



THE DESIGN OF STRATEGY FOR TEACHING VOCABULARY BY USING PICTURES FOR YOUNG LEARNERS VIEWED FROM INTERACTIONISTS PERSPECTIVE

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ABSTRACT

Penelitian ini bertujuan untuk melihat bagaimana implementasi gambar untuk mengajar kosakata pembelajar muda dan model pengajaran yang tepat menggunakan gambar dilihat dari interactionis perspective untuk pelajar muda di salah satu sekolah swasta yang ada di kota Padang yakni SD IT Adzkia 2 Padang yang berlokasi di jalan taratak, kota Padang. Pelaksanaan penelitian ini bertujuan untuk menemukan informasi mengenai strategi dan cara pengajaran guru dalam proses pembelajaran kosakata untuk pelajar muda. Penelitian ini menggunakan metode kualitatif. Partisipan dalam penelitian ini adalah 1 orang guru karena disekolah tersebut hanya ada 1 guru bahasa inggris di SD IT Adzkia 2 Padang yang mengajar menggunakan strategi picture. Untuk mengumpulkan data, peneliti menggunakan alat observasi checklist, field notes, dan video recorder. Peneliti memperoleh data strategi dan bagaimana cara guru dalam menggunakan pictures didalam kelas. Berdasarkan analisis data, peneliti menyimpulkan bahwa guru Bahasa inggris di SD IT Adzkia 2 Padang masih belum sempurna dalam melakukan langkah pengajaran menggunakan strategi pictures dikelas. Dengan kekurangan guru dalam mengajarkan kosakata menggunakan pictures, peneliti merancang sebuah rencana pembelajaran berdasarkan interactionist perspective.

Kata Kunci: Strategy of Pictures, Using Pictures, Interactionist perspective, Vocabulary, young Learners.

INTRODUCTION

The teacher used one strategies in learning vocabulary, namely pictures. According to Wright(1989:136) states

that images contribute to interest and motivation. In addition, images can be a description of objects (objects, people, animals, etc.) teachers cannot bring real objects into the classroom



directly. Pictures help students understand foreign words. They help students to illustrate or understand meaning of words. Thus, images can be a good visual medium in the learning process. In the research, the researcher saw how to use the pictures used by the teacher when learning vocabulary. Here the teacher uses images that match the learning material, namely about "Clothes". The teacher asks students about the material or learning topic being discussed, by giving a clue "I wear a skirt, shirt, pants". Then the teacher displays pictures related to clothes. The steps of using pictures that the teacher does at school, still make students feel bored, and the lack of student interest in learning makes the class less conducive and lacks an increase in students' vocabulary. Meanwhile, according to previous research, Himayatus Sholihah (2011:30) there are 4 steps to using picture 1). Heating 2). Presentation (teaching listening, speaking, reading, and writing) 3). Skill 4). assessment,

by doing these 4 steps there is an increase in students' motivation to learn English, the better the photos displayed make students enthusiastic about taking lessons, attracting students' attention and helping students understand things more clearly and easily. And increase students' vocabulary.

Definition Young Learners

To find out what Young Learners are, the researcher needs some theories from experts. The first theory is from Haerudin (2018:42) who explains that Young learners are convinced as students of English between the ages of 7 and 15. The young learners are students who are studying in Elementary or Senior High School ages 7-15 and they studied English as a second language. In Indonesia, the age of young learners entering elementary school is 7 to 15 years. This theory emphasizes that English is their second language after their mother tongue. In addition, young



learners also have their way of learning.

Characteristic of Young Learners

According to Putri & Listyani, (2020:289) Teachers of young learners need to consider the characteristics of young learners to help learners in their learning process successfully. Some facts about young learners. First, they respond although they do not understand. Another characteristic is they understand the most when they see, listen, touch, and interact. The third characteristic is they understand concrete concepts, and for them these concepts are more appropriate than abstract concepts. It is because abstract concepts are difficult for young learners. In addition, Mishanila (2019:20) gives a list of the characteristics which young learners share: a). Young learners are only just beginning their schooling.

Language Acquisition to Young Learners

According to Sarem & Shirzadi, (2014:147) , Lightbown and Spada, (2013:15) and theories from Vgotsky “young learners' language acquisition comes from behaviorists, innatists, and interactionists”. *Behaviorists* emphasize learning in stimulus and response. A positive response in the form of praise or successful communication appears when the child can imitate the exemplified language. As children continue to produce language, they will gradually form their habits. So, stimulus and response work together. That is young learners acquire language through words repeated by the teacher. When they repeat these words correctly, a stimulus is given in the form of appreciation, which then results in further responses being produced by them.

Interactionist view

According to Sarem & Shirzadi, (2014:147), Lightbown and Spada,



(2013:15) and theories from Vgotsky, there are 2 things that can be discussed, namely the interactionists approach and interactionists hypothesis. First, we talk about interactionists approach. Interactionists approach is the interactionis views are more powerful than other theories”because they invoke both innate and environmental factors to explain language learning”. They are the first to view language not only as a matter of syntactic structures but also as a matter of discourse. Vygotsky, a psychologist responsible for the foundation of the social interactionists theory states that meaningful interaction with others is the basis of new knowledge of acquisition. In the interactionist approach, the role of feedback given to learners when they make mistakes has also been the object of attention. And the last, we talk about interactionists hypothesis. The interactionists hypothesis develop on the basis of the social constructivist and interactionist theories of language learning was introduced. The word

interaction, in this context, refers to the interaction between the language learner and their teacher, other native speakers and nonnative speakers. Interactionist state when native speakers communicate with language learners, they modify their language to accommodate communicative abilities and the level of understanding of language learners. Language learners also use their language skills when they communicate with native speakers, and if there are some unclear messages during the communication process, both native speakers and language learners will negotiate the meaning of the message delivered. Social interaction becomes one of the keys to build children’s language acquisition. Example, in using pictures in the classroom, the teacher must teach all aspects of communication (listening, reading, writing, and speaking) by including the 4 aspects of communication. Students will be more enthusiastic in learning and their vocabulary increases.



Teaching English to Young Learners

According to Rajagopalan, (2019:6) Teaching is “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”. It means that teaching is a process or action, a response that involves the classroom so that there is a process of interaction between teachers and students that occurs during the teaching and learning process. Moreover, Brown, (2007:24) Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. It emphasizes that teaching is the process of guiding students carried out by the teacher in the classroom to allow the teaching and learning process to run smoothly.

Teaching Vocabulary for Young Learners

Vocabulary is an arrangement of words or the alphabet where each word has its own meaning. Alizadeh,

(2016:23) explains that Vocabulary is central to language and of critical importance to the typical language learners. Lack of vocabulary knowledge will result in lack of meaningful communication. It means that when someone lacks knowledge of English vocabulary, they will have difficulty communicating in English. Furthermore, Alqahtani, (2015:24) adds that learning vocabulary is an important part of learning foreign languages because the meaning of new words is very often emphasized, both in books and in class.

The Use of pictures viewed from interactionists model. From the explanation above, that is how to use pictures in general, and in this section, it is how to use pictures from an interactionist viewed: 1. Warming up. Warming up is the first step in the teaching process. At this stage, the teacher presents new material to students. Before that, teacher check attendance list students. The teacher does this by linking the material to student life, the teacher give a clue for



students: "What do you Wear when it's cold? Do you The teacher does this by linking the material to student life, the teacher give a clue for students: "What do you Wear when it's cold? Do you wear a jacket or t-shirt? Or do girls wear skirts or pants when they go to school?" This is done so that teacher-student interaction occurs, by an interactionist view where this will result in interactional feedback.

2.Presentation Based on interactionists, communication is an important thing to do because that is where students get their language acquisition. There are four communication skills that must be mastered. They listen, speak, write, and read. In this step, the teacher uses a picture strategy to teach vocabulary and help the teacher explain the material easily.

a. Teaching Listening skill by using pictures, the teacher gave the materials by asking the students to listen to her and then repeat after her. For example, when the topic was clothes, the teacher showed some pictures of clothes and mentioned their names, and then teacher asked the students to repeat saying the names of objects after teacher. In this

skill, the teacher used pictures to make the students interested in learning. After they finished and the students knew the names of all the objects on the pictures, the teacher showed the pictures again one by one and asked the students to say the names of the thing to check whether they listened to her well or not. Then, the teacher asks the students to come forward and provides an explanation of the activities that students must do in practice (touching clothes according to the type of clothing mentioned by the teacher: students pay attention to the teacher's explanation).

b.Teaching Speaking, the teacher led the students to some communicative activities. The teacher used pictures to make her easier in delivering the materials. When the topic is about clothes, teacher showed some picture of the clothes. Then, teacher asked some students to answer the questions about the pictures. Teacher : What is this? Students : pajamas Teacher : How do you spell it? Students : pe-jamez. This activity could make the students understand the objects and help them say the names of the objects



properly. c. Teaching Reading, Reading is important when the learners are learning a new language. teaching the reading skills by using pictures, the teacher read the vocabulary twice to make it more clearly, then asked the students to read it aloud together after the teacher did. After that, she randomly pointed a student to read the vocabulary aloud. d. Teaching Writing, teaching the writing skill by using pictures, the teacher must explain how to write the correct letter. Then, the teacher asked students to write the vocabulary on the blackboard. They write the vocabularies based on the pictures. For example: What is this? This is a cap. 3. Skill practice Based on the interactionists view, in the previous meeting the teacher asked students to provide pictures according to the material to be studied. And when students learn the material, the teacher asks students to exchange the pictures they have brought with each other. Then students were asked to write what pictures they got. When finished, the teacher and students discuss what they have done. In the interactionists view, there is not only

interaction between teacher-students, but also interactions between students. 4. Assessment, this is the last step in teaching and learning activity. It is carried out to know how far the students understand the material. It is also used to know the teacher way of teaching as an input to make a better way of learning.

RESEARCH METHOD

The researchers used qualitative methods to conduct research. According Creswell, (2019:121) Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This study involved 1 teacher and 1 English classes at SD 2 Adzkie Padang as participants. There is only one English teacher here, so the researcher chose this English teacher as a participant in this study. Observations used by researchers are checklist observations. To strengthen the data when conducting observations, researchers used video recorders and field notes.



With this video recorder, researchers can analyze the learning process so that they can clearly see the use of strategies used by English teachers. Meanwhile, field notes are useful for recording what participants are doing during the teaching and learning process. The researcher analyzed the data based on the instrumentation. According to Gay et al (2000:130), there are four steps in analyzing data: reading/memoing, describing, classifying, and interpreting.

RESEARCH FINDING

In this section, the researcher presents the results of the analysis related to the teacher's lesson plans and activities in the classroom in teaching by using images based on interactionists viewed: Warming up is the first step in class. Activities in the teacher's lesson plan, the teacher opens the class by greeting students and praying together. The teacher relates the previous material to the material to

be studied. Then the teacher opened the class with variations of applause. In class activities, the teacher warms up by opening the class with greetings, and praying together. Then the teacher relates the learning material to students' lives by giving instructions to students to guess the learning material to be studied. The teacher chooses a topic about clothes.

Teacher greets students

Teacher : *good morning students.*

Student : *Morning, ustadzah*

The teacher does warm-up activities

Teacher: *what is this? (teacher points to his shirt)*

Student : *I know za.... It's a dress.*

Teacher : *what is our topic today?*

Student : *clothes, za . (pakaian za)*

In the explanation of the steps for heating the lesson plans and in the classroom, they are almost the same. Judging from the theory of images that have been discussed in the previous chapter, the teacher is correct in the general warm-up step between class and lesson plans. However, teachers



are still lacking in implementing the steps for using images based on interactionists viewed. Below is how to teach using pictures based on interactionists viewed:

Teacher greets students

Teacher : *good morning students.*

Student : *Morning, ustadzah*

The teacher does warm-up activities

Teacher: *what is this? (teacher points to his shirt)*

Student : *I know za.... It's a dress.*

Teacher: *what color is the dress?*

Student : *brown color za*

Teacher: *what is that (the teacher points to the male students' undergarments)*

Student : *That's pants*

Teacher: *What color?*

Student : *Green color za*

Teacher: *Wow good*

Teacher : *So, what is our topic today?*

Student : *clothes, za . (pakaian za)*

Presentation is a step in the core activity, in the lesson plan the teacher conveys material related to the material, namely clothing; Students are

asked to listen to the material presented by the teacher. The teacher asks students to read the vocabulary about the clothes displayed; Other students are asked to listen to students who are reading. In class activities, the teacher displays and explains the material learned about clothing, then the teacher instructs students to repeat and follow after the teacher. The teacher invites students who can read to reread the vocabulary of the clothes they have learned. Situation here:

Teacher: *Ok students. Watch the picture!. Listen and repeat. (the teacher reads the names of the clothes one by one and the students listen)*

Student : *Okay zah.*

Teacher: *Now, let's read together. (The teacher asks the students to read aloud the vocabulary in the picture and after that the teacher asks the students to read one by one).*

The explanation of the learning steps using the picture above, there are differences in lesson plans and class activities, in the lesson plans the teacher only presents the material, there is no repetition and follow-up as in class activities. Based on the theory



of images that have been discussed in the previous chapter, lesson plans and class activities have fulfilled the teaching method by explaining the subject matter. However, in this class activity there is less interaction based on an interactionist viewed. So, below is how to teach based on interactionists viewed:

a. Presentation; In this teaching activity there are several activities, namely listening, reading, speaking, and writing. Listening Activities: a) The teacher displays pictures according to the material studied "Clothes". b). The teacher gives a model for the pronunciation of the type of clothing while pointing at the picture (spoken twice), then the students imitate and repeat it.

Teacher: I showed you the pictures about clothes, and you have to follow and repeat them after me.

After doing the repetition and following, the teacher appoints the students in each row to name the clothes again. By doing activities like this, it helps students to know what kind of clothes are being drawn, and

the teacher does it again to make sure whether the students are listening well or not c). The teacher asks the students the function of the picture appointed by the teacher. d). The teacher asks 2 students to come forward to touch the clothes that match the type of clothes mentioned by the teacher.

Teacher: Teacher asks 2 students to come forward. Listen to the teacher instructions; you both have to touch the clothes according to the type of clothes the teacher mentioned. (guru minta 2 orang siswa untuk maju ke depan, dengarkan instruksi guru, kamu berdua harus menyentuh pakaian sesuai dengan jenis pakaian yang guru sebutkan).

*Touch your shirt!
Touch your Socks
Touch your Shoes
Touch your Belt!
Touch your Skirt!*

Speaking Activities: a). The teacher guides students to do communicative activities, the teacher shows pictures about clothes b).The teacher uses the interrogative sentence "What it is..." while pointing at the picture; Then students mention the object shown by using the sentence "This is a ..".

Teacher : In front of this there are some pictures about clothes

(didepan ini ada beberapa gambar tentang pakaian)



Teacher : What it is?

Students : This is a Skirt

Teache : What is the Color?

Students : Red

c). The teacher instructs the students to ask their friends using the sentence "What it is ..."; his friend answered by using the sentence "This is a .." (done by pointing to the clothes his friend was wearing). By doing activities like this, students can establish communication with their friends, not only with the teacher. Make students more active in speaking activities and can increase students' vocabulary.

Reading Activities:a). In reading activities, the teacher uses pictures. The teacher reads the sentence on the picture three times, the teacher asks the students to read it together after the teacher does it b).Then the teacher conducts reading activities to students by pointing one by one the students to read the sentence aloud.

Teacher : *Read after me*



Students wearing T-Shirts!

Students wear shoes!

Students wear belts!

Students wear pants!

Writing Activities:a). In teaching writing activities using pictures, the teacher must explain how to write the correct letters. Then, the teacher asked the students to write the vocabulary on the blackboard. They write vocabulary based on pictures.



Teacher: *What is it? (pointing to the picture)*

Student : *This is jacket, zah*

Teacher : *Try writing the letter jacket on the blackboard*

Student : *J-A-C-K-E-T*

Skills Practice; This skill training activity is a step used to determine students' abilities in the previously taught material. In the lesson plan step, the teacher asks students to mention some vocabulary about clothes without



looking at the slides. In class activities, the teacher also instructs students to read vocabulary about clothes. In the explanation of the skill training steps above, the teacher also uses teaching steps according to picture theory, but the teacher does not develop all language skills. And the lack of interaction that occurs in the classroom. So, below is how to teach using images that are appropriate for interactionists viewed: Skill Practice; In the activity of teaching skills training according to the use of images based on interactionists, it is seen: a). In listening practice, the teacher asks students to listen and carry out the instructions. The teacher asks students to show a picture of a t-shirt b). After that for speaking practice, the teacher asked the students to name some words related to the topic of Clothing and then asked them to spell the words c). Then to read, the teacher asks students to read the words aloud d). For writing practice the teacher asks students to write down words related to the topic of clothing based on

pictures. Assessment is the final step in image theory. Activities in the teacher's lesson plan, the teacher gives assignments on the English module book. While in class activities, the teacher instructs students to memorize pictures about clothes and is assisted by parents at home. In the class assessment step and lesson plans there is a difference that the teacher must give assignments at home by working on the English module. Below is how to assign assignments to appropriate assessments by interactionists viewed: Assessment; The teacher gives homework to students to find pictures of summer and winter clothes, then writes the name of each outfit, and then explains in front of the class what pictures the students wrote.

CONCLUSION

The picture strategy in teaching vocabulary from an interactionist perspective is a way of teaching teachers in vocabulary learning to



increase the vocabulary of young learners according to the interactionist theory, namely, where using pictures there should be more interaction between teachers and students, there should be reciprocity from caregivers and children.

SUGGESTION

All English teachers should know how to apply using appropriate

pictures in teaching English to young learners and also learning models, because this can help teachers in the classroom and students in the learning process. teachers can make students active, interesting, and creative in the learning process and develop their vocabulary. the reader can help the reader to make a new thesis as a reference and the reader can find out about the appropriate lesson plans for young learners.

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