

DEVELOPING THEME-BASED ENGLISH VOCABULARY MATERIALS FOR KINDERGARTEN CHILDREN

PENGEMBANGAN MATERI KOSA KATA BAHASA INGGRIS MENGGUNAKAN PENDEKATAN BERBASIS TEMA UNTUK ANAK-ANAK TAMAN KANAK-KANAK KELOMPOK B

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Abstract

The objectives of this study are: (1) to describe the target needs and the learning needs of the children in learning vocabulary; and (2) to develop the appropriate theme-based English vocabulary materials for the children. This study is categorized as a Research and Development (R&D) research. The subjects of this study are group B young learners of TK Avicienna Yogyakarta. The study adapted the steps by Jolly and Bolitho (1998): conducting the needs analysis, developing the course grid, developing the first draft of the materials, conducting the materials evaluation by expert judgment, and writing the final draft of the materials. The data were collected by distributing questionnaires and conducting interviews to the English teachers. There were two types of questionnaires used to collect the data. The first one was made to get the data for the needs analysis while the second one was used to get the data for the materials evaluation through the expert judgment phase. The data for both questionnaires were analyzed quantitatively using descriptive statistics, while the data from the interviews were analyzed qualitatively by using the data analysis model as proposed by Miles and Huberman (1994). The final products of this research are a theme-based English vocabulary learning materials for group B young learners and a guide book for teachers. The target needs are that children are able to pronounce English vocabulary properly and learning the English vocabulary with colored pictures. Considering the children's learning needs, the input provided is in the form of colored pictures, songs, and games. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the appropriateness is 3.93 which is in the range of $3.25 \leq \bar{X} \leq 4.00$ and can be categorized as "Very Good". Furthermore, it is concluded that the developed theme-based English vocabulary materials are appropriate for kindergarten children group B.

Keywords: English vocabulary materials, theme-based approach, kindergarten children

Abstrak

Penelitian ini bertujuan untuk: (1) mendeskripsikan target dan kebutuhan anak-anak TK kelompok B dalam belajar bahasa Inggris, dan (2) mengembangkan materi bahasa Inggris berbasis tema yang sesuai untuk anak-anak TK kelompok B. Penelitian ini dikategorikan sebagai penelitian Research and Development (R&D). Subjek dari penelitian ini adalah anak-anak TK kelompok B di TK Avicienna, Yogyakarta. Penelitian ini mengadaptasi langkah-langkah dari Jolly dan Bolitho (1998), yaitu melakukan analisis kebutuhan, mengembangkan course grid, mengembangkan konsep awal materi, melakukan evaluasi materi atau penilaian oleh ahli, dan menulis konsep akhir dari materi. Data diperoleh dari distribusi kuesioner dan dengan melakukan wawancara guru. Ada dua jenis kuesioner yang digunakan untuk pengumpulan data. Kuesioner pertama dibuat untuk mendapatkan analisis kebutuhan siswa, sedangkan kuesioner kedua digunakan untuk mendapatkan data untuk uji materi melalui proses penilaian ahli. Data yang didapatkan dari kedua kuesioner tersebut dianalisis dengan menggunakan descriptive statistics. Sedangkan data yang diperoleh dari wawancara dianalisis secara kualitatif dengan menggunakan model dari Miles dan Huberman (1994). Produk akhir dari penelitian ini berupa tiga unit materi bahasa Inggris berbasis tema untuk anak-anak TK kelompok B dan sebuah buku panduan guru. Target anak-anak TK dalam belajar bahasa Inggris yaitu agar anak-anak mampu mengucapkan kosa kata bahasa Inggris dengan baik dan benar. Dengan mempertimbangkan kebutuhan pembelajaran anak-anak, input yang diberikan berbentuk gambar yang berwarna, lagu-lagu, dan permainan-permainan. Berdasarkan hasil analisis data pada uji materi, materi yang dikembangkan dapat dikatakan sesuai. Rata-rata nilai dari seluruh aspek materi yang dikembangkan adalah 3.93 yang termasuk dalam rentang $3.25 \leq \bar{X} \leq 4$ dan dapat dikategorikan sebagai "Sangat Baik". Selanjutnya, dapat disimpulkan bahwa materi pembelajaran kosakata yang dikembangkan dapat dikatakan sesuai untuk anak-anak TK kelompok B.

Kata kunci: materi kosakata bahasa Inggris, pendekatan berbasis tema, anak-anak TK

INTRODUCTION

English has become one of the subjects learnt by children in some kindergartens in Indonesia. The awareness of teaching English for young learners has grown over a period of time. Parents also support the learning itself. The aim is mainly to introduce English in their early age.

According to Brewster et al. (2002), there are advantages if English has been taught since early age. The first is related to learning time. By starting learning English in early age, children have longer time in learning the language. Another advantage is that children have a greater facility for understanding and imitating what they hear. Children could have good pronunciation if they start learning in early age.

Besides teaching four macro skills of English, it is important to pay attention to the children's vocabulary mastery. The aim of teaching English in kindergarten is to introduce English. Therefore, vocabulary is the first needed knowledge that children should know. Cameron (2001) states that building up a useful vocabulary is central to the learning of a foreign language learning at primary level. Children need to get introduction of vocabulary in every topic of learning. However, it is not easy to ask children to memorize vocabulary. The learning materials should be made in creative ways.

To introduce English vocabulary to children, teachers could use flashcards, songs, games, handouts, videos and etc. Those media allow children to participate actively in teaching and learning process. For designing the materials itself, teachers could use theme-based approach. According to Cameron (2001), there are some advantages of developing theme-based materials. First, the theme-based method integrates the curriculum into themes. It will link the materials into a theme that makes the teacher and children focus on a particular topic that is able to build a class discussion. Second, the theme-based method offers continuity from lesson to lesson.

By the continuing materials, children will easily relate and understand materials that they have learnt in the class. In addition, teachers will have good-planned materials that make teaching and learning process well organized. Third, theme-based work is likely to introduce the new vocabulary items, with the themes providing support for understanding and recall the words. By designing the materials in themes, young learners may get new vocabularies designed in a theme and support them to build new meaning based on context in the theme.

Considering the things mentioned above, the researcher conducted a study and developed the English vocabulary materials for kindergarten children group B.

The formulation of the problems of this research are:

1. What are the target and learning needs of English Specific Purposes of young learners group B in learning vocabulary?
2. What do the appropriate theme-based English vocabulary learning materials for young learners group B in kindergartens look like?

RESEARCH METHOD

This research is categorized as Research and Development (R&D). It was conducted on August 2017 at TK Avicienna, Yogyakarta which is located in Jl. Cenderawasih 22 Maguwo, Banguntapan, Bantul. The subjects of this research are young learners group B of TK Avicienna, 11 teachers and a materials development expert from State University of Yogyakarta.

The research procedures were adapted from the materials development process by Jolly and Bolitho in Tomlinson (1998). Those procedures are (1) conducting need analysis; (2) designing the course grid; (3) developing the first draft of the materials; (4) conducting the expert judgement; and (5) writing the final draft of the materials.

The data of this research were collected through distributing questionnaires and conducting interviews. There were two questionnaires used in this research. The first questionnaire was used for the needs analysis and the second questionnaire was used for the expert judgment. The data of the first questionnaire was analyzed by using descriptive statistics or by calculating the percentage of each answer in the questionnaire. Meanwhile for the second questionnaire which used the Likert Scale, the researcher used a formula stated by Suharto (2005) to analyse the data. The data from the interviews was analyzed by using the data analysis model as proposed by Miles and Huberman (1994).

RESEARCH FINDINGS

The needs analysis was conducted to 11 teachers of TK Avicienna, Yogyakarta. It was divided into two parts. The first part was distributing a questionnaire that consisted of 25 questions in the form of multiple choices to the teachers. The second part was interviewing the English teachers of group B kindergarten children related to English teaching learning process and the materials used kindergarten to get needed information to develop the English vocabulary materials.

The result of the needs analysis shows that the learners' goal in learning English is to be able to pronounce English vocabulary properly. In terms of target needs in the needs analysis result, the necessities of the children were they need to learn English vocabulary through colored pictures and they want to be able to pronounce English words properly. Learning needs refer to what the learners need to do in order to learn (Hutchinson and Waters, 1987). To find the learning needs, the analysis of the learning needs of the students is divided into five points which are: input, procedures, setting, learners' role, and teacher's role.

In terms of input, teachers preferred children to have colored pictures as the media to

learn the vocabulary. The vocabulary should not more than four words in each meeting. In terms of procedures, children could learn the vocabulary mostly through listening activity. It can be in the form of doing games. In terms of setting, teachers suggested to provide individual and group activities that involve children's movement. It should be in the form of song or videos that are not more than ten minutes. In terms of learners' role, children are an active participant who responds to the explanation or questions by the teacher. In terms of teacher's role, teachers act as the resources of the teaching and learning process. Even though there is a book used for the teaching and learning process, teachers are the resources that lead the teaching and teach the materials to the children.

After analyzing the needs of the children, the researcher developed the course grid. The course grid is developed as the guidance in planning and developing the materials. The developed course grid consists of the identity of the course grid, the numbers of the unit, the themes and titles of the unit, basic competences, indicators, learning materials (vocabulary, language expressions), learning activities, resources and layout & design.

After developing the course grid, the next step was developing the first draft of the materials. There are three units in the developed materials. Each unit has different task numbers and follows a certain pattern of unit design. The unit design consists of unit cover, Let's Get Ready, Let's Sing, Let's Listen & Speak, Let's Do, Let's Color, Let's Play a Game, Let's Work with Parents, Word Bank and Notes.

As the first draft of the materials had been developed, the next step was expert judgment. A questionnaire was distributed to the expert in order to evaluate the materials. There were six aspects provided in the questionnaire. They are the appropriateness of the materials, the appropriateness of the teaching and learning activities, the appropriateness of the language content, the appropriateness of the learning input, the appropriateness of the book design,

and the appropriateness of the teachers' guide book. The results of the expert judgment show that the developed materials are considered appropriate. The mean of all score is 3.93 which is categorized as "Very Good". As the needed revision had been made, the materials were considered as the final draft.

CONCLUSION

Based on the results of the needs analysis, the target needs of kindergarten children group B are: (1) the kindergarten children group B learn English to be able to pronounce the English vocabulary properly; and (2) the kindergarten children group B learn English to emphasize English vocabulary mastery using colored pictures.

According to the results of the expert judgment, the developed materials were considered appropriate. The expert categorized the developed materials as "Very Good" with the mean score is 3.93. The developed materials were considered appropriate since they have fulfilled some criteria of good materials in the following parts.

The developed materials were written based on needs analysis results, in terms of target needs, learning needs, and the course grid. The developed materials provide opportunities for children and use the target language. It may improve children's vocabulary knowledge. In addition, the activities provided are related to vocabulary learning for children. The activities aim to make children develop, practice and recall their vocabulary mastery. There are three units designed in the developed materials. Unit 1 entitled "Apples and Bananas" reflects fruits theme. Unit 2 entitled "Cows and Fish" reflects animals theme. Unit 3 entitled "Cars and Planes" reflects transportations theme.

The developed materials provide various activities, such as listening and repeating words,

coloring, mentioning words, singing a song together, playing games and doing activities with their parents. It could involve parents in teaching and learning process of the English vocabulary. There is also a guide book for teachers containing the explanations of guidance. Teachers could follow the guidance of each unit to teach the vocabulary. The lyric songs, flashcards and stickers are also provided in the teachers' guide book.

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