TEACHING VOCABULARY TECHNIQUES THROUGH LETTERLAND IN BETHANY KINDERGARTEN SCHOOL SALATIGA

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Abstract

This study is important to be conducted because vocabulary is a fundamental skill and a vocabulary competency involves students’ self-confidences 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.