TEACHING VOCABULARY TECHNIQUES THROUGH LETTERLAND IN BETHANY KINDERGARTEN SCHOOL SALATIGA

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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TEACHING VOCABULARY TECHNIQUES THROUGH LETTERLAND IN BETHANY KINDERGARTEN SCHOOL SALATIGA

Aditta Grishana Putri

Abstract

This study is important to be conducted because vocabulary is a fundamental skill and a vocabulary competency involves students’ self-confidence in class participation. Because of that reason, teacher has to teach vocabulary since children because children are better learners of language (Gordon, 2007). So I conducted this study to find out the answer to the question of what are the teaching vocabulary techniques that Bethany Kindergarten’s teachers use through letterland. I began this study with included observing two teachers in Bethany Kindergarten School who teach in letterland class, I observed two classes with different teachers. While observing the classes, I recorded how the teachers taught in class to find out the teaching vocabulary technique through letterland. After reviewing teachers’ video recording and discover the teaching vocabulary techniques, I interviewed each teacher. As the result, there are four techniques that they used to teaching vocabulary. They are picture, real object, guessing and translation.

Keywords: vocabulary, technique, letterland, approach, children, teacher, students.

Introduction

Vocabulary is a fundamental skill that learners have to learn before they learn the other skills in learning language because without knowing vocabulary, learners will face so many difficulties. According to the Nation (1994), a rich of vocabulary makes the skills of listening, speaking, reading, and writing become easier to be performed. Besides that, vocabulary competencies also involve students’ self-confidence in class participation like when they want to say something but they do not know the word in the target language. As Folse (2008) states, “basic level of vocabulary will allow learners to communicate some ideas to certain degree, better communication can be accomplished when learners have
acquired more vocabulary”. Since that I am aware that actually teachers have to teach vocabulary before they teach the other skills. However in fact, as I experienced, most of teachers that I met prefer to teach grammar rather than teaching vocabulary. It does not mean that grammar or the other skills are not important. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilking in Cera, Castro, and Oviedo, 2010). Then, as a fundamental or basic skill, vocabulary has to be taught in a very beginning level or since children so children will acquire many vocabularies and will be able to convey something in English.

According to McGlothlin cited in Yaverbaum (2003), language learning process is divided into two parts. The first is about how the new language comes to the learner such as their surrounded environment, and then the second part is about how the learner comes to the language. It is involved techniques that they use to learn language especially at school and this is teachers’ job to find and decide what techniques they will use in teaching learning process.

Some teachers use ‘Letterland’ because they think that it was an effective approach to teach children. As Yaverbaum (2003) explain that Letterland concept is "of an invisible, secret place called Letterland, located somewhere in the written word and inhabited by fictional animals and people". In this approach, students will learn about sounds by a combination of alphabet letters, but it is not enough because actually they also need to learn vocabularies which are contained the same sound like they learn the day so they will not only learn about the correct
sounds of alphabets but also about how to pronounce the correct sounds in form of words. That is why the teachers teach vocabulary in this approach.

Bethany Kindergarten Salatiga is one of schools that also apply ‘letterland’ approach in their teaching learning process. The school designed a class which uses this approach once a week for beginner level. In this class, students learn about the sound of alphabets. After that, teacher will introduce some vocabularies which have similar sound as the sound of alphabet that students learn that day. The vocabularies will be introduced through some teaching vocabulary techniques.

According to the description above, we can see how vocabulary knowledge becomes an important skill that people need to learn and master since they were children. This is the responsibility of young learner teachers to teach vocabulary for children. Nevertheless sometimes they do not know the common techniques that appropriate for children. Many researchers also tried to do research about teaching children like Silverman and Crandell (2011) about vocabulary practices in prekindergarten and kindergarten classroom. In their study, they tried to show the relationship between teachers’ vocabulary instruction and prekindergarten and kindergarten children’s vocabulary. They observed 16 teachers during read-aloud time and non-read-aloud time in language arts block class. The researchers assessed 244 children performance on target world knowledge and general vocabulary knowledge at the beginning and the end of the year. The result shows that there were some practices were associated with higher vocabulary performance. The other result was the effectiveness of some practices
sometimes related to the teachers’ practices whether they use or not in read-aloud
time and non-read-aloud time. The second study was from Wahyuni, Wulyani and
Hidayati (n.d). They conducted a study which focused on the techniques used in
teaching vocabulary to young learners. They conducted their descriptive-
qualitative study in SDN Sumbersari 2 Malang. The English teacher was the
source and the subject was the students of grade 1 to 6. The teacher was observed
and interviewed and the documentation was done by the researcher. In this study,
researcher focused more on the process rather than the product of the study
because the objective of this study was the teaching vocabulary techniques to
young learner. As the result, the teacher used different techniques in different
grade. Yet, the first study have not broadly elaborated about teaching vocabulary
techniques even though this study also conducted in kindergarten level and the
second study have not really examined techniques to teach vocabulary for young
learner in kindergarten, especially through letterland approach. Therefore, this
study was conducted to answer a question: What are the teaching vocabulary
techniques that Bethany Kindergarten’s teachers use through letterland?

Teaching vocabulary to young learner such as kindergarten children is not
easy. As what in Gordon (2007) explains that most of children really like playing
rather than studying. So in the teaching learning process, teachers must be
creative. In letterland, teachers must be able to teach vocabulary besides teaching
sounds. Thus, they have to think about the appropriate teaching techniques in
teaching vocabulary through letterland. Because of that, this study will describe
the teaching vocabulary techniques through letterland. Accordingly, this study
will be useful to give insight and better understanding about teaching vocabulary through letterland to help teachers in deciding the appropriate techniques for their class especially for kindergarten teachers.

Literature Review

A. Young Learner Characteristics

People in different ages and levels will learn in different ways. As Spratt, Pulverness and Williams (2011) explained in their book titled *The Teaching Knowledge Test Course* that children, teenagers and adults have different levels of maturity that make them different in learning. In his book, they also mention about children characteristic in learning. They said that the common difficulty in teaching children is to maintain their motivation and attention.

That is why teachers have to be creative in designing teaching learning process for children. Teachers also need to consider the differences of students’ types because each students with each types have their own certain way to enjoy a learning process. It is in line with what Pinter (2006) said “types of intelligences are linguistic, logicomathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, and natural”. So this is the responsibility for young learner’s teachers to be able to recognize their students’ learning characteristic in order to decide the appropriate teaching techniques for them.
B. Teaching Vocabulary Techniques for Children

Techniques that will be used to teach have to be decided by the teachers before they teach their students. Allen (1983), Linse (2005), and Cameron (2001) wrote about some techniques that used in vocabulary teaching for children. These techniques are:

1. Using real objects

Real objects are better things to use in teaching vocabulary for children than pictures or text-book. If there are real objects in class when a teacher teach vocabulary, it will be a great technique for the teacher to use them, for example window, door, wall, desk, floor, etc, because children can look at them, point to them, walk to them, and touch them. It is in line with Pinter (2006) that “when presenting vocabulary to youngest children, teachers can first introduce things they can see, feel, play with, touch, and experience every day”. So using real objects to teach vocabulary for children is an effective way to make the children comprehend the meaning of a word better because they see the object directly and when they see the similar object in other time or place, they will be able to mention the name of the object.

2. Using picture

The use of picture is also an effective technique to teach vocabulary for children because they can see the pictures of the target words. The picture can be showed in form of printed card, course book, or picture that they create,
etc. In a book titled *Picture In The Language Classroom*, Wright (1989) also tried to gave insight that picture is an effective techniques to teach vocabulary especially for children because it’s easy to prepare, easy to organize, interesting, meaningful and authentic, and sufficient amount of language (p.3). So teaching vocabulary for children using picture is helping children to understand meaning of words because they can see the picture and picture is interesting for them. This technique also helpful for teacher because if the object is difficult to be found or to bring, they can just find the picture in book or internet and print it out.

3. **Using question**

It will help children to develop their cognitive skills by asking them question using new vocabulary words that relate to their own lives. For example if the teacher want to teach their students about word “move”, they may give a question like, “*What is your favorite way to move?* - jump, hop, skip, etc ? “.

4. **Drawing**

Teaching vocabulary using this technique is sufficient interesting because besides learning, children are able to show up their talent and creativity. Teacher can ask the students to draw in their own paper or asked some of them who like drawing to draw on the blackboard/whiteboard. After the
students finish their draw, teacher tell the name of the picture for example bird, tree, cloud, sun, house, etc. then ask the other students about the picture.

Example:
Teacher: I see three clouds in Paul’s picture. (The student at the board point to them). What do you see?

A member of the class: I see four birds in Henri’s picture. (The student at the board point to them).

So after delivering their creativity by drawing, children will learn the name of pictures that they create by mention the picture that they see and point the picture.

5. **Guessing**

This technique involves children’s knowledge because they have to guess the meaning of words by the context or all the information that they know. In this technique, children will guess as many words as possible until they guess correctly and when they were guessing, they will mention some possible words so they will also memorize other words unconsciously through guessing. For example, teacher will teach the meaning word “candle” and the teacher use the word when telling a story to the students and give a clue for them to guess what “candle” is in Indonesian Language as their mother tongue. After that, the teacher tell the word in English to the students.

Decarrico cited in Linse (2005) also stated that students can benefit from learning how to use context clues and guessing the meaning from the context. It is in line with Nation (2001) cited in Aslanabadi (2015) that said “Incidental
learning via guessing from context is the most important of all sources of vocabulary learning.”. So learning vocabulary by guessing the word is a good way also because children have opportunities to guess the correct word. Sometimes before guess the correct word, they will guess the wrong word as in the example above, but it does not means that guess the wrong answer is bad because when they give wrong answer, they will learn more like “torch and lamp”.

6. Translation

Translation is one of technique in presenting the meaning of new items to young learners. This technique is included in verbal explanation. Sometimes a new word is first explained in the foreign language or with pictures, but is then immediately translated in the first language.

Methodology

In this chapter I will explain the context, the instruments that are use in this study, how to get the data and how the data will be analyze.

A. Context of study

This study was done in Bethany Kindergarten School Salatiga. I choose this school because language that they use as the medium of instruction is English. Then the other reason is because Bethany Kindergarten School has Letterland class which introduced some vocabularies to the students in each meeting.
B. Participants

The participants were Teacher A and Teacher B. Both of them were female teachers who teach in the beginner level. Teacher A was 28 years old while Teacher B was 27 years old.

C. Instruments

Instruments of data collection that I used were observation and interview. In observation, I observed the teachers’ teaching vocabulary technique through letterland. Then by using interview, I looked for the further explanations about the teaching vocabulary techniques based on the observation.

D. Data collection procedures

My observation was done in a month. I observed once a week for each class and interviewed each teacher twice a week. So to complete all the data, I did eight times class observations which were conducted on February 3\textsuperscript{rd}, 4\textsuperscript{th}, 10\textsuperscript{th}, 11\textsuperscript{th}, 17\textsuperscript{th}, 18\textsuperscript{th}, 24\textsuperscript{th}, and 27\textsuperscript{th}. Then the interviews with the teachers were conducted four times on the 13\textsuperscript{th} and 27\textsuperscript{th} of February. The lengths of the interviews were about 15 minutes for each teacher. During the observation, I recorded the teachers when they taught in class and after two times observation; I made appointment with the teachers to have an interview. The interview was based on the interview guides (appendix 1) and the technique of interview was based on stimulated recall. Based on the Nguyen, McFadden, Tangen, et.al. (2013), Stimulated recall interview is a research method or technique to investigate teachers’ decision making process and behaviors by showing their teaching video. Through laptop, the teachers were able to watch their teaching video. So if they
forgot what they had done in class, they could remember by watching their video and could explain about what they did in class.

E. Data Analysis Procedure

After getting the data, I analyzed the techniques that the teachers used in teaching vocabulary through letterland. First, I transcribed each interview recording into word file. Then, I found some of teaching vocabulary techniques in the word file. Third, I described each teaching vocabulary techniques that I have already found in the transcription data. So at the end of my study, I concluded the teaching vocabulary techniques that used in Bethany Kindergarten School.

Finding and Discussion

Based on my observation, I found there were four techniques that the teachers used in class. The techniques were picture, real object, guessing and translation.

4.1 Picture

The first technique that the teachers frequently used was picture. As I found in the video recording of these teachers, they used colorful printed picture all the time. Teacher A and teacher B used this technique in every meeting in letterland class. I found that they constantly used three pictures in each meeting to be introduced to their students. The reasons why the teachers used pictures to
teach their students are providing children visual learning, grabbing students’ attention, and helping students to memorize.

As stated by teacher A;

“Letterland is a learning method that contained of all children learning style such as auditory, visual and kinesthetic. It is not only one learning style. If I taught children by telling a story, they will only learn through auditory because they just listen. If I add pictures, they will learn visually also”.

Teacher A’s statement above means that each student in her class has different learning style, for example there are some students who enjoy auditory learning like listening a video or teacher’s explanation, some of them enjoy in kinesthetic learning like memorizing words through action trick, and some of them maybe enjoy visual learning and in this case, Teacher A used pictures to provide students who learn visually.

Celcia- Murcia in Gilakjani (2012) defines learning style as the general approaches- for example, global or analytic, auditory or visual- that students use in acquiring a new language or in learning any other subject. That was why teacher A considered using picture to help visual students. It is in line with Gilakjani (2012) statement in his journal that visual learners are most comfortable with pictures, images, and graphs while studying and retaining information. So when teaching children, teacher has to combine some kind of learning in order to provide different children learning style.

Then the second reason was stated by the teacher B. She said;

“Using picture to make children interest so they will pay attention”.
Through that statement above, Teacher B tried to explain that picture is one of teaching visual media to teach children because most of children always interest in picture and pay attention to the picture by commenting or asking questions about the picture. During my observation, I also found some conversations that show the students’ interest to some pictures that the teacher used. An example was when I observed Teacher B’s class on the forth observation, 11th February 2015:

Teacher B : “I have a new friend. He is fat and his nose is very long.”
Students : (Students were silent and wait the teacher’s story enthusiastically)
Teacher B : “His name is Edy Elephant. Let’s call him together!”
“Edy… Edy….” (Call Edy Elephant)
Students with teacher B : “Edy… Edy…”
Teacher B : “This is Edy Elephant.” (While showing a picture of Elephant)
Student 1 : “Wah!!” (Amazed)
Student 2 : “Apa itu?” (Student asking in his first language, Indonesian Language which is means “What is that?”)
Student 3 : “Gajah gajah!” (Talking in first language, Gajah is Elephant)
Teacher B : “Yes, Edy Elephant is an Elephant.”
Student 4 : “Hidungnya panjang!” (Commenting in Indonesian Language which is mean “His nose is long!”)

From conversation above, we can see how students were enthusiast when Teacher B showed the picture, and some of student asked question or commenting about the picture because they were interest to the picture and they directly
understood the meaning of elephant through the picture. They know what elephant is in their first language.

According to teacher B, it is very useful to grab students’ attention using picture because through picture, children also can see the thing directly. It is in line with what Allen stated in his book ‘Techniques in Teaching Vocabulary’ (1983: p.34), “often a picture will show a situation or a scene in which there are several different things and persons. It is good for students to see the total scene or picture— to see how its parts are related to the whole. It is also helpful (especially for beginners in English) to see a picture of a single object or person as of the only focus of attention”. Using picture is an effective technique because through pictures, children are able to learn the meaning of words without feeling bored because they can see the object through pictures. It is also important for teacher to provide pictures which are interesting for children.

The third reason was stated by teacher B. In the video observation, she asked her students to touch a picture one by one while pronounced the word in English. Teacher B said;

“I asked them touched the picture one by one because I want them to saw the picture clearly so they will recognize the character and know the meaning of the picture. I wish they were able to recognize and memorize the vocabulary soon through that way”.

Through that statement, Teacher B explained that picture really helps students to memorize words because if they learn a word while see the picture of the word, they will create the same image in their brain about the word. So
whenever they see the similar picture or the real object of the picture, they will be able to recognize it and know the name in the target language. For example when I observed Teacher A’s class in the first week, Teacher A taught the student about “kite” using picture. Then in the fourth week when Teacher A summarized the entire lessons in week 1, 2 and 3, Teacher A also asked again about ‘kite’ but through real object.

Teacher A  : “Do you remember what is it?” (While touching a kite which was sticked on the class room’s wall)
Student 1  : “Layang- layang.” (Layang- layang in English is “kite”)
Teacher A  : “What the name in English?”
Some Students: “Kite!”
Teacher A  : “Yes, very good. It is a kite.”

Based on the explanation and example above, picture is an effective technique to use in vocabulary teaching for children because they can memorize better. That is why Teacher B believes that using picture is a good technique to introduce a new word because through picture, children will easily know and understand the meaning of a new word so they will memorize better. As Linse (2005) said that visual demonstration through magazine pictures/ flash cards/ filmstrips/ photographs/ images from TV or video is one of technique in presenting the meaning of new item to young learner. It is in line with Nation in Cameron (2001) that demonstration or picture is a basic technique by which teacher can explain the meanings of new words. So pictures also help teacher to explain the meaning of words to children. Teacher only shows the pictures while saying the word instead of giving long description or explanation of the word that
children might not understand, but when see the picture, children will recognize the object and understand the word easily.

4.2 Real Object

Using real object is the second technique that the teachers use. Both teacher A and teacher B have one similar reason why they use real object. Their reason is because real object is better technique to teach vocabulary rather than using picture because students can see and touch the real object of a word.

Teacher A stated;

“Actually using real object is better than using picture because children will be able to see the real shape.”

In the statement, teacher A told that using real object to teach children was more effective than using picture because they can directly know the real shape that they can feel and touch. It is in line with what Allen stated in his book titled ‘Technique in Teaching Vocabulary’ (1983: pg.24), “But real object are better than pictures whenever we have them in classroom. When there are real windows, doors, walls, desks and clocks in the classroom, it is foolish not to use them in our teaching”. It is true that real objects are better than pictures because children are able to see not only the picture of an object but they see the real object. Teacher A stated that sometimes is impossible to bring the real object in class if the objects are difficult to find or to bring, but if the real objects are easy to get or if it is already provided in class, it is better to use them.
The second similar statement was by teacher B. She said;

“If there is the real object, it will be better because they can touch and see the real shape of the object, so it will help them to memorize better.”

According to teacher B statement, she also agreed that using real object was better than using picture in teaching vocabulary especially to children because they can experience with the object directly. It is in line with Pinter (2006) that “when presenting vocabulary to youngest children, teachers can first introduce things they can see, feel, play with, touch, and experience every day”. So for children, using real object is more effective than using picture because with real object, children are able to see, touch, and feel the object so they can understand, recognize and memorize the words better.

4.3 Guessing

The third technique that I found in teaching vocabulary was guessing. Teacher A and B used this technique but not really often. They used this technique to stimulate their students’ knowledge about a word because sometimes, some students already knew the meaning of the word.

In the interview section, Teacher A said;

“I want them to guess first because maybe some of them know the name. So before I told them, at least they will be able to guess.”
Based on the statement, Teacher A use guessing technique to gain students’ knowledge because sometimes there are some students know the word or if they do not know the word, at least the students try to answer with some possible words. When students answer using some possible words, teacher will know what words that the students have known.

During my observation, I found that teacher A only used this technique one time. It was in the third observation when she taught about ‘Lucy Lamp Light’. When she started to tell a story, she mentioned a word ‘torch’ and she asked the students to guess the word of ‘torch’ in their first language (L1) through action strict and context clues, and some of students were able to guess. It is in line with Decarrico cited in Linse (2005) that also stated that students can benefit from learning how to use context clues and guessing the meaning from the context. Asking students to guess is a good way to stimulate their background knowledge because when they have opportunity to guess, they also have opportunity to think or to recall their background knowledge because maybe some of them already know the word.

As teacher A, teacher B also used guessing techniques once during my observation. She told;

“I asked my students to guess because I want to check whether they know the word or not.”
So sometimes Teacher B use this technique consciously to check her students’ knowledge whether they know the word or not. In my observation I found Teacher B also used this technique in week 3;

Teacher B : “Do you know what is it?” (While showing a picture of Lemon)
Student 1 : “Melon.”
Teacher B : “Not melon.”
Student 2 : “Orange.”
Teacher B : “Not orange.”
Student 3 : “Lemon.”
Teacher B : “Good! She likes to drink “Lemon”!”
Students : “Lemon.” (All students repeat after the teacher said “Lemon”.)

As the conversation above, Teacher B used this technique through asking her students to guess a word “lemon” by showing the picture. Teacher B thought that sometimes it was important to use guessing when teaching a word to her students because when they guessed whether the answer is wrong or not, unconsciously they learned how to solve a question. It is in line with Nation (2001) cited in Aslanabadi (2015) that said “Incidental learning via guessing from context is the most important of all sources of vocabulary learning”. Sometimes it is good to use guessing technique to teach vocabulary for children because when they guess they will try to remember the words that they forget. Besides that, it is also usefull for children to learn problem solving using their knowledge.

4.4 Translation
The last teaching vocabulary technique that I found during my observation was translation. This technique was the most rarely used. Teacher A and B used this technique to facilitate students’ L1. If students still did not understand the meaning of a word through teaching technique above, teacher would translate it.

Teacher A said;

“If my students really don’t know the word in English, I will translate it.”

While teacher B said;

“The new vocabularies that they do not know, will be translated in Indonesian because sometimes some students know and recognize the word only in Indonesian, but after translated, I still focus to drill them the word in English.”

Both teacher A and B used this technique as the last option. They really avoid translating a word in their class except they do not have other option. It was difficult to found example of the use of translating technique from both teachers because they really avoid this technique, but I found once by teacher A.

Teacher A :” Lucy Lamp Light likes to help anyone who cannot find the way to their home. For example at night you go to letterland and you do not bring any torch. What is ‘torch”? Do you know what is ‘torch’?” (While practicing a gesture like bringing a torch and the teacher’s tumb pressing the ON button)

Student 1 : “Jempol!” (Jempol is Indonesian language. In English is tomb)
Teacher A: “No. Torch is something that you can turn it on and you can see at the night.” (While practicing a gesture or action trick like turn on a torch)

Student 2: “Senter.”

Teacher A: “Yes, very good! Torch in Bahasa Indonesia is ‘senter’. The name is ‘torch’.”

From the example above, Teacher A asked the students to guess first and Teacher A also gave some clues to help the students to guess. At the end, the students were able to guess the word but in Indonesian language and Teacher A know that her students were only know the word in Indonesian, then Teacher A decided to told the students the word in English as the last option.

According to my observation, they did not translate a word in the beginning. First they used other techniques to explain the meaning, but if the student still did not understand, teacher A and teacher B translated the word in students’ L1. It is in line with what Linse (2005) said, “Sometimes a new word is first explained in the foreign language or with pictures, but is then immediately translated in the first language”. Translating words is not a main technique to teach vocabulary for children. This technique only use to facilitate in students’ L1. When teacher teach them using other teaching vocabulary techniques, but they still do not understand, teacher will translate the word because sometimes they only know the word in their L1.
Conclusion

I conducted this study in order to find the teaching vocabulary techniques to kindergarten children through letterland. In conclusion, I found four teaching techniques that the teachers of Bethany Kindergarten School used. There were picture, real object, guessing and translation.

The first is using pictures. They believe that using pictures can provide children visual learning, grab students’ attention, and help students to memorize. Then the second technique is using real object. The functions of using real object to teach vocabulary are almost similar with using picture, but it is better since the students can touch and see the shape of the real object. The next technique is guessing. This technique is very useful to stimulate students’ background knowledge because sometimes students already know the name of a thing. The last technique is ‘translation’. This is the simplest technique because the teachers only translate a word from target language to students’ L1, but this is the last option that the teachers use in teaching vocabulary. They use this technique to facilitate students in their L1 if needed. In teaching a vocabulary, teachers not only use a single technique, but sometimes the teachers combined more than one technique in teaching a vocabulary to the students because if the first technique is does not work, teachers have to use another technique until the students know and understand.

Vocabulary is a fundamental skill that learners have to learn before they learn the other skills in learning language and because of this, vocabulary should
be taught since children. As we know that children are better learners of language (Gordon, 2007). That is why through this study I try to give insight and better understanding to teacher about what are the techniques can be used in teaching vocabulary especially for children, so kindergarten teacher will know the more appropriate techniques in teaching vocabulary through letterland.

Even though this study give contribution to help teacher in deciding appropriate techniques in teaching children vocabulary, this study still has limitation. The first, this study was only involved two teachers as the participants and might not represent the majority of the teachers in kindergarten. Second, the context of this study was only limited through letterland. So further study was suggested to explore the teaching vocabulary technique for young learner through the other teaching approach such as story, games, song, etc.
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REFERENCES


APPENDIX

Guided Interview Questions of Teaching Vocabulary Techniques Through Letterland for Kindergarten Students

1. What are the techniques that you usually use in teaching vocabulary for kindergarten students through letterland?

2. Why do you use the technique(s)?

3. How the result of doing the technique(s) in teaching vocabulary to your students?