture can be made into pop up slide books. In this research the researcher will try to implement using Pop up Slide book to teach animal vocabulary in TK Aisyiyah Dolopo Madiun.

RESEARCH METHODOLOGY

The researcher implemented the classroom action research method in this

study. Action research is a cyclical process of ‘think – do – think’ to research and create change. We think about what we do at present, then we do some- thing to create change, then we think again about what we’ve done and its effects. Our thinking informs our practice; and our practice informs our further thinking. Action researchers call this cyclical process of ‘think – do – think’ the action research cycle (sometimes referred to as the action research spiral) (Naughton & Hughes, 2008: 16). Classroom action research was done by teachers in the classroom to enhance the quality of classroom materials and as a result it can produce better English fluency for the early childhood students. The final goal for this research was to improve children’s English.

In this study, the researcher used Kemmis and McTaggart as the models of classroom action research. The stages were planning, acting, observing, and reflecting. The subject of this classroom action research was

kindergarten students in lower grade in academic year 2018/2019 at Tk Aisyiyah Bustanul Athfal Dolopo Madiun. The researcher chooses students from grade B as the subject of the research.

Classroom Action Research instruments were essentials to record the data to be collected during the process of observation. The instruments had to be developed based on the nature of the data to be collected. According to Arikunto (2014:193), there are six instruments in research: Test, Questionnaires, Interview, Observation, Rating scale, and Documentation. In this study the researcher uses observation, Interview and tests to collect data.

The data were classified into quantitative data. The qualitative data were taken from test while the qualitative data were taken from the students’ interview and observation. To score students ability in speaking the researcher used the scoring system obtained from Depdiknas, 2006 No.2 as follows:

Table 1. Test Scoring Rubric

Aspect	Score	Notification
<i>Pronunciation</i>	50	Student can imitate what they hear perfectly
	40	Student can imitate but there are still small noticeable mistakes
	30	Student can imitate the vocabulary but still cannot pronounce the words correctly yet
	20	Student’s English words are hard to understand.
	10	They do not speak at all
<i>Fluency</i>	50	Student can remember the words correctly
	40	Student forgets few words in English but they can recall the words easily.
	30	Student can remember the words after being helped by teacher.
	20	Student cannot recall the words at all.
	10	Student refuses to memorize

To calculate Students' Score the formula that will be used is as follow: The maximal score is 100

$$\text{Fluency Score} + \text{Pronunciation Score} = \text{Total Score}$$

To interpret students score the researcher categorized the score classification in TK Aisyiyah Dolopo Madiun as follows:

90-100: A (Extremely Good)

70-80: B (Good)

50-60: C (Fair)

30-40: D (Low)

10-20: E (Extremely Low)

If the majority of students in class B3 TK Aisyiyah Dolopo had score 70 (the criteria of minimum standard) the implementation of using Pop Up book to improve students' vocabulary would be considered successful.

FINDING AND DISCUSSION

The researcher prepared the classroom research using Pop Up slide book at TK Aisyiyah Dolopo Madiun. The researcher prepared the materials and instruments prior to conducting the research. The subject of the research was class B3 from TK Aisyiyah. This observation consisted of 2 cycles. Each cycle had two meetings. The total cycles done by the researcher had 4 meetings. The observation was conducted from 6th of August 2019 until 10th of August 2019. The total students from class B3 was 13 students. The instruments data such as interview, observation and test were obtained after the end of each cycle.

1) Cycle 1

In this cycle there were two meetings. The researcher gave the materials in form of Pop Up Slide Book and done the

observation in the first meeting. The test was conducted in the second meeting.

The researcher entered the classroom to teach and he was accompanied by the class teacher. This teacher was in charge of the class B and she helped the researcher to check the checklist form. The students were happy when they first saw the researcher. Before the researcher conducted the observation the class teacher opened the class by reciting prayers and singing kid songs followed by the students. The teacher told the kids that there was a new teacher to teach for today. Then the researcher came in front of the class and greeted the students. They were happy to see a new teacher as they assumed that the researcher was the new teacher for them.

After the researcher showed them the books then the book was opened and the animals were showed to the students. The first popup book showed by the researcher was about animals as pets. The images contain of a cat, a chicken, a dog and other cute animals as pets. Then the researcher asked a question if the students knew about the animals in Indonesia. Most of students answered with Indonesian words of the animals at first. The teachers then began by pointing at the animal on the popup book and then explained the English word of that animal. For instance the researcher pointed at the picture of cat on the book and said the word "Cat" and told students to repeat after the researcher.

The class teacher was doing the observation list checking during the teaching and learning process. The researcher assumed that the method of teaching was too fast and he needed to go easy on students since they were still kindergarten students. The researcher then gave all of the popup books he made to students thus they could at least see the picture of the animals as the

first step of learning before being taught about the English words of those animals on the books. The researcher had made 8 popup books in total in a hope the students can see them all. The researcher followed by asking them about what was the animal name while pointing one of the animals inside the popup book. A student answered with the word "Ayam". The researcher gave him appreciation for being able to guess the name right. Then the researcher goes to the other kid and asked the same question to her and he keeps asking them one by one while the kids were examining those small popup books curiously. Students were also told to exchange the popup book with each other so all kids can see different popup books with different animals. Before the teaching process finished the researcher asked the students' feeling about the teaching. They all shouted happily that they liked the popup books. In this first cycle it showed that majority of students had yet learned the English words of the animals inside the popup.

After that the researcher closed the meeting and told the students that they had done great job in the teaching learning process.

In the second observation the researcher tried a new way to stimulate students to memorize English words. Before the class began the researcher greeted the students and told them about how their day was. Then the researcher asked the students to sit down forming a circle. The researcher was helped by the class teacher to organize the students to form circle formation while the researcher also sat on the circle. After that they were asked if they were still remembering the last materials about animals. Some of them did not remember it and the rest were still memorized it. Then the researcher applied a new method where

now he only showed one popup book and opened it. The popup book which the researcher held contained the category of animals in general. Then the researcher told the students to repeat after them. First the researcher opened the popup book and pointed at the image of *gajah* (elephant). The researcher asked, "*Siapa yang tahu nama binatang ini?*" All students answered "*Saya pak! Itu gajah!!!*" Then the researcher asked back by saying "*Oke siapa yang tahu bahasa Inggrisnya gajah? Gajah itu bahasa inggrisnya adalah Elephant. Coba semua tirukan... Elephant...*" All of the students repeated the word simultaneously. Then the researcher went to other animals such as tiger, bear and rhino and did the same method by telling students to repeat the English words after him.

Before the end of the class the researcher tested the students about the popup books and afterwards he conducted the interview to the students orally. The researcher utilized a phone with an app capable to record audio and recorded them in audio one by one. Then finally the researcher told the class teacher that the class was over and the class teacher closed the class lesson for that day. The researcher said thank you to the teacher by helping him filling the observation research instrument and he saved the recorded audios on his laptop.

The researcher conducted a test to get the students score about their ability to pronounce Pop Up Slide Book. Below were the students' percentages of the result test 1:

Table 2. The result of test 1

Score	Criteria	Total
81-100	Extremely good	3
61-80	Good	8
41-60	Fair	0
21-40	Low	0
10-20	Extremely low	2

The total students were 13 in the first cycle and the 2 students did not come to school because they were sick thus their score were 0. Based on the test success indicator all of the students had passed the total minimum requirements to pass this test with score reaching 70 and above (the criteria of minimum standard). It meant that the students had passed the test but there were 8 students who were still getting 70 (minimum score) so the next test should be conducted to fix students' score thus all of students could get score above minimum score.

2) Cycle 2

In this cycle, there were two meetings, the first meeting for material, and the last meeting for test. The third meeting started just like the previous meeting where the researcher prepared all the required necessities prior to teaching such as a lesson plan, instruments consisted of interview questions, observation form and assessment test. The only difference was that the researcher brought animal poster to stimulate children with new material to learn with. The students asked the researcher what was the researcher brought for today. Then the researcher showed them the popup books. The students were excited when the researcher gave them the books. Every two kids got one popup book with different types of animals. The researcher observes the kids while they were interacting with the popup books. Before closing the meeting the researcher interviewed students orally by asking how they felt during the lesson. Then the researcher closed the meeting.

In the fourth meeting the researcher went to the classroom and greeted the students. Then the researcher distributed Pop Up books to the students. And as they

were busy looking at the popup books the researcher took the poster of animals from his bag and told them that he got a new animal picture for them. It was a wall poster of animals. Then the researcher told the students to went back to form the circle and he told them to see the first animal on the poster wall. It was a tiger, thus the researcher said, *"Ini adalah gambar macan! Macan itu adalah Tiger. Coba ayo kita ulangi lagi. Mari ulangi sama sama ya. Macan itu tiger"* The students repeated the animal name loudly and then the researcher moved to the next image of animal, Monkey. The researcher did the same method in teaching the kids.

The kind of animals the researcher taught was a tiger, a monkey, an elephant and a rhino. The differences between teaching using popup books and teaching using animal poster were huge. In the latter method the students mostly were more focused. Then the researcher tested them one by one before the class end to observe the differences. After the assessment test was done the researcher thanked the students and closed the meeting.

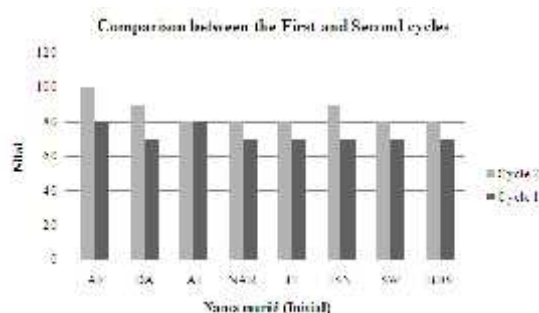
In the last test the score of the students was increasing. It could be seen in the table below.

Table 3. Result of Test 2

Score	Criteria	Total
81-100	Extremely good	3
61-80	Good	5
41-60	Fair	0
21-40	Low	0
0-20	Extremely low	5

The total students were calculated and there were some improvements in the total score. There were no students who got below 80. All of them got > 70 which means that the technique of using picture poster in addition to using popup book has reached success in improving students' English.

The results of test in cycle 2 had significant improvements as there were no students who got below 80 of score in test. They also remember better when they were asked about the name of the same animals. It is showed that they could memorize English words better now. The result of test in cycle 1 was not bad, but it was improved in the second cycle. Below was the result of cycle 1 and 2 could be seen on the chart:



The results from the cycle two was good because the criteria of success had been met. It meant that the strategy was effective for teaching kindergarten students.

CONCLUSIONS

The results from this research were considered as accomplishment and success because it has reached the indicator of success.

In the performance test results it showed that in first cycle 61.53% of students got 70 in performance test. In cycle 2 however after being taught popup slide book with animal poster 100% of students got score 80 and above. It means that the students had improved in terms of English vocabulary.

From the observation data in the first cycle, only 46% or less of students were interested to learn when the researcher explained the English words of the animals inside the popup book because students thought it was boring to only do English learning via popup book. However in the

cycle 2, 90% of students were excited to learn because the researcher added poster animals and combined it with the pop up slide book. The result was both materials could boost students' motivation and focus to learn. Students said that the animals were varied and they were full of animals they liked. They picked up their favorite popup book because they liked the animals inside them. They also tend to be curious about the popup books and they sometimes exchange popup books to their peers so everyone could view different animals. In the second cycle students were also became more focused and interested in the classroom after being taught with popup slide book and animal poster. The students also talked less during the lesson after the researcher introduced animal poster.

The last was the results from interview with students which concluded that their speaking skills in terms of memorizing the name of the animal in English had improved significantly in the second cycle. In the first cycle 87% of students were still afraid to speak because they were shy. In the second cycle 100% of students could speak confidently during the interview and lesson.

BIBLIOGRAPHY

- A. I. Khajloo, "Problems in Teaching and Learning English for Students," vol. 7, May 2013.
- B. Laufer and T. S. Paribakht, "The Relationship between Passive and Active Vocabularies: Effects of Language Learning Context," *Language Learning*, vol. 48, no. 3, pp. 365–391, Sep. 1998.
- D. Corson, "Using English Words" *The Ontario Institute for Studies in Education*, 1995.
- DR. P. I. Eze, "Instructional Media for Effective Teaching and Learning of

- Christian Religious Knowledge in Senior Secondary Schools,” no. Department of Educational Foundations, Ebonyi State University, Abakaliki., Jan. 2002.
- E. Balla, “A General Outlook of the Importance of the English Language in the World Today,” *Academic Journal of Interdisciplinary Studies* MCSER Publishing, Rome Italy, vol. 5, Dec. 2016.
- G. M. Naughton and P. Hughes, *Doing Action Research in Early Childhood Studies: a step-by-step guide*, 1st ed. 2008.
- J. C. Richards and W. A. Renandya, Eds., *Methodology in language teaching: an anthology of current practice*, 1st publ., 17. print. Cambridge: Cambridge Univ. Press, 2013.
- J. Milton, *Measuring Second Language Vocabulary Acquisition*. Great Britain by Short Run Press Ltd., 2009.
- M. L. Clouston, “Vocabulary and Its Importance in Language Learning.” Alexandria: TESOL International Association, 2013.
- P. Nation, “Best Practice in Vocabulary Teaching and Learning,” in *Methodology in Language Teaching*, J. C. Richards and W. A. Renandya, Eds. Cambridge: Cambridge University Press, 2002, pp. 267–272.
- R. M. Gagné, Ed., “Principles of instructional design,” 5th ed. Belmont, CA: Thomson/Wadsworth, 2005.
- S. A. Bakhsh, “Using Games as a Tool in Teaching Vocabulary to Young Learners,” *English Language Teaching*, vol. 9, no. 7, p. 120, May 2016.
- S. Kemmis, R. McTaggart, “The action research planner: doing critical participatory action research.” Singapore Heidelberg New York Dordrecht London: Springer, 2014.
- S. Webb, “Depth of Vocabulary Knowledge,” in *The Encyclopedia of Applied Linguistics*, C. A. Chapelle, Ed. Oxford, UK: Blackwell Publishing Ltd, 2012.
- S. Webb, “Receptive and Productive Vocabulary Learning: The Effects of Reading and Writing on Word Knowledge,” *Studies in Second Language Acquisition*, vol. 27, no. 01,