

CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter includes English for young learners; vocabulary and its practices, which differs into the importance of learning vocabulary and vocabulary for young learners; Research and Development Model, need analysis, situation analysis, teaching materials, which differs into teaching materials for young learners and developing picture cards for young learners; and review of previous study.

A. English for Young Learners

As it stated earlier, English has become the most language used in the world and become as an official language in 53 countries in the world. Besides that, English language is becoming progressively important in a world since political, social and trading issues between peoples are quickly spreading (First, 2019; Wang, 2008; Butler, 2005; Butler, 2007). Because of that, it comes to an impact in educational policies and practices, one of them called English in primary age or can be called as English for Young Learners which has become so important in recent years and also become a world-wide issue until nowadays (Scott & Ytreberg, 2004; Nunan, 2003; Wang, 2008; Butler, 2007; Besser & Chik, 2014; Butler, 2015). However, before knowing what is English for Young Learners, it is very important to know who are young learners and the first and second language acquisition.

Young learners are included in primary education which is very different around the world, especially in determining the young learners age for English for Young Learners (EYL). There are so many issues in determining the ages, however

it can be stated that young learners are children that take language learning which are under 14 years old (Pinter, 2006).

From the point of Pinter's view (2006) young learners are children who start school, at around the age six or seven, and state the primary school until children are 14 years old age. So that, Pinter divides them into two groups; younger learners and older learners. Younger learners have their own characteristic that older learners cannot do and vice versa. The characteristic of younger learners and older learners will be explained below.

a. *Younger Learners*

- *Children are at pre-school or in the first couple of years of schooling.*
- *Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.*
- *They have lower levels of awareness about themselves as language learners as well as about process of learning.*
- *They have limited reading and writing skills even in the first language.*
- *Generally, they are more concerned about themselves than others.*
- *They have a limited knowledge about the world.*
- *They enjoy fantasy, imagination, and movement.*

b. *Older Learners*

- *These children are well established at school and comfortable with school routines.*
- *They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.*
- *They show a growing level of awareness of others and their viewpoints.*
- *They have a growing awareness about the world around us.*
- *They begin to show interest in real life issues (Pinter, 2006).*

The young learners, from the explanation above, they have similarities in their curiosity about language and their sensitiveness. They are very curious about something new, and language always develop and create something new for them, especially when they hearing a new sound pattern or intonation (Pinter, 2006).

The young learners, in Scott and Ytreberg's (2004) point of view, they also differed young learners into two, however there is a specific age gap between them, firstly children age five to seven years old, secondly children age eight to ten years old. They also differed their characteristic in general and specific characteristics to make us know and understand well about them. The age group of young learners and their characteristics, will be explained below.

a. Five to seven-year olds

1. General characteristics

- *They can talk about what they are doing.*
- *They can tell about they have done or heard.*
- *They can plan activities.*
- *They can argue for something and tell you why they think and what they think.*
- *They can use logical reasoning.*
- *They can use their vivid imaginations.*
- *They can use a wide range of intonation patterns in their mother tongue.*
- *They can understand direct human interactions.*

2. Special characteristics

- *They know that the world is governed by rules.*
- *They understand situations more quickly than they understand the language use.*
- *They use language skills long before they aware of them.*
- *Their own understanding comes through hands and eyes and ears.*
- *They are very logical.*
- *They have a very short attention and concentration span.*
- *Young children sometimes have difficulty in knowing what fact and what is fiction.*
- *The adults' world and the child's world are not the same. Children do not always understand what adults talking about, and vice versa.*
- *They will seldom admit that they do not know something either.*
- *Young children cannot decide for themselves what to learn.*
- *Young children love to play, and learn best when they are enjoying themselves.*
- *Young children are enthusiastic and positive about learning.*

b. Eight to ten-year olds

1. General characteristics

- *Their basic concepts are formed. They are very decided views of world.*
- *They can tell the difference between fact and fiction.*
- *They ask questions all the time.*
- *They rely on the spoken word as well as the physical world to convey and understanding meaning.*

- *They are able to make some decisions about their own learning.*
- *They have definite views about what they like and do not like doing.*
- *They have developed sense of fairness about what happens in the classroom and begin to question teacher's decision.*
- *They are able to work with others and learn from others.*

2.Special characteristics

- *They understand abstracts.*
- *They understand symbols (beginning with words).*
- *They generalize and systematize.*
- *They know have some sort of language awareness and readiness which they bring with them into the foreign language classroom (Scott & Ytreberg, 2004).*

From the explanation above, young learners which are from age five to seven years old are still unconsciousness about their language skills that they use. They can use some intonations in their mother tongue and also have their understanding through hands, eyes, and ears, which means it is possible for them to know a little about English besides their mother tongue since they are paying attention about something new and enthusiastic and positive about learning.

For eight to ten years old, they are always questioning about something. Which means their curiosities has been awoken and more aware with something that they cannot understand. It can happen because of their definite views about what they like and not like doing. Also, they have some language awareness and readiness in learning foreign language. However, it will be difficult, if they have the potential but they do not like to do it. Sometimes, they do not want to do it because, it is hard for them or they confused about it. As we know, they are a little similarity between mother tongue and foreign language, however sometimes they are confused to place it where it belongs to. This can make young learners at eight to ten years old to be more curious or the worst they do not want to learn about it.

From both of theories, it can be concluded that there are some similarities and differences among them that we should know. Firstly, about similarities among them is they both differed young learners into two groups. Then in similarities, they talk about children sensitiveness in intonation and their skill in speaking (for the younger learners, five to seven years old); and children' awareness and readiness in learning foreign language and also their basic concepts and their understanding in abstract (for the older learners, eight to ten years old). Secondly, all of the theory said that young learners love to play and learning something that they love. It can be considered for the using an appropriate teaching method and the materials.

Then, the differences between two theories are firstly, is about the specific age for young learners in the two groups. From Pinter (2006), there is no specific age gap among them. It is just said the young learners and the older learners, since there is a different age grouping in young learners around the world. While Scott and Ytreberg (2004) states that, there are specific ages and characteristics among them which makes it easy to understand them well. However, not all of the both theories are the same with our children in this country, since we have different social background and institutional factor.

After the explanations about who are young learners, it is important to know how they acquired a language. This term is called as language acquisition. Acquisition means something or someone acquired or gained or the process in getting something (Cambridge, 2019; Merriam-Webster, 2019). However, in the term of "Language Acquisition", it means learning a language without being taught (Cambridge, 2019). From the terminology, it is said that language acquisition is acquiring and learning a language without being taught, which means something

that we brought since we are a baby. This term is one of the most inspiring and fascinating in a theory of human development aspects (Lightbrown & Spada, 2006).

Language acquisition, as we stated before, are differed into two, first and second language acquisition. According to Nunan (2011), before to know the nature of second language acquisition, the first language acquisition has to be understood well. Because, all children that have a language as the first acquisition are able to do (which mean language skills) effortlessly and do it not in a long time (Nunan, 2011). A theory that supporting this term was Behaviourism. Behaviourist believed that human are creatures that always fully react to every stimulus that is given to them, or can be said as a process of imitating, the term of habit formation (Sujanto, 1986; Nunan, 2011). In this term, children who are acquired a language as a first language acquire their language by listening and imitating their parents' way of talking then forming linguistic habit in the process (Nunan, 2011). This theory was invented by Skinner, who was published this theory in his book entitled *Verbal Behaviour* in 1959.

Besides that, Skinners' theory also gives a great significance that people should know, the environment as the source of everything the child needs to learn. Environment in here is the language that produces around them to be as a model of imitating and habit formation. The quality and quantity of children's language will depend on their environment of language around them (Lightbrown & Spada, 2006; Nurhayati, 2016).

Then this theory was disproved by Chomsky theory. They argued that the language is not acquired by imitating and habit formation, because every child in the world generate unique utterance from an early age and utterance is just produce

only once then disappear (Nunan, 2011). It can be concluded that children are not always imitate then form a habit formation. They use their unique utterance ability from an early age, then it is just produced once then disappear. Disappear in here means the utterance that has been produced by someone when they were little will be replaced with the new utterance. For example, a baby, for they first time, will say “ma... ma...”, however this utterance is no longer for forever, which means until they adult they still said “ma... ma...” but, it will be replaced by “mama”, or mother as they know their society and environment.

Secondly, when children produce a language, they could not possibly have learned through imitation, because they are things no adults are likely have to said (Nunan, 2011). In this theory, children produce a language in a spontaneous sometimes, because they already have an ability and adults always say something according to their purpose or business and their answers are a spontaneous reply to their purpose or business.

So that, another theorist, named Chomsky came up with an alternative that children acquired their first language because of they were born with an essential ability to learn language. In this theory, human all born with a language “instinct” that make them easy to acquire their language. They also never develop grammar system, because they always hear it all around them every day (Nunan, 2011; Pinter, 2006). This theory explained that in learning language as first acquisition people do not need to learn it, because it is an instinct that every human has in order to communicate among their group or society. In learning language as first acquisition, people also never develop or learn about the grammar, because they always hear and use it every day and every time and sometimes it never uses any grammar or

can be called as ungrammatical structure (A.J., 2013). For example, in acquiring Javanese or Indonesian, we did not have any difficulties, especially in communication among our friends in the same age range. We can do that because, we do it and we hear it every day and every time.

However, as it is stated before, people can do it easily when they use it among their friends. Then, the problems that occurred in Chomsky's theory is how people use language for someone who is older than them. Chomsky's problem, in acquiring first language acquisition for the first time is not as easy, automatic and unproblematic as the theory has said (Nunan, 2011). For example, when a child is telling about what he did with his friends to his parents, his parents is not always understand about what he said. So that, when talking to their children, parents speak slowly, carefully, and grammatically, providing clear models for their children's future (Nunan, 2011). So that, in acquiring first language it can be concluded that a mental process, psychological process and also social process are included on there. However, there is no single theory that could explain the first language acquisition (Nunan, 2011).

There is also a theory that explains how the first language acquired. As it is stated before, there were none theories that can explain the unique of first language acquisition, however a mental process and also psychological and social process are used in acquiring first language. This is the role of input and interaction. In this theory, all babies and young children need to be talked, so they can receive input and begin participate in an interaction (Pinter, 2006). However, the quality of input will be different when they talked to babies or children than adults. According to Snow (1972) in Pinter (2006), "mother's speech to their babies was slower and more

repetitive than their normal speech to adults.” It can be said that the slower and monotonous that the mother’s speech the more understand their babies. The other thing that have to be noted in here is the topic content or the topic areas. The topic areas that should be introduce in input are related and relevant to the children, for instance family, animals, foods, etc.

The theory above is proved to argue the Chomsky’s theory in Nunan (2011) that suggested, there is not any difficulties, unproblematic, and automatically in acquiring first language acquisition for the first time. As it is said before, every parent in the world have to provide a good model in way of speaking by speaking slowly, carefully, and grammatically for their children’s future. So that, the quality in input should be good in order to provide a better future in the way of their children’s speaking.

From Piaget’s and Vygotsky’s theory came up a new theory namely “scaffolding”, which invented by Jerome Bruner. Scaffolding is an important instructional strategy which ensures that a child can gain confidence and take control of the task. At the same time, when they are stuck, she or he will be offered immediate meaningful support by an adult. So that, adult can ensure the young learners are still on their track and motivated to join our class or finish the task. And the support is adjusted to the needs of the individual child (Pinter, 2006). Scaffolding in here as same a stair or bridge as a cantilever before young learner learning about language. When they have mastered their subject well, that cantilever can be released, so that young learner can learn more but never out of the track. One of examples in the class that showed the using of scaffolding in here is the using of TPR (Total Typical Response) teaching method. In this teaching

method, teacher coordinates the way of speaking and also the action. The students have to follow the teachers' orders silently and perform it their teacher while they analyse the way of speaking and the action (Gusrayami, 2014; Larsen & Freeman, 2000). This teaching method is very useful in teaching vocabulary and structures (Larsen & Freeman, 2000).

Now, move to the second language acquisition. In the second language acquisition, according to Nunan (2011) there is no differences between acquiring first language and second language acquisition. However, the age and second language acquisition are begun with the statement "The Younger The Better". This statement will become the first thing that initial the ideas of teaching to young learners.

The first thing that is to be noted in learning and developing of young learners is the developmental sequences or "stages", these stages related to children's cognitive development (Lightbown & Spada, 2006; Nunan, 2011). The learning and developing of young learners began with the theory of "constructivism", or it can be called as active learning. This theory was developed by Jean Piaget (1896-1980), who suggested that children construct knowledge for themselves by making sense of their environment. There are two terms in this theory, "assimilation" and "accommodation". Assimilation is a term which children is adapting information to fit their interpretation and make in their way of thinking, meanwhile accommodation is a term which children change their way of thinking to put up a new idea. Assimilation and accommodation occur in the same time of process of thinking (Pinter, 2006).

In the terms of children's relative development, young learners must have a stage of children's development, and Piaget divided it into four stages, namely sensory-motor stages, pre-operational stage, concrete operational stage, and formal operational stage. All of these stages begin from birth until eleven years onwards. Because of the learners in this research are kindergarten students, then the most appropriate stage to describe them is pre-operational stage. In pre-operational stage children are think largely dependent on perception, however they will become more capable of logical thinking (Pinter, 2006). In this stage, children are lack of logical thinking, they love something illogical and something that attract them, because they depend on their perceptions. In this stage, teachers should aware with their teaching methods and also their materials. It is recommended to use materials that featured with familiar task and familiar circumstances.

As it stated in Piaget's theory, it is emphasized with the biological basis of development and universal progression from stage to stage as seen as in the four stages of children's development. However, this theory is lack of the terms of social side, which is very important in children's development. Social environment, cultural context, their friends, teachers, and their communication with their parents will affect their development. Because of that reason, a new theorist namely Lev Vygotsky developed a new theory called as social constructivism or the role of interaction (Pinter, 2006).

Vygotsky agreed with the Piaget's theory that suggested children construct knowledge for themselves and actively participate in learning process. However, he noted that social environment has an important portion in learning process. In his research, he observed the learning potential of the individual, especially children

because they are unique learners. He observed what children were capable to do when there was an adult in their learning activity. So, from the observation, it can be concluded a concept called Zone of Proximal Development or ZPD. This concept explained the gap or the zone between child's current knowledge and the potential knowledge achievable with some help from an adult (Pinter, 2006).

After the children development theories that support English for young learners' program, then the theory that support the statement, "the younger the better" in learning language must be known well. The initial theory that should be known is "Early Bilingualism". Early bilingualism started with a possible in chance to learn two language or more which is to start at birth. This statement is based on the example of mixed nationality marriage (Nunan, 2011; Pinter, 2006; Lightbrown & Spada, 2006). However, it is not always based on the mixed nationality marriage. This can be happened from personal background, social and economic opportunities that will also affect children's bilingualism (Lightbrown & Spada, 2006).

There are two terms that should be noted in terms of bilinguals, simultaneous acquisition or bilinguals and sequential bilinguals. Simultaneous bilinguals are children who learn language from earliest age, meanwhile sequential bilinguals are children who learn another language later (Lightbrown & Spada, 2006). Simultaneous bilinguals happen when children were born from mixed nationality marriage (personal background), and their social and economics factor that make them to learn language in order to better communication. Then, sequential bilinguals happen when children have to learn language because their social and economic background, however they started to learn it when in time they have to

learn it or later. For example, when children move to another country, or home stay in another country.

Bilingual children if they compared to monolingual children, they appear to develop more slowly in linguistics terms. However, the development of both languages will continue in balance way only if occasions are regularly available to practise and develop competence in both languages (Pinter, 2006). Besides are able to develop and use two or more languages, bilingual children are more aware with metalinguistic awareness, or can be namely as the ability to manipulate and label language. They also more aware of language system, such as arbitrary symbol, and more conscious of language patterns and structures (Pinter, 2006; Lightbrown & Spada, 2006).

Critical Period Hypothesis states a term “Younger is Better”. This term is derived from a hypothesis that suggest that the most proper or critical period for acquiring another language is the first ten years of life, because the brain have its maximum flexibility or plasticity rather than adult (Nunan, 2011). However, when it comes to the practicality, younger is not always better. It is true that young learners’ class, such as kindergarten, primary school, more attractive, motivated, and energetic rather that high school or college. However, in pronunciation both of them are the same, except in gaining vocabulary and grammatical structures, adults are more dominant in mattering rather than young learners. This can be happened because, children are more sensitive to sounds and rhythm, and they love to copying new sounds and pattern of intonation, meanwhile adults is less energetic and not too anxious like children in learning language, however they are more analytical and give attention to detail (Nunan, 2011; Pinter, 2006; Gusrayami, 2014;

Lightbrown & Spada, 2006). So, it can be stated that in teaching and learning, teachers should consider what the competence that are going to teach and also who are the students. When teaching grammar and vocabulary, it is proper to teach them to adults, if we want to teach pronunciation, it is proper to teach it both adults and young learners (Nunan, 2011; Lightbrown & Spada, 2006).

After theories that support English to Young Learners, then goes to the historical perspective. According to the historical perspective, English to young learners was initiated by the spreading of FLL (Foreign Language Learning) which was developed in Europe during the post-war period and particularly in the 1960s. In the United Kingdom, there was a study that concluded there was no advantage in introducing foreign language in the curriculum of primary school, because children had made a little progress (Bland, 2015).

Then, the introductory to FLs to the primary level were spreading again in various parts of world during 1980s/1990s. Studies in this era were conducted in order to know the effective learning, included the themes related to society, schools, teachers, learners, start age, and diversity, especially in European (Bland, 2015).

Then, some eight years later the European Commission published a more extensive review of current research, and the topic was encompassed the period of large-scale expansion of English in primary schools, both across Europe and through many regions of Asia. From that topic, it stressed a detailed understanding of how the conditions at that time might impact on learning, so that many researches at that time were contributed to develop teacherly skills to be able to maximize the potential advantage of early age. Then, the research of teaching on early start or age

in primary school are called as teaching English to young learners or teaching to young learners (Bland, 2015).

In Indonesia, teaching to young learners occurred because of the globalization and decentralization in Indonesia (Gusrayami, 2014; Musthafa, 2010). Globalization in Indonesia has affected in many sectors in Indonesia, such as trading, economics, politics, and also education. In the terms of politics, it is called as decentralization, which means local governments make their own decision related to local content, in here called as “muatan lokal”, which included local language and foreign language in primary school (Musthafa, 2010).

In Indonesia, the terms English for Young Learners are still vague, because there is not any clear curriculum and also who are called young learners, since English in Indonesia is still a compulsory subject in the school (Kirkpatrick, 2016). So that, teaching English to young learners, especially in Indonesia, differs into two. For private school or international school, English is introduced to the students since when they are in kindergarten, however, in state school, English is introduced to the students when they are in the elementary school (Gusrayami, 2014; Musthafa, 2010).

So that, from all of the explanations above, from theory until English for young learners in Indonesia, it can be stated that English for young learners differed into two perspectives, theory perspective and historical perspective. In theory perspective, English for young learners are differed into two, based on the language acquisition. They are English for young learners in first language acquisition and English for young learners in second language acquisition. English for young learners in the first language acquisition is initially with the theory of behaviourism,

goes to mental processes, psychological processes, and social processes, and comes in the theory of scaffolding, which is very useful in teaching both of first and second language acquisition.

Then, English for young learners in second language acquisition is initially with the theory of constructivism, or children's cognitive development, and the environment that affect the activity in acquiring the language. Besides that, there is another theory that the most important in making a foundation of English for young learners, the theory of "Bilingual Children" and the hypothesis of "The Younger The Better". However, both of them are not affect in the learning of language, because in learning language in age perspectives, it depends on the skill that what to be taught.

After all of the theories in teaching to young learners, in history perspectives, teaching to young learners began with the spreading of FLL in Europe during the post-war period, the improvement of research in teaching and learning and the improvement in teaching and learning that happened in Asia, then in Asia began with the globalization, one of the example country is Indonesia that makes English as a compulsory subject until now for primary grade. In short, English to young learners is an activity in the class, teaching and learning English that is taught for children or young learners with specific skills to be taught which sometimes mentioned or not, especially in pronunciation and vocabulary building and as a compulsory program for several countries in the world.

B. Vocabulary and Its Practices

Vocabulary is very important while learning any language in order to know how to speak, read, write, and listen, or we can say it the language competences.

Vocabulary is also the core of the language proficiency if it is related to the all language competences. Without acquiring vocabularies, while learning language, it will make a person lacks of potential in using the language and also does not know the proper language in a certain situation, or recognizes the language itself (Richards & Renandya, 2002).

Vocabulary is more than just a single word, however it can be included lexical chunks, phrases more than two or more words, which are called as a single lexical unit. According to Barcroft, Sunderman, & Schmitt in Tesol (2019), vocabulary is derived from Greek *lexis* “word” which refers to all the words in language, all of the vocabulary of language. According to dictionary, vocabulary can be defined as the body of words used in a particular language, or a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined as lexicon (Oxford, 2019; Merriam-Webster, 2019). Vocabulary also can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman & Dwyer, 2009). Hornby (1995) defined vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings. While Ur (1998) stated, vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. In addition, Burns (1972) defined vocabulary as the stock of words which is used by a person, class or profession. So that, it can be stated that vocabulary is all of the words, which can be in a form of single word or two or more words, that also can be called

as lexicon, in the language that are used by a person to communicate effectively or express their feeling.

Vocabulary itself can be divided into two types, they are active and passive vocabulary (Alqahtani, 2015; Shoebottom, 2007). However, Haycraft, quoted by Hatch and Brown (1995) in Alqahtani (2015), stated two kinds of vocabulary, receptive vocabulary and productive vocabulary. Receptive vocabulary is words that someone recognizes and understands while they are using them in the context, people always recognize it in written or reading text, however productive vocabulary is words that someone understands and can pronounce it fluently, and people always recognize it in the terms of spoken or written.

Teaching vocabulary or acquiring vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, issues would appear to the teachers. They have problems of how to teach students in order to gain sufficient results. The teacher should prepare and find out the appropriate techniques, which will be applied to the students (Alqahtani, 2015). In acquiring vocabulary, it should make a clear understanding between comprehension and production. Comprehension is a strategy that is used in the classroom that permit one to understand word and store them, meanwhile production is a strategy that is used to activate one's memory by retrieving some words from memory, then using them in an appropriate situation (Carter & McCarthy, 1988). In comprehension strategy, it is divided into three, such as enhance understanding, enhance storage in memory, and perception and action, meanwhile production is divided into vocabulary use and vocabulary retrieval.

Because in this study the subject are young learners in second language acquisition so that, the most appropriate strategy that is used is comprehension strategy.

In comprehension strategy, it must be preceded in the language learning. Because, when someone first start to learn a new language, the biggest problem is that they cannot recognize any of the words. Nothing that they see or hear in the new language makes any logic at this stage, because all the words are unfamiliar (Meara, 1995). So that, comprehension strategy is the most important that teacher should use in this stage. In comprehension strategy, as it stated before, there are three kinds of strategies that can be used, such as enhance understanding, enhance storage in memory, and perception and action.

1. Enhance understanding

Enhance understanding will help students to understand unfamiliar words mean. The dictionary usage in this strategy is very important. Noting that the students are going to discover the meaning of unfamiliar words, however the dictionary usage is just can be used as a last option (Carter & McCarthy, 1988). In enhance understanding strategy, it will be included:

- a. Context clue

Context clue's main activity is guessing vocabulary from the context, and this strategy is always used by most of people in order to get the meaning from the context. There are three kinds or steps that occur and can be used in context clue, first of all is guessing by the topic; secondly, the using of discourse; lastly, the grammatical structures. By using this strategy, it can be helped to improve

students' ability in discovering the meaning through context alone (Alqahtani, 2015; Carter & McCarthy, 1988).

b. Word morphology

Morphology can be also used in determining the word meaning. By introducing lists of stems and affixes with their meaning, students have to memorize the meaning that they get.

2. Enhance storage memory

The aim of this strategy is helping students remember words and also helping them in storing words in their memory. According to Burling (1982) in Carter and McCarthy (1988), in memory and comprehension, the most effective distinction among vocabulary items may not be between the content and function words, however may lie among the different types of content words. In here, as we know, function words are very easy to remember, however most of them may have the content words that cannot be picture out or stand for abstract concept. That is why, content word is very important in gathering proper understanding of a text.

Secondly, the fact about vocabulary and memory is that form may be important than meaning in remembering vocabulary item. According to Miller (1956) which is cited by Nattinger in Carter and McCarthy (1988), our memory holds a fairly constant number of units, these units are called as chunks of information, composed several rather than single items, and this chunks is more crucial in recalling the memory. So that, chunking unfamiliar materials in meaningful ways, will be easier in

increasing the number of items that the students can get (Carter & McCarthy, 1988).

In enhancing storage memory, there are four strategies that can be used, such as:

c. Mnemonic devices

In this strategy, encouraging the students to use memory technique will help and support them in committing words to memory. This strategy is always used by the most students around the world.

d. Loci

Loci techniques are based on the fact of “cognitive maps”, which are familiar arrangements of visual images can be remembered easily. This technique is as same as with the function of book shelf, which we group of familiar visual images in the loci of one’s image scene.

e. Paired associates

Paired associates is almost the same with direct method, which associates visual image to a new word, however paired associates links two words of similar sounds and meanings. According to Curran which cited by Nattinger in Carter and McCarthy (1988) stated that such associates “security words” and supported their use for acquiring vocabulary. For instance, associating the meaning “black” with German word schwarz, one

might associate the word swarthy, which has the meaning “dark, black”.

f. Key words

In this method, students learn a word of target language by linking it with its translation in the native language in a special way. For instance, the Spanish word “perro” means dog, one might notice that the first syllable sounds like “pear”, then can be visualized by a large pear-shaped dog.

2. Perception and action

Perception and action are the basic process that affect language acquisition. The subject’s interaction with the environment is a major factor in language acquisition. In perception and action, there are six techniques or strategy that can be used.

g. Total Physical Response (TPR)

In here, foreign language is introduced as a series of imperative which link the language with various kinds of over action that the students can perform in the classroom. According to Freeman (2000) TPR was developed in order to reduce stress people when studying foreign languages and use for keep on in their study beyond a beginning level of proficiency. In this method, oral modality is primary, and vocabulary and grammatical structures are emphasized in this method. This method is always used in teaching to young learners (Freeman, 2000; Bland, 2015; Alqahtani, 2015; Gusrayami, 2014; Nunan, 2011).

h. Craight's Cognitive Depth

In this technique, students discuss subjects of personal interest which they are interested in, meanwhile the teacher provides information only when students need about it.

i. Formal Grouping

Students are taught to recognize the basic forms of words and how they combine it with certain commonly affixes.

j. Word families

Word families is the extended of formal grouping. As it stated, many words built from a particular root that are gathered so that, the associations among them can be seen. In short, people can group that with the word families.

k. Historical, orthographical similarities

The most useful way in learning a cognate language. For example, a knowledge of sound changes separating two languages will be helpful, not for understanding vocabulary of classical languages, but also the contemporary ones.

l. Collocations

Students are not only memorized some new words however also how they defining it in semantic area.

Besides, teaching techniques that can be used in the class above, according to Brewster, Ellis, and Girard (1992) in Alqahtani (2015), they mentioned, there are several techniques that can be used, such as:

1. Using objects

Using this technique includes the use of realia, visual assistances, and demonstration. Objects can be used to show meanings when the vocabulary consist of real nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.

2. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. These objects can be used many times in different contexts if they are made with cards and covered in plastic. They can help young learners to understand the main points that they have learned in the classroom.

3. Using Illustrations and Pictures

Pictures link students' prior knowledge to a new story, and in the process, help them learn new words. There are lots of vocabulary that can be introduced by using illustrations or pictures. They are brilliant resources of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. They can also make their own visual helps or used pictures from magazines.

4. Contrast

Some words are simply explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". However, some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. However, it is also important to learn synonyms, because all of the dictionaries are organized by this way (using synonyms. This is appropriate with the Ilson's stated (1991) in Alqahtani (2015) that putting bilingual dictionaries separately, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used.

5. Enumeration

An enumeration is a collection of items that is a complete, well-organized listing of all of the items in a collection. It can be used to present meaning. In other words, this technique helps when any words are difficult to explain visually.

6. Mime, Expression, Gestures

According to Klippel (1994) in Alqahtani (2015), mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence, it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. In addition to help in comprehension way, teaching gestures may also be related for learners' memorization process. Undeniably, many second language

teachers who use gestures as a teaching strategy state that it can help learners in the process of memorizing the second language lexicon.

7. Guessing from context

As it is stated before, this technique boosts learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are alone (Alqahtani, 2015; Carter & McCarthy, 1988). According to Walters (2004), there are many clues learners can use to find meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

8. Eliciting

This method is giving motivation and outstanding vocabulary by merely giving pupils a list of words to learn.

9. Translations

According to Thornbury (2002), in some situations' translation could be effective for teachers, such as when dealing with incidental vocabulary. In short, there are always some words that need to be translated (Shoebottom, 2007) and this method can save a lot of time.

In teaching language to the young learners, teachers have to be creative in designing class and activities for the students. Since children are very active and very enthusiastic in learning any language, it can be considered for the teacher to make a good class atmosphere while learning any language. According to Shin

(2006), there are ten ideas that can be useful to learners ranging from about 5 to 12 years old and can be used for numerous proficiency levels.

1. Enhancement activities with visuals, realia, and movement.

Young learners have a tendency to have short attention lengths and a lot of physical energy. According to Scott and Ytreberg (2004), they stated that their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.

One way to seize their attention and keep them involved in activities is to enhance the activities with lots of brightly coloured visuals, toys, puppets, or objects to match the ones used in the stories or songs. These can also help make the language input understandable and can be used for follow-up activities.

2. Get students in making visuals and realia.

Involvement in creating the visuals that are linked to the lesson helps include students in the learning process by presenting them to the context as well as to related vocabulary items.

3. Move from activity to activity.

Do not apply more than 10 or 15 minutes on any one activity because children have a tendency to become bored easily. For students ages 5–7, try to keep activities between 5 and 10 minutes. Students ages 8–10 can handle activities 10 to 15 minutes long. It is always possible to retreat to an activity later in class or in the next class. This phenomenon, sometimes, can be called as a classroom routine, if it is necessary, depends on the learning objectives.

4. Teach in themes.

Moving from one activity to others that are connected in content and language helps to reprocess the language and strengthen students' understanding and use of it. Since young learners have a short span in concentration or focus, it is considered to make a sequences activity that related to each other.

5. Use stories, materials and contexts accustomed to students.

It is important to find an appropriate stories or materials to your students based on their language proficiency and what is of interest to them.

6. Create classroom routines in English.

Having basic routines in the classroom can help to bring about young learners. For example, the use of TPR while learning vocabulary of interjection or imperative (Gusrayami, 2014; Shin, 2006; Freeman, 2000), clap short rhythms for students to repeat, using a song in introducing some new words to the young learners (Gusrayami, 2014; Shin, 2006; Pinter, 2006; Şevik, 2011).

7. Use L1 as a resource when necessary.

It is more effectual to use L1 for a difficult expression or word, teacher can just use it. It is suggested to concentrate on building communicative skills. Some words that students can understand, the teacher can depend on visuals, realia, and gestures. Important in the choice to use L1 to translate new language is wisely essential the language objectives for the activities.

8. Bring in collaborators from the communal.

Collaborate with others like parents, student teachers from the local university, or older students, while studying English in order to expand the English learning community is good too. The best setup would be wisely is managing the guest with the language objectives. In other words, we must put in the guest in the lesson plan as a special event or special activities in a topic that the teachers taught.

9. Cooperate with other teachers in the school.

Cooperate with other teachers in the school can make the learning involvement richer for the young learners. Connecting the lessons to the subjects, activities, and stories that the students are learning in their native language can be done in planning related thematic units that similar with the learning in other subjects (Shin, 2006). It is stated that in teaching and learning, one of the teachers' duties is to make understand their students. So that, teacher can increase and make a creative idea with connecting the materials or the topic to the native language.

It is stated by Crandall (1998, 4), a focus on shared students and their attempts to negotiate meaning and construct understandings in both classes can help keep the attention focused on student learning, rather than on teacher effectiveness. Collaboration that the teachers make to introduce language, can help the students to focus on the learning also. Then, the students can be so easily in getting new information and knowledge, especially in some new words.

10. Communicate with other TEYL experts.

It is very useful if it may collaborate with the other teachers at school to see what content is most relevant to students, and it is also significant to keep in connection with other TEYL experts, both in local area and internationally (Shin, 2006; Pinter 2006).

By making a connection with other young learner teacher and the experts, it is possible to keep the class always renewed with the new ideas and face the current issues in learning language. The collaboration can help to create and give the best solution to the current issues that happened in the class.

1. The Importance of Learning Vocabulary

It is almost impossible to learn a language without words; even communication between human beings is based on words (Alqahtani, 2015). According to Shoebottom (2007) learning vocabulary is very vital part of learning a language. The more words someone knows, the more they will be able to understand what they hear and read; and the better they will be able to say what they want to in speaking or writing. As same as we noted before, vocabulary is very important while learning any language in order to know how to speak, read, write, and listen. Vocabulary is also the core of the language proficiency too if it is related to the all language competences. Schmitt (2000) underlined that lexical knowledge is central to communicative competence and to the acquisition of a second language. Without acquiring vocabularies, while learning language, it will make a person lacks of potential in using the language and also does not know the proper language in a certain situation, or recognizes the language itself (Richards & Renandya, 2002).

However, until very recently vocabulary has not been treated well enough in foreign language learning (Long, 2001; Beheydt, 1987; Lessard-Clouston, 2013). Even today the idea that vocabulary learning is an uncontrollable add-on to structure and function learning remains the main implicit bias in most FL methods and courses (Beheydt, 1987). This can be proved in *Vocabulary Myths* (Folse, 2004), it is stated that some research findings in exposing many of the myths that have controlled the role of vocabulary in foreign language curricula over the years. These myths are (1) Vocabulary is not as important in learning a foreign language as grammar, (2) it is bad to use lists of words when learning vocabulary, (3) vocabulary should be existed in semantic sets, (4) the use of translations is a deprived way to learn new vocabulary, (5) guessing words from context is as productive for foreign language learners as it is for first language learners, (6) the best vocabulary learning styles that can be used by learners is one or two really specific vocabulary learning styles, (7) foreign language learners would use a monolingual dictionary, (8) vocabulary is enclosed enough in curricula and courses.

As it stated earlier, vocabulary is the core of English language teaching and it is truly agreed that much second language vocabulary learning occurs incidentally especially, while the learner is involved in extensive reading (Huckin & Coady, 1999). Without sufficient vocabulary, students cannot understand others or express their own ideas (Lessard-Clouston, 2013; Alqahtani, 2015).

In learning English, learners have to deal with unfamiliar words during acquiring the language acquisition, which means they have to know and also remember such unfamiliar words in order to make a better knowledge of the language usage, so that they can know how to use them accurately and communicate

well in a foreign language (Huyen & Nga). Therefore, vocabulary make its roles in gaining some words that are important in all or several contexts that are fulfil the learners' need.

According to Fisher & Frey (2014), students' vocabulary knowledge is an important predictor of their overall comprehension. The Common Core State Standards are raising the expectations for word learning and there are now 4 distinct standards related to vocabulary, including content areas. This based on the lack of association between the use of context and recall of word meaning. Even when students did use the cues in the sentences to produce thinkable meanings for the target words, this did not help them establish representations for the meanings of the words (Lawson & Hogben, 1996). So that, learning vocabularies is very important, especially in predicting and building students' comprehension and words association. In addition to the importance of vocabulary, a large vocabulary is more exactly predictive and reflective of high levels of reading achievement (Pikulski & Templeton, 2004).

Folse (2004) stated that though each language has its own vocabulary details, the vocabulary needs and learning processes of the learners of foreign languages are similar. However, it is different from learning L1 vocabulary, L2 learners need to regain the form, the meaning, or the usage of the word that can be achieved by doing several classroom activities. Wilkins (1972), as cited in Herbertson (2010) stated that the importance of learning vocabulary, it is said without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It can be concluded that without lexis, someone who wants to convey their ideas will be no use at all, however their ideas are still going to be understood

even though they use ill-formed sentences. Then, the problems that may occur is there is no one that can decode their ideas (Ali, Mukundan & Ayub, 2012).

So that, from the explanation above, learning vocabulary is very important especially in expressing ideas, important predictor of overall comprehension and words association, and make better knowledge of the language usage, especially how to use them accurately in a foreign language conversation.

2. Vocabulary for Young Learners

In learning any language, people should never ignore vocabulary building in our process. Because, vocabulary has related in mastering language skills and competences. However, it will become a problem while they wanted to introduce foreign language including and especially in vocabulary to young learners (Alqahtani, 2015; Nash & Snowling, 2006; Shin, 2006; Sue, Copland, & Burns, 2011; Wang, 2008; Garton; Copland & Sue, 2016; Nunan, 2003; Meara, 1995). As it is stated before, during the process of first language development, children learn new vocabulary by the listening and reading situations (Webb, 2009). However, learning vocabulary for second language may be the same or sometimes not, depends on the situation and context (Nunan, 2011; Folse, 2004).

This vocabulary learning might influence on the outcomes, which between first and second language acquisition may be the same, for example is in study predictor of students reading comprehension in first language acquisition by Hemphill & Tivnan (2008), they stated that beginning-of-1st-grade letter–word identification and word attack skills were the strongest predictors of reading comprehension at the end of 1st grade. However, vocabulary was the best predictor of reading comprehension at the end of 2nd and 3rd grades. From the statement,

young learners in first language acquisition, while they study about vocabulary, their competence in vocabulary can make a predictor of English competence that they have, especially in reading.

Then, compare it to the study of *The Effects of Pre-learning Vocabulary on Reading Comprehension and Writing in Japan* (Webb, 2009), it stated that pre-learning FL vocabulary may be an effective method of improving reading comprehension and writing, with the direction of learning having a significant effect on a learner's ability to use or understand a word. Participants who completed the productive learning task had higher scores on the writing test and on the test of productive vocabulary knowledge, while participants who completed the receptive learning task had higher scores on the comprehension test. It can be concluded that, vocabulary competences affect the students' competence, especially in reading and understanding the word and language. This is as same as the result of study predictor of students reading comprehension in first language acquisition. Besides that, the subjects are the same too, which are from elementary or primary grade, however their national background is different. Then, it can be noticed that there are some associations between efficiency of lexical access and vocabulary knowledge in bilinguals' equivalent, suggesting that children's ability to abstract information from the input in building a working lexicon relates deeply to mechanisms primary the construction of language (Marchman, Fernald & Hurtado, 2010).

Now, about teaching vocabulary on the kindergarten level, that the pupils' perception is still low, but their sensitivity in intonation, rhythm, fiction, realia, and enthusiastic about learning is high (Pinter, 2006; Scott & Ytreberg, 2004). What

should the teacher do and what are the activities and teaching materials that can be used in the class may not be the same with the adult class or older young learners (Pinter, 2006; Scott & Ytreberg, 2004). Then, whenever learning vocabulary from lists is a practice which are very common use. Nowadays, however, barely anybody recommends that people should learn vocabulary in this way (Meara, 1995; Folse, 2004). So that, formerly presenting the meaning or form of vocabulary matters, teachers have to pay attention on the type of the vocabulary, the students' level and characteristics, and also the worth of the techniques for the learners. In other words, students' age, level of education as well as English proficiency may affect their learning (Alqahtani, 2015).

It is also suggested that young learners should be mastered their small controlled vocabulary along with the grammatical system, then they can be mastered a large number of vocabulary. There is a linguistic explanation which limited the target vocabulary of language according to the learners' age or the level of proficiency. According to Folse (2004) and Catalán & Gallego (2005) findings, the linguistic explanation limits target vocabulary for about 500 words or so for a beginners' course. However, the actual figures for English suggest that a basic vocabulary of about 2,000 words accounts for about 80% of what they see or hear. This actually based on the research that was found, the common of the learners did not know the most frequent 2000 words in English, but if they did, they would also perform effectively in the listening, reading and writing tests. These findings thus recommend that the 2000 vocabulary level is a vital learning goal for low-level EFL learners (Staehr, 2008).

So, from the findings above, it can be stated that, 2000 vocabulary is the best amount of vocabulary that must be have and acquire by beginner level in learning English, because from that amount, the performance and predictor of overall comprehension can be showed the learners' abilities. And it might be practical to teach beginners a very large vocabulary very quickly, and not limit their lexical development to small vocabularies acquired over a long period of time. (Meara, 1995) However, as a teacher, it should be considered about the young learners' psychological who still unconscious, or can be said a rather naive understanding of what learning a language contains, but most people are definite that learning a language means learning lots of new words in learning language, especially for young learners (Meara, 1995; Pinter, 2006; Scott & Ytreberg, 2004; Sue, Copland, & Burns, 2011).

From the statement above, it can be concluded that it is impossible to teach a large number of vocabulary to children because of their psychological. However, it must be noted that young children have to be actively involved in vocabulary development, if they are to remember new words and begin to hold the numerous, nuanced meanings of words (Jalongo & Sobolak, 2011). Thus, worth techniques of vocabulary instruction to young learners must be stated before teaching vocabulary to young learners.

According to Jalongo & Sobolak (2011), the effective vocabulary instruction practices contain meaningful repetition; combining the enactive, iconic, and symbolic modes; and reading aloud in a dialogic style. Meaningful repetition in here, can be called as drill and practices included spelling (Alqahtani, 2015), which is drills and practice is worked to make learners get used to the word form

especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury, 2002). Drilling is very useful because learners have to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000). Meanwhile, spelling is needed in order to memorizing the actual words (Reed, 2012), however it needs to be considered later, because spelling forms of English words is not always indirect by the pronunciation.

According to Meara (1995), in teaching and learning vocabulary to young learners, it must consider to give them vocabulary first rather than the grammar. The reasons are first, acquiring single words in the first example is a habit for children. Young learners are different from adults when they learn about language. They do not start to use two words before acquiring basic vocabulary which are approximately about 100 words. Then, it is believed that a single word stage is important for children learning their L1, then quite conceivably a similar stage might be accepted for L2 learners as well.

Second, building vocabulary quickly is as same as with building a large number of vocabulary which can allow someone to communicate with people over a wide range of unpredictable situation. The communication that young learners have may be imperfect, however the words that they are used are represents the real use is good enough for started. As it is stated above, the teacher should think about the children's psychological side in building vocabulary. When they know the words, they can learn easily how to use proper words in the current situation, this also help them to give some feedback to their young learners about how to pronounce and use it as natural as possible.

Third, grammar is mainly about patterns. Patterns are much easier to recognize if someone has a lot of data to work with, mostly if the patterns are statistical ones, rather than absolute regularities: it is very difficult to recognize a pattern if they only have a few examples to work with. Human brains seem to be predominantly good at recognising patterns in complex data: limiting language input to a quite small vocabulary hides the patterns, and makes it difficult for the brain to carry out its natural learning function.

So that, the activities that suitable for young learners in order to building vocabulary are first, students could be provided with authentic texts, and simply asked to mark any word forms that they recognize. These texts could be moreover written or spoken texts. The object is not for the students to understand the text, but simply for them to recognize the words they already know. Second, involving word games in different sorts, explicitly designed to get the students using their new vocabulary. Word games do not offer the naturalistic, communicative contexts that language teachers usually think of when they are trying to provide contexts for using an L2. But, in fact, non-natural contexts of this sort provide a very good environment for using words (Meara, 1995).

According to Schmitt and McCarthy (1997) in Alqahtani (2015), they gave some strategies to learn vocabulary as follows: (1) guessing from context, (2) using word chunks and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. As we explained before, guessing from the context is a good strategy that the teacher can use in the class while teaching vocabulary to young learners. Guessing from context can boost student's vocabulary because it can improve the students' confidence

while learning vocabulary, and also teacher can use clue to teach students about vocabulary by using illustration, pictures, or words chunks.

Another way that can be used is using word chunks and mnemonic techniques. These two strategies are mainly use the memory of the students a lot, which means students have to get new vocabulary then memorize it in their mind, then recall it again in the context use.

Lastly, the using of vocabulary cards. Vocabulary cards in here can be picture card or wall charts, etc. (Pinter, 2006; Scott & Ytreberg, 2004). By using these materials, students are expected to recognise the pattern of the word (Alqahtani, 2015; Meara, 1995). When learners image to-be-learned material, the possibility for advanced recall is much greater than if they only make verbal links. To build verbal depictions in the memory, teachers need to present vocabulary in an organized way. Meanwhile it is harder to memorize random material, arrange vocabulary in units, introduce it in stages and summarize is the best way. To build non-verbal images, elaborate it with making illustrations, show pictures, draw diagrams, and list detail (Sökmen, 2006).

The comprehensive approach in vocabulary for young learners are also stated by Pikulski & Templeton (2004), it is stated that a comprehensive approach consisting of the following components needs to be in place. (1) Use “instructional” read-aloud actions. (2) Provide direct instruction in the meanings of clusters of words and individual words. (3) Systematically teach students the meaning of prefixes, suffixes, and root words. (3) Link spelling instruction to reading and vocabulary instruction. (4) Teach, model, and encourage the application of a word-

learning strategy. (5) Create a keen awareness of and a deep interest in language and words.

According to Shin (2006) in *Ten Helpful Ideas for Teaching English to Young Learners*, there are ten ideas that can be useful to learners, and four of them are represents to the teaching vocabulary, (1) enhancement activities with visuals, realia, and movement, (2) get students in making visuals and realia, (3) use stories, materials and contexts accustomed to students, (4) create classroom routines in English.

From the all statement above that have been mentioned, it can be seen that the using pictures, realia, visuals, such in vocabulary card are very common use in the young learners vocabulary class and it is easy to deal with the activity too that related to the using a song or TPR, “instructional” read-aloud, drill and practices, and soon. All of the activity that has been mentioned called as a repetition. According to Nation (2001), repetition is important for vocabulary learning because there is so much to know about each word, and because vocabulary items must not only be known, they must be known well so that they can be fluently accessed.

It is also mentioned that the using simple word or one lexical is also recommended since children in the L1 and L2 are expected to recognize the pattern of word through the simple or one word first. It is also mentioned that when to make realia in the activity, it should be emphasized by a colourful picture or card, so that young learners will get involved in the activity naturally.

As it is seen, it is the duty of teachers to provide the whole learning or whole language involvement. Consequently, rather than execute a language-based course of study on young learners, it would seem to be more value to boost children to

acquire language through an activity-based curriculum (Vale & Feunteun, 1995). So that, besides the using of good strategies in learning vocabulary for children, the teacher should include it in the activity-based curriculum, then the students' performance would be better. Because, they keep on the track about what are they are going to learn.

It is also recommended for teacher to put the young learners' need first before conducting the class. Since the focus is initially on the practical task, children can be encouraged to work out for themselves what they want to say about their own work, at their own level (Vale & Feunteun, 1995). They can be allowed to make language errors without the fear of failure. So that, when gathering or making materials that will be used in the class, it should be considered the students' needs first or the students' liking. Because, it will help them to involve in the activity automatically and without hesitation.

C. Teaching Materials

Teaching materials are the most important tools of a teacher that must be used in the class in order to make their teaching go effortlessly and be effective in conveying the essential knowledge to all students (Al Azri & Al-Rashdi, 2014). In teaching and learning English as foreign language, the role of culture in language teaching can be included in teaching materials (McKay, 2000).

According to Tomlinson (2008), materials for learners at all levels must provide experience to authentic use of English through spoken and written texts with the potential to involve the learners cognitively and affectively. So that, ELT materials should be determined by principles of language acquisition and that preferably all units of material should be ethical, relevant and coherent. In other

words, the thoughts of the needs and wants of their target learners and by principles of language acquisition is needed in developing or selecting teaching materials.

Tomlinson (2008) also stated that in developing teaching materials for young learners there are some considerations in it, such as: (1) given to the suitable order of introduction of skills for children of different ages and reading skills, (2) multi-media resources should be used to encompass and improve young learners' methodology, (3) amount of assessment material with courses' needs, (4) support moral and intellectual topic and encourage educational values which suit to the age and context of the children concerned.

1. Teaching Materials for Young Learners

In teaching for young learners, there are three kinds of materials that can be used in the class, there are materials for teachers and pupils to make, materials to buy, and materials for collection.

a. Materials for teachers and pupils to make

In materials that the teacher and pupils to make are included puppets, class mascot, paper dolls, English corner, picture cards, card games, board games, word/ sentence card, word card display, word display, books/reading cards, transparencies, calendar, clock.

b. Materials to buy

In materials to buy, there are several types of it, readers, maps, wallcharts, toys, building blocks, cassette recorders, cassette, overhead projector. In readers there are three kinds of materials, namely, coding, displaying the books, and borrowing cards.

c. Materials for collection

Materials for collections are included, assorted ribbons, old cards, cotton reels, all sorts of paper, stamps, coins, buttons, string, jars, etc.

2. Developing Picture Cards for Young Learners

The situation concerning both which materials are used to teach young learners and their availability varies greatly. However, in the practical use the coursebook or textbook are commonly use in the young learner class (Sue, Copland, & Burns, 2011; Butler, 2004). Textbook has not necessarily been a satisfactory solution, so that young learners' teachers need more materials in the class, one of them is picture cards.

Picture cards can be drawings or cut-out from magazine, or perhaps photos. Picture cards are the easiest materials to short according to size- really big one for class work, and the smaller ones for individual or pair work and also can be sorted by its themes or topics (Scott & Ytreberg, 2004). Picture cards can be gotten by buying them, making by yourself, and students making of them. The explanation will be described below.

- a. Buying them: Some textbooks provide an additional pack of cards or they can be bought in sets.
- b. Making them yourself: It's really easy to make your own picture cards even if not very imaginative. We can use pictures from magazines, draw simple pictures or copy from the internet or clip art. The most important thing is to make sure they are all of the same size. To capture students' attention and keep them involved in activities, enhancement the activities with lots of brightly coloured visuals of picture cards. Though it may take a lot of

preparation time to make them, if it is possible you can use thick paper or laminate the sets as you make them and they will last for years (Shin, 2006; Budden, 2004). The advantage, apart from the fact that they are cheap and easy to keep, is that you can make sets for your exact needs.

- c. Students make them: After presenting a new lexical set, using symbols or the course book, then ask students to create the cards for you. Give each one an item to draw (Budden, 2004).

Another way that we should notice are how to develop effective materials. Based on Heinich in Arsyad (2009), an effective media or material design known as ASSURE. ASSURE is shortening from Analysing learner characteristics, Stating objective, Selecting, or modifying media, Utilizing, Requiring learner response and Evaluating.

- a. Analysing the overall features of the target group, including age, gender, cultural background and socio-economic, etc. as well as analysing their specific features including, knowledge, skills, and attitudes.
- b. (S) Stating or formulate learning objectives, explicitly capabilities (knowledge, skills, or attitudes) that are expected to have and master students. This objective will affect the selection of media.
- c. (S) Selecting, modifying, or designing and developing materials and appropriate media. The material and the media will be able to stimulate the interest of students, have the accuracy of the information, have good quality, and gives students the chance to participate.
- d. (U) Using materials and media.
- e. (R) Requesting a response from the students.

f. (E) Evaluating the learning process.

The initial steps of ASSURE model above is almost the same with Need Analysis and Situation Analysis which are initially with the process of analysing the target needs. So that, in order to make an effective material, it should be considered first about the target needs, then considered the situation around them by using situation analysis.

In situation analysis, it can be considered the environment for L1 and L2 acquisition. In the L1 environment, the language is highly contextualized, using the authentic language, and the learner are highly motivated, however in the L2 environment, the language is more decontextualized, sometimes using artificial language, and the learners are not highly motivated. So, that in developing picture cards for L2, it is very important that L2 instruction include language structures that are presented inside a context that is meaningful and communicative (Shin, 2006).

According to Howard & Major (2004), there are some factors that can be considered in designing materials, such as: the learners, the curriculum and the context, resources and facilities, personal confidence and competence, copyright agreement, and time. They also stated some guidelines in designing and creating materials, such as:

1. The materials should be contextualized.

The materials should be emphasized the curriculum that are used by the school. It also must be contextualized to the experience, realities, and the first language of the students. The most important thing is the topic or the themes must be meaningful, the means of meaningful in here is focused uses for the target language.

2. The materials should stimulate interactions and procreative.
3. The materials should encourage learners in improving learning skills and strategies.
4. The materials should focus on the form and at the same time it includes the function.
5. The materials should offer opportunities for integrated language use.
6. The materials must be authentic.
7. The materials should link each other to develop a progression of skills, understandings, and language items.
8. The materials should be attractive.

In this term, materials must have some aspects that very important in designing teaching materials.

a. Physical appearance

Includes the density of the text on page, the type size, and the cohesiveness and consistency of the layout.

b. User-friendliness

It is related to the usability of the materials. Materials must be user-friendly in practicality, so that everyone in the class can used them too. It is also stated that the term usability, can be stated as the effectiveness of instructional using.

c. Durability

It can be used in a long-life span and also can be used for a lot of users.

d. Ability to reproduce

9. The materials must have an appropriate instruction.

10. The materials should be flexible.

Meanwhile in Indonesia, in designing materials it should be considered about the component of the textbook evaluation which is developed by BSNP. However, because this study and the product is picture cards, it must be adopted and adapted same aspects that would be related to the good aspects of picture cards, for instances “Kelayakan Isi” or can be called as content eligibility, “Kebahasaan” or the language features, and “Kegrafikan” or graphics.

D. Research and Development Model

The results of educational systems continue to holdup far behind expectations at all levels, primary, secondary, and tertiary (Reeves, McKenney & Herrington, 2011). Though important, traditional basic-to-applied research methods have provided an unsatisfactory source for evolving the design and implementation of innovative collaborative learning environments. As it seems, it is projected that more progress may be accomplished through development research or design research (Reeves, Herrington & Oliver, 2004).

Educational design research provides a theoretically practical alternative to the kind of educational research that is commonly conducted in the field of educational technology. Educational design research has the two objectives of developing creative methods to solving human teaching, learning, and performance problems while at the same time creating a body of design principles that can guide future development efforts (Reeves, McKenney & Herrington, 2011). In shorts, the

solutions can be educational products, processes, programs, or policies (McKenney & Reeves, 2014).

It is believed that development in improving teaching and learning through technology may be accomplished using design research as an alternative model of investigation. It assimilates the development of solutions to practical problems in learning environments with the identification of reusable design principles (Reeves, 2006).

The term of research and design itself, comes from the process in developing and validating a product. And this type of research comes to educational sector in order to develop and validate an educational product, which is very useful in improving the technology and also method that always up to date in educational sector. However, this research design must have an ideal or critical characteristic that would make the research and design in educational sector to be worth. According to Ann Brown (1992) and Alan Collins (1992) in Reeves (2000), they stated that critical characteristics of design experiments, such as:

1. talking complex problems in real contexts in partnership with practitioners,
2. integrating known and hypothetical design principles with technological affordances to reduce probable solutions to these complex problems, and
3. conducting severe and reflective investigation to test and refine innovative learning environments as well as to define new design principles.

Besides knowing the critical characteristic in conducting research and development study in education, someone must know well the method that can be used in this term of study. Knowing the method gives some advantages in developing the product and also evaluating the product itself. In short, it will be a

sequence of how to conduct it, then the researcher will be kept on his track while conducting this research. The product that becomes the result itself, as it explained before, can be educational products, processes, programs, or policies. And these products can be solved the problems whether in the class, laboratory, or outside the class (Oka, 2017).

Criteria of the product, after conducting research must emphasize the criteria such as: (1) the product must appropriate with the problem or needs in education or teaching and learning activity, (2) the specification of the product must be clear enough, (3) the product can be developed with the minimum time and cost. In developing the product, it can be considered the process that will be taken: (1) conceptual design of engineering product based on the previous study, (2) conceptual design of engineering system based on the previous of result study in its subject (Oka, 2017).

According to the ministry of education regulation number 23, 2005 in Oka (2017), the concept in developing included: (1) developing and modelling of teaching media based on the IT and human sources in educational sector, (2) developing human sources along with the IT in educational sector, (3) analysing, arranging, developing, using, and evaluating of the model and the media, (4) creating and developing the media, (5) analysing, arranging, developing, using, and evaluating of the model and the media for primary school and special need student school, high school, and college or university.

In educational design research there are some models that can be applied when conducting it, such as:

1. Allen Model

This model is common use in developing industrial products. This model using a number of prototypes. The number of prototypes in this research approximately three prototypes, which are prototype 1 is the initial design of the product after revision, then prototype 2 is introduced to the experts, when the second prototype is imperfect then it should be revised, the prototype 3 is the last prototype, which means this prototype is almost close to the real product that will be launched. The sequences in developing a product using this model, will be pictured below:

Initial analysis – prototype – prototype – prototype – model development - production and integration – final quality verification – final delivery (Oka, 2017).

2. Department of Defence/ DoD handbook of America

This document is always used in officer career training and development of America. The model will be pictured below:

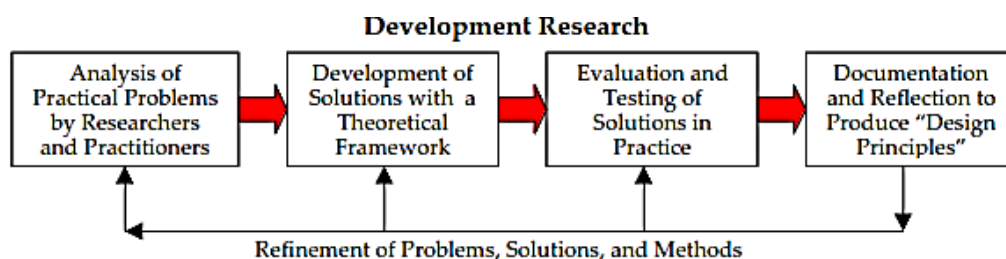
Planning – design – production – post-production (Oka, 2017).

3. Reeves Model

This model is introduced for developing interactive multimedia learning product. He stated that, a fundamental principle of development research is association among practitioners, researchers, and technologists. Another important principle of development research is the enthusiasm to providing direct benefits to all participants within the context of the research (Reeves, 2000).

Education is a fundamentally different type of science and educational researchers have never produced findings even in the least similar to those in the physical and biological sciences. Educational researchers must challenge the unproductiveness of their past labours and take essential steps to conduct investigation in more productive ways (Reeves, 2000).

The model of research and development by Reeves will be pictured below. (This picture was taken from the study of Enhancing the Worth of Instructional Technology Research through “Design Experiments” and Other Development Research Strategies by Reeves (2000).



Picture 2. 1 Development Research Model by Reeves

E. Need Analysis

Need analysis is a procedure in gathering the information about the learners needs. The term of need analysis was introduced in language teaching due to English for specific purposes or ESP. Need analysis in language teaching might be used for a number of different purposes, such as:

- a. *To find out the language skills that the learners needs.*
- b. *To determine if the course effectively addressed the needs of the students.*
- c. *To determine if some groups of students are needed more training.*
- d. *To identify the gap between what the learners are able to do and need to be able to do.*
- e. *To collect information about the current issues in learning (Richards, 2001).*

The first step in conducting need analysis is to decide what are purpose, and need analysis may take prior to, during or after the language programs. In need analysis, there are some procedures in collecting the data, such as: questionnaire, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, case studies, and analysis of available information. Because, this study is just only using questionnaire, interviews, observation, and analysis of available information, then those four manners will be explained below.

1. Questionnaire

It is the common instrument used, easy to prepare, can be used in a large number of subjects, and the information that have obtained are easy to tabulate and analyse. This instrument can be used to elicit information in many kinds of issues.

2. Interviews

Different with questionnaire, interviews can produce a deep exploration or information rather than questionnaire. This procedure takes a longer time in gathering information and can be applied just in a small group. Interviews can be conducted by using telephone or face-to-face.

3. Observations

In this procedure, learners are being observed about their behaviour, it is good to use this. However, sometimes when learners are noticed that they are being observed, sometimes they do not perform well and the result becomes not authentic.

4. Analysis of available information

This is actually the first step in need analysis, because there are very few issues in languages that have not been written or analysed somewhere (Richards, 2001).

F. Situation Analysis

There are other parts that have the same portion with need analysis in order to make a successful language programs, materials, or activities. The language context or situations, which can be called, which sometimes have crucial roles in a successful learning. So that, situation analysis can be conduct in these terms due to investigate the factors in the context of planned or curriculum project that is made in order to assess their potential impact of the project. In conducting situation analysis, it can be the same with need analysis or maybe get along with the analysis (Richards, 2001).

Situational analysis includes societal factors, which determine the impact or the position of the impact groups in the society at the large programs; project factors; institutional factors, which means every institutional has their own “culture”; teacher factors; learner factors; adoption factors (Richards, 2001).

G. Review of Previous Study

In conducting this study, there are some previous studies that related to this research. The researcher uses the previous study as a reference to know the ways to conduct the study in Developing Vocabulary of English Picture Card for Young Learners in ABA Pelangi Inclusive School.

Firstly, the thesis that was written by Salisa Maulidiyah in 2018, entitled *Pengembangan Bahan Ajar Kosakata Bahasa Inggris dengan Model Mnemonik*

pada Siswa Kelas II MI Tarbiyatussiban Boyolangu. This study was conducted based on the preliminary observations that findings the materials that is used was not well matched with the learners' and teacher's needs. The model that is used in this research is Borg and Gall development model. The result showed that both teachers and learners need an attractive material and also supported with the media, the teaching materials is about vocabulary building that should be equipped with comprehensive activities, and the result of validation product showed good in experts' validation and very good in field testing. The specification of the product that was developed are teaching materials of adjective vocabulary with comprehensive strategies, illustration, and songs. Based on the overall result in this study, the product effective and can be implemented in the classroom.

Secondly, a study that was conducted and written by Indah Binti Mahmudah in 2018, entitled *Developing English Booklet for Freelancing Hotel Drivers in Surabaya.* This study is conducted in order to create and develop a booklet for freelancing drivers in Surabaya, because general English Book do not consist any materials that suitable with the drivers. Besides that, the driver's working time and English course fee become the obstacles for them in learning English more. In this resrach and development, the researcher used Sugiyono's R&D model in developing the product. Before developing the product, the researcher was conducting need analysis in order to know the drivers' needs. The product consists of four units which are focused on grammatical feature, sociolinguistics, and specialized vocabulary. Then the contents of the materials are in form of dialogue, description, and picture which have been contextualized with the driver's situation.

The result in this study showed that, the product is effective for the drivers and also it is understandable for the subject.

Thirdly, a research and development that were written by Erna Iftanti and Nany Soengkono Madayani in 2019, entitled *Developing Joyful Story Sheets (JoSS): and Efford to Build Character for EYL Learners in Indonesia through Reading JoSS*. This study was conducted because of the governments' lacks in paying attention to the sub urban areas, which need more reading materials in building students' characters by establishing reading habits and building character that are stated in Curriculum 2013. In this Research and Development, the researchers used Research and Development by Borg and Gall. The data result that were collected are in the form Need Analysis, which were used to develop the product. The product that were developed is collection of Joyful Story Sheets (JoSS) for young learners in 3rd, 4th, 5th, and 6th grade. The product consists of 40 joyful sheets written based on Islamic characters. The result of this study stated that the product, JoSS is proved to inspire the students' moral values, to establish love reading, and to encourage learning English. The product also showed that it can be used as supplementary materials for reading too.

Fourth, a study that was conducted and written by Miftahul Khair Nur Ali Mubar in 2015, entitled *Developing English Learning Materials for Young Learners based on Needs Analysis at MTsN Model Makassar*. In this study, the researcher used ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to make a learning material at MTsN Model Makassar. The material is for speaking purpose, which consist of six main topic, 18 activities, and were presented in 24 pages. There is no implementation of the study, because the

researcher is an undergraduate student and need analysis is also conducted in the initial steps. So that, this study is just to create and revised the materials that is used in MTsN Model Makassar.

Lastly, a study that was conducted and written by Ni Wayan Surya Mahayanti, Ni Luh Putu Mira Suantari in 2012, entitled *Developing Big Book as a Media for Teaching English at Sixth Grade Students of Elementary School at SD Lab Undiksha Singaraja*. This study is conducted in order to create and develop a big book (kinds of illustration book) for Lab. Undiksha Singaraja Elementary School. This book is only for the sixth grade. In developing the big book, the researchers using Sugiyono's model, and for gathering the data, they use interview, observation, questionnaire, checklist, rubric, and notes, which means almost the same with need analysis. The product is in five-kinds of themes, that each of the book consisted of fourteen until fifteen pages. The implementation was conducted by the teacher not the researchers. The result shows that the big book has become a proper media for teaching English at that school.

Based on the fifth previous studies above, the researcher position is as same as in the terms of the result of the study and also the kinds of study, however the differences this study among the others are in the institutional, materials, the objectives, product design, learning materials, and also the model. This research is conducted in developing picture cards for young learners in ABA Pelangi Inclusive School. The product design was based on the need analysis and situation analysis. In developing the product, this research uses Reeves R&D model. Also, this research is conducted in order to create and develop new materials, not from existing materials in the school then revised and become the newest materials. The

learning materials is also the same, vocabulary, however in here, vocabulary for young learners in terms of recognizing the pattern of a word and also pronunciation which can be collaborated with the daily activities in ABA Pelangi Inclusive School.