

DEVELOPING TEACHING MEDIA OF KANGAROO SMART FRIEZE TO ENRICH ELEMENTARY SCHOOL STUDENTS' VOCABULARY

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Abstract

The implementation of the newest curriculum (Curriculum 2013) leads some elementary schools to finally exclude English from the schools subjects. However, some elementary schools that keep teaching English as a subject still cannot provide appropriate English teaching media, especially to teach vocabulary. In this study, the researchers aimed to know the problems faced by the English teacher and the fourth grade students of SD N 2 Sekaran in the vocabulary teaching and learning, and also to know how to develop teaching media of Kangaroo Smart Frieze. The Research and Development (R & D) approach was adopted by conducting the preliminary survey, designing and developing the prototype of the product, conducting limited testing and product validation, having a revision process and describing the research result. The subjects of the study were the fourth grade students of SDN 2 Sekaran in the academic year of 2013/2014. The instruments used were questionnaires, interview guideline and test. According to the interview to the English teacher and students, it can be concluded that the vocabulary teaching media of Kangaroo Smart frieze needs to be developed with the focus on the quality of the media and also the variety of games played. The development of Kangaroo Smart Frieze was started by observing and interviewing the English teacher and students. After doing that, the process was continued by planning the data collecting instrument of vocabulary teaching media. The main consideration was based on the English curriculum (syllabus) of the fourth grade students of elementary school and also some related theories. Moreover, the data collecting instrument was arranged into two main parts which included the need analysis of the students and English teacher. The further step was designing the prototype. The development process was then followed by other steps; product validation, try-out (limited testing) and revision of Kangaroo Smart Frieze. The results of the students' test by using Kangaroo Smart Frieze as the vocabulary teaching media, and also the assessment from the experts were very good. Therefore, it could be concluded that Kangaroo Smart Frieze has a good prospect to be used in the vocabulary teaching and learning process. As suggestion, the teachers should always try to choose appropriate vocabulary teaching media, and the future researchers should conduct better research and development to develop better vocabulary teaching media for elementary school students.

Keywords: Kangaroo Smart Frieze, Vocabulary, Teaching Media Development

INTRODUCTION

The implementation of the newest curriculum (Curriculum 2013) has given a new rule towards the English teaching and learning. English in elementary school will not be taught as a subject anymore. This decision came from a consideration that

young children should know their mother tongue better than other languages. Therefore, English teaching and learning will only become an extracurricular or an additional subject. Unfortunately, there is a serious consequence behind this decision. The development of English teaching and

learning in elementary school will not get much attention anymore because the government does not even include English as a subject in the new curriculum.

Although the children who have an early start make slower progress in learning grammar, reading and writing, they are still able to develop and maintain advantages in some areas of language skill such as listening, speaking, and vocabulary (Cameron, 2001:17). Therefore, there are still lots of advantages of teaching English early. The focus now is only how to teach English to elementary school students through fun and meaningful ways.

New language is usually introduced, understood, practiced, and automatized orally and aurally. Therefore, the solution toward foreign language learning is that focus on words and interaction (Cameron, 2001:18). This means that English can be taught to elementary school students by focusing on vocabulary and discourse. As what stated by McCarthy (1990);

It is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

This statement shows us how important learning vocabulary is, especially for the early stage of learning a new language. Vocabulary development is an important aspect of language development and a variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners (Linse, 2006:122).

There are some tips to teach vocabulary as what have been suggested by Marry Slattery and Jane Willis (2001) as follows:

- a. Make class displays of pictures and other memory aids to support new vocabulary.
- b. Prepare to teach new words and phrases in a meaningful way by linking with a topic that the students are familiar with.
- c. Show the students how to play vocabulary games and give instruction in English while doing the games.
- d. Use lots of different games but use the same vocabulary to help the students become familiar with it.
- e. New words and phrases need to be used a lot after introducing them so that the students learn to use them actively.

According to those vocabulary teaching tips, a language classroom basically needs teaching media that support the English teaching and learning. For

example, fourth grade students of elementary school actually need teaching media to enrich their vocabulary because they are in the early stage of English learning which most of the materials are focus on various basic vocabulary related to school, jobs, body parts, colors, animal, etc. However, there are still many elementary schools that cannot provide any vocabulary teaching media. One of them is SD N 2 Sekaran.

The observation result shows that the fourth grade classroom in SD N 2 Sekaran does not have any vocabulary teaching media which is actually very important to enrich their vocabulary and support the English teaching and learning. The only vocabulary teaching media provided by the school are flashcards in which the number is very limited.

Hence, the researchers are interested in developing teaching media to enrich Elementary School students' vocabulary called *Kangaroo Smart Frieze* which contains lots of picture cards with various topics and fun games possibilities. This will enable the students to learn new vocabulary repeatedly without feeling bored quickly. Besides that, this teaching media will be designed to be played in pairs to make the vocabulary learning more effective. Moreover, by providing vocabulary teaching media inside the classroom, the students will have more

chance to learn the vocabulary actively at their leisure time.

DISCUSSION

The Characteristics of the Young Language Learner

Compared to the adult language learners, the young language learners have lots of unique characteristics. Besides what have been mentioned above, the young language learners also have some other general characteristics as stated by Scott and Ytreberg (1990: 2-3) as follows:

Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning....they ask questions all the time, rely on spoken word as well as physical word to convey and understand meaning, they are able to work with others and learn from others...

Those characteristics are then strengthened by Slattery and Willis (2001:4) in their notion of what the children like as learners and how the teacher should teach them. Slattery and Willis (2001: 4) give description about what children are like as learners:

They are developing quickly as individuals, learn in variety of ways, for example by watching, by listening, by imitating, by doing

things, are not able to understand the grammatical rules and explanations about the language, try to make sense of situations by making use of non-verbal clues, talk in their mother tongue about what they understand and do – this helps them learn, can generally imitate the sounds they hear quite accurately and copy the way adults speak, are naturally curious, love to play and use their imagination, are comfortable with routines and enjoy repetition, have quite a short attention span and so need variety.

Teaching Vocabulary to Young Learner

In line with the characteristics of young language learner and also the definition of vocabulary, Hatch and Brown (1995: 372), as stated by Cameron (2001: 84), describe five “essential steps” in vocabulary learning based on research into learners’ strategies:

- (1) having source for encountering new words;
- (2) getting a clear image, whether visual or auditory or both, for the forms of the new words;
- (3) learning the meaning of the words;
- (4) making a strong memory connection between the forms and meanings of the words; and
- (5) using the words.

Therefore, in teaching vocabulary to young learner, teachers need a visual media to provide new vocabulary that can be used regularly to build a strong memory. This theory is also strengthen by Suyanto (2007:

102) by stating that in teaching English to young learner, teachers should use some media , especially visual media such as pictures, flash cards, puppets, miniature, or anything else that can be brought to the classroom. Teachers should be creative and able to create, imitate, adapt, select, or use appropriate teaching media based on the need of teachers and students.

Pairwork

Scott and Ytreberg (1990: 15) state that pair work is a very useful and efficient way of working in language teaching because it is simple to organize and easy to explain. In addition, they suggest that group work should not be attempted before the children are used to working in twos first.

Furthermore, Jeremy Harmer (1991: 116-117) states that in pairwork, students can practice language together. However, the teachers should pay attention to the advantages and disadvantages of pairwork so that they can anticipate any possible difficulties.

Kangaroo Smart Frieze

Kangaroo Smart Frieze is a teaching media developed from the compilation ideas of some common teaching media such as alphabet frieze, word wall, and picture card. The name *Kangaroo Smart Frieze* is chosen as an identity that this media is not only a usual

frieze, but a modified frieze that consists of lots of picture cards with their spelling arranged into some kangaroo's pouches. In addition, there will be a guidance book on how to use the *Kangaroo Smart Frieze* as it is designed to be used in pairs with various games or activities.

Later on, *Kangaroo Smart Frieze* can be used as media for vocabulary teaching and learning. The children can use *Kangaroo Smart Frieze* during the English class and in any leisure time, because it is also designed to be an English routine which can enrich children's vocabulary day by day. This English routine is very important to make sure that the children will memorize the vocabulary in a long term retention.

METHOD

This study used R&D (Research and Development) as the research design since the objective of the study was to develop vocabulary teaching media. The product that was developed in this study was

material object. The designed material was hardware. The material was designed to meet the educational need. The objective of the material was based on the standard competence and basic competence in the curriculum.

Subject of the Study

The subject of the study was the students of fourth grade students of SD N 2 Sekaran in the academic year of 2013/2014.

Instrument of the Study

This study used two kinds of instrument which were questionnaire and interview.

Stage of Media Development

In this study, the researchers used the model of development research from Borg & Gall (2003: 775), which has been simplified into a simpler model of development, and become the foundation for this research. Basically, the model can be seen from the diagram below.



Picture 1 : The Model Of Development Research from Borg & Gall

Data Analysis Techniques

The data which had been collected gave us a series of scores. To make them valuable, they must be computed and analyzed by means of certain techniques in accordance with the method used. The data to be analyzed in this study were taken from the questionnaire (students, teacher and expert lecturers), interview (teacher) and test or try-out (students).

The method of data analysis used in this research was the qualitative descriptive method. This was a procedure to solve the research problem by describing the condition of the object factually at the present time. The data have to fulfill the requirements of students' need in using vocabulary teaching media and the evaluation concerning with the draft of *Kangaroo Smart Frieze* for the fourth graders.

The paired-samples t test was used to determine whether the media was quiet significant or not to be used as the vocabulary teaching media for elementary school students.

RESEARCH FINDING

The Problems Faced by the English Teacher and the Fourth Grade Students of SD N 2 Sekaran in the Vocabulary Teaching and Learning

According to the interview to the English teacher of SD N 2 Sekaran, it can be concluded that the vocabulary teaching media needs to be developed with the focus on the quality of the media and also the variety of games played. The current vocabulary teaching media used by the fourth grade students of SD N 2 Sekaran are somehow fragile and quite boring. The current vocabulary teaching media in the form of word cards are so fragile because

of some reasons: (1) the word cards are made manually using carton and boardmarker, so that they are less interesting, too fragile and have a high risk of typo. (2) the word cards are too small and are in random topics. (3) the word cards are often misused by some students. Once they get bored in guessing the meaning of the words, they use the word cards to play improperly. This condition led the students to get bored quickly. Moreover, most of them lost their spirit in learning new vocabulary in the middle of English teaching and learning process.

Seeing this fact, the English teacher had an expectation that her students would have vocabulary teaching media which has good quality, easy to use, and fun to be played inside the classroom. Therefore, it needs such a new form of vocabulary teaching media which can meet the expectation of both the English teacher and also the students.

The interview was also done towards the fourth grade students of SD N 2 Sekaran to support this research. The result was that it needs such a development in using the vocabulary teaching media. The students were actually interested in every meeting of the English teaching and learning, especially at the moment of having lots of chances to enrich their vocabulary. However, they were usually obstructed by the condition in which they

had to learn lots of vocabulary in random topics and also played the word cards in group. Some of the group members usually played the word cards properly, but some others got bored easily then separated themselves and played the word cards improperly.

Due to this condition, the goal of the vocabulary teaching and learning in which to enrich the students' vocabulary could not be achieved successfully. Hence, the research and development of new vocabulary teaching media is needed and appropriate to be used inside the classroom during the English teaching and learning process. The product which was proposed in this study was *Kangaroo Smart Frieze*; a compilation of some popular vocabulary teaching media used to teach English to the young language learners.

After finding some problems faced by the English teacher and the fourth grade students of SD N 2 Sekaran in the vocabulary teaching and learning process, the research was continued by having a need analysis of the product towards the subjects of the study.

The Steps in Developing Kangaroo Smart Frieze as Vocabulary Teaching Media for the Fourth Grade Students

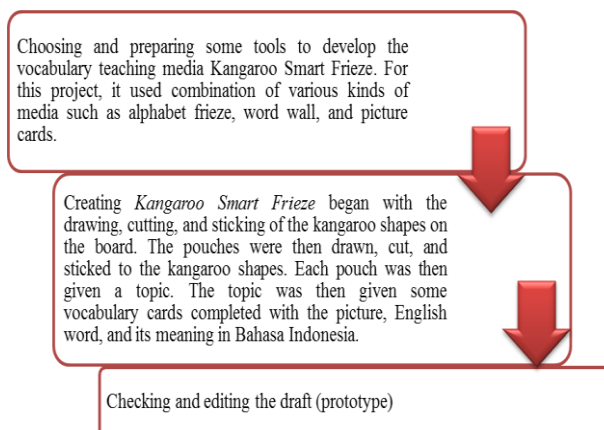
The development of *Kangaroo Smart Frieze* was started by observing and interviewing the English teacher of SD N 2

Sekaran, Mrs. Ani, about the purpose of teaching and learning process recently. After doing that, the process was continued by planning the data collecting instrument of vocabulary teaching media. The main consideration was based on the English curriculum (syllabus) of the fourth grade students of elementary school and also some related theories such as the theory of young learners, theory of vocabulary, and theory of development of teaching media.

Moreover, the data collecting instrument was arranged into two main parts which included the need analysis of the students and English teacher of SD N 2 Sekaran. The need analysis contained some points to be considered by the subjects of the study. Those points were as follows:

- a) The front performance of *Kangaroo Smart Frieze* including the colour composition, picture arrangement, title attractiveness, pictures choice, and the size of the board and the cards.
- b) The content of *Kangaroo Smart Frieze* including the content suitability, vocabulary choice, font type, and title choice.
- c) The games of *Kangaroo Smart Frieze* including the choice of games and choice of expressions.

The further step was designing the prototype of *Kangaroo Smart Frieze* as a vocabulary teaching media to enrich elementary school students' vocabulary. It could be seen clearly through the diagram below:



The vocabulary was taken from many sources, for example dictionaries and internet. Then, the vocabulary was translated into Bahasa Indonesia. There were five topics in the *Kangaroo Smart Frieze*. Those were the topics of animals, body parts, jobs, school, and colours.

The development process was then followed by other steps; product validation, try-out (limited testing) and revision of

The development process was then followed by other steps; product validation, try-out (limited testing) and revision of

Kangaroo Smart Frieze. This was to get the review from the English teacher of SD N 2 Sekaran and expert lecturers as the subjects of product validation of this media and also to know whether this media was appropriate or not for the students. They were asked to give the review by fulfilling the assessment form about the prototype of *Kangaroo Smart Frieze*. After doing so, the



The kangaroos arranged on the board design represented the concept of *Kangaroo Smart Frieze* that was the kangaroo pouches containing various cards to be played in pairs. Meanwhile, the cards picture showed the cards which were design based on the need analysis done towards the English teacher and the fourth grade students of SD N 2 Sekaran.

Basically the teaching material of *Kangaroo Smart Frieze* had a vision that was intended for elementary school teachers and students. That vision was to help teachers and provide a vocabulary teaching media used for the English

review was determined as the consideration to revise the media, so that it could be used by the elementary school students, if it is already valid, as soon as possible during the English teaching and learning process. To make the explanation clearer, the following pictures were the examples of the designs of the board and cards of *Kangaroo Smart Frieze*.



teaching and learning process, especially for the fourth grade students in order to enrich their vocabulary.

The games and technique used in the implementation of the vocabulary teaching media *Kangaroo Smart Frieze* provided chances for the students to enrich their vocabulary through fun and effective ways. Around twenty students in the class could play the games in this media in pairs simultaneously since the cards provided were more than enough that was 60 cards. This then enabled the students to enrich their vocabulary in the English teaching and learning more quickly and more

effectively. This vocabulary teaching media was designed to be synergistic and complementary, so that the results achieved by learning subjects were also much better than the use of other vocabulary teaching media such as alphabet frieze, word cards, and picture cards.

The Analysis of the Use of Kangaroo Smart Frieze as Vocabulary Teaching

Media to Enrich Elementary School Students' Vocabulary

To get the significant responses from the fourth grade students of elementary school towards the use of *Kangaroo Smart Frieze* in vocabulary teaching and learning, the researchers held a limited testing in the form of try-out. The data obtained from the pre-test and post-test are valid to be analyzed by using *paired-samples t test*.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-12.2857	11.7894	3.1508	-19.0927	-5.4787	-3.899	13	.032

From the data above, it showed that the degree of freedom (df) = 13 with the 95% confidence interval of the difference based on the T-table results in $t=1.771$ which is smaller than $t=3.899$. Therefore, it could be concluded that the media had significant effect towards the learning process of the students and could be used as the vocabulary teaching media.

The researchers asked three expert lecturers and one school teacher to be the evaluators of *Kangaroo Smart Frieze*. The score range was one up to four (1 = less/L, 2 = enough/E, 3 = good/G, 4 = very good/VG). Meanwhile, the average score range was one up to twelve (1-5 = less/L, 6-8 = enough/E, 9-10 = good/G, 11-12 = very good/VG). The points were as follows.

8 = enough/E, 9-10 = good/G, 11-12 = very good/VG). The points were as follows.

The assessment of front-performance showed that the product of *Kangaroo Smart Frieze* had a very good quality in the points of color composition, picture arrangement, title attractiveness, pictures choice, and the size of the board and the cards. The average score for this part of assessment was 10.8 (very good).

The assessment of content showed that the product of *Kangaroo Smart Frieze* had a good quality in the points of the content suitability, vocabulary choice, font type, and title choice. The average score for this part of assessment was 11.25 (very

good). The assessment of games showed that the product of *Kangaroo Smart Frieze* had a good quality in the points of the choice of games and choice of expressions. The average score for this part of assessment was 10.5 (good).

Regarding the validation and assessment from the teacher and expert lecturers and also the limited testing done by the students, the product of *Kangaroo Smart Frieze* is valid to be used as the teaching media for the fourth grade students of elementary school, especially in terms of vocabulary as the main concern in this research and development.

CONCLUSION

Based on the analysis, the researchers makes some conclusions. Firstly, there were some problems faced by the teacher and the fourth grade students of SD N 2 Sekaran in the vocabulary teaching and learning process. The current vocabulary teaching media used by the fourth grade students of SD N 2 Sekaran are somehow fragile and quite boring. Hence, the research and development of new vocabulary teaching media is needed and appropriate to be used inside the classroom during the English teaching and learning process. Secondly, there were some important steps to develop *Kangaroo Smart Frieze* as a vocabulary teaching media. It started from analysing the

purpose of English learning process until doing the product validation and revision, so that the product could be valid and credible to be used in the vocabulary teaching and learning for elementary school students.

Thirdly, to get the significant responses from the fourth grade students towards the use of *Kangaroo Smart Frieze* in the vocabulary teaching and learning, the researcher held a limited testing in the form of try-out. Besides, the assessment was given by the teacher and expert lecturers. Therefore, it can be concluded that *Kangaroo Smart Frieze* has a good prospect to be used in the vocabulary teaching and learning for elementary school students.

From the result of the research, the researchers would like to offer some suggestions to be considered by the English teacher and future researchers. Firstly, the English teachers should be able to choose appropriate vocabulary teaching media to be used in the English teaching and learning process. Secondly, the future researchers should conduct the better research and development of vocabulary teaching media to enrich elementary school students' vocabulary, especially for the higher level (fifth and sixth graders) by improving the games and expressions used in the vocabulary teaching and learning process.

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