

## **Teachers' Teaching Belief in Vocabulary Based on Flash Card at Kindergarten of Bambini School**

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### **ABSTRACT**

SUKMAWATI. Teacher's Teaching Belief in Vocabulary Based on Flash Card at Kindergarten of Bambini School.

This research conducted to describe the teacher's belief and the implementation of teaching vocabulary using flash cards at kindergarten students of Bambini School Makassar. The researcher employed qualitative method with the interview and observation as the instrument.

To obtain the data, the researcher prepared the interview about the teacher's hold perspective teaching using flash cards and the recording of observation to three teachers of Bambini school, they are teacher of KA1, KA2 and KB. The researcher did the interview to the teachers and observe the teachers' and students' activity in the learning process from the first to the last day of teaching activity. The students' activity was taken from three different classes, they are class of KA1, KA2 and KB.

The result of the interview reveals that there are three aspects of teachers' hold perspective teaching vocabulary using flash cards namely: teacher's transmission perspective, teacher's nurturing perspective, and teacher's apprenticeship perspective implemented by flash cards, while the result of observational recording shows the teacher's teaching method namely : recognizing letters and its sound, blending sound, identifying phonics sound, doing phonics sheet, spelling words, singing songs, playing games, explaining word meaning, giving review, leading to read, and doing dictation sheet.

Teachers are able to implement their perspective teaching by preparing some methods and strategies to support the learning process. The more strategies they prepare, the better creativity they create to help the students comprehend their subject. By exploring their ideas in the activity instructions that full of movement, games and songs, students can understand and enjoy the teaching of vocabularies using flash cards.

Key words : teaching belief, vocabulary, flash cards.

## **INTRODUCTION**

Vocabulary is an important aspect in learning English as a foreign language, because it is used to communicate and to express ideas or feeling. Well acquired vocabulary ensures a good start to a successful learning process in good knowledge of language and ability to use it well in real life. Mehring (2005) Carpenter & Olson (2011) Cameron (2001), said that vocabulary is an essential component in second/foreign language learning to express meaning, conveying thoughts through both receptive and productive skills, and to enrich learners' language.

Teaching vocabulary means the teacher teaches words with the meanings to express the student's ideas through oral or written form. Besides, they have to mastery vocabulary which has been taught by teachers. Mastery vocabulary is not an easy thing especially for the young learners. Harmer (2001) explains that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact with (experience it).

In regarding to the ideas above, teaching English to young learners should emphasize the principle of playful learning because young learners like to learn through something which makes them interested. Therefore, the teacher must create creative and interesting activities to make the students enjoy, interested and active in learning process, so they will not get bored or just sit doing nothing. There are many methods and techniques to make learning and teaching enjoyable and interesting. Some of them like using media such as game, picture, cards, film, song, etc.

This research conducted at Kindergarten students of Bambini school. this school has program to support its learners to study English at the very young age. The learners begun to study the alphabets and sounds of the English language from the first year they enter the pre-school at the age of 2,5- 3 years, in order to be ready to receive the foreign language instruction at the age of 4 to 6 years old. All of the learners are bilingual, they have the ability to use two languages both understanding and speaking, yet they regularly use English at school. They learn new vocabulary by learning the sound of the letters and flash cards as one media in presenting to improve their pupils' vocabulary yet. And also they learn phonics regularly using flash card in every term.

Regarding the problems above, this research focus on beliefs do the teachers hold using flash cards in teaching English vocabulary to young learner and the teachers implement the flash cards in teaching English vocabulary to young learners.

## **RELATED LITERATURE**

### **1. Young Learner**

Reilly and Sheila (2003:3) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven. Philips (2002) explains that “young learners mean children from the first year of formal school (five or six years old) to eleven of twelve years of age”.

According to Brezinova (2009: 8), young learners are usually described as learners aged between 6 to 10 or 11 years old. She also said that to teach this age group means to understand them know what their attitudes, opinions and interests are. According to Annamaria Pinter (2011) divides young learners into three groups. The first is children who start pre-school at about the age of three, the second is the group of children who start primary school at around the age of 5-7 and finish primary school 11 or 12, although in some countries it happens at around the age of 13 or 14. Pinter calls children from the age of 13 onwards 'early adolescents'. In other hand, Hoesein (2015) stated that young Learners are the students of Elementary School who are at grade 4 up to grade. Their ages range from ten to twelve years of age. They have learned English for about one up to four years".

## 2. Vocabulary

A person's vocabulary is the set of words they are familiar within a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Language teaching specialists generally agree that vocabulary is one of the most important aspects for foreign language learners to acquire since it is critical in conveying the meaning of a message. Knowledge of vocabulary is often viewed crucial to make successful communication. When we first learn a language, vocabulary become the earliest element should be taken into account.

In order to understand the notion of vocabulary well, it is necessary to present some definition of vocabularies from some sources. Fowler & Thompson, (1995)

defined vocabulary as: first, the number of words in a language, second, all the words known to a person or used in a particular book, third as a list of words with their meaning, especially on that accompanies a text book in foreign language, fourth a list of words used in book, usually with definition or translation, also a range of words known or used by a person in a trade or profession. In addition, Linse & Nunan (2005) vocabulary is more than lists of targets words, and as part of the language system, vocabulary is intimate interrelated with grammar. Gough (2008) claims vocabulary as the words we know and the ability to use them.

### 3. Phonics

The term of phonics was used as a synonym of phonetic. It's used during the 19th century into the 1970s. Phonics derives from Roman text which states that each letter (*littera*) consists of a sound (*potestas*), a written symbol (*figura*), name (*nomen*). In order to teach the correspondence between the sounds and the spelling patterns that represents them. The relation between word sound and form is called phonics.

Nation (2001) defines phonics as “a method in teaching beginners to read or pronounce words by learning the usual sound of letter, letters' group and syllables. In addition, Walter (2006) also defines phonics as “a method of teaching people to read, based on learning the sounds that letters represent”. Bald ( 2007) stated Phonics is a system in teaching reading which the central component is teaching the correspondences between letter or groups of letter, blending sound that teaches the learners to read and write a word. Gough (2008) Phonics is the study of the sound

referred to the letters that is pronounced orally which requires verbal output from the learners especially when they say the target words.

#### 4. Flash card

Flash cards is seen as simple, handy and colorful learning tool which contain numbers, letters, object or word which prefer some information for the learners to make them easy and enjoy learning activities. Teng & He (2015) argues Flash cards are a set of cards bearing information, such as words, pictures, or numbers, on either or both sides, used in classroom drills or in private study. Meriem Webster dictionary defines flash cards as a card bearing words, numbers, or a picture that is briefly displayed (as by a teacher to a class) usually as a learning aid. Meanwhile, Fowler et.al (1995) in oxford dictionary mentioned flash cards is a card containing a small amount of information, held up for pupils to see, as an aid to learning. In addition Cambridge dictionary says a card having words, numerals, or pictures on it, designed for gaining a rapid response from pupils when held up briefly by a teacher, used especially in reading, arithmetic, or vocabulary drills.

#### 5. Teachers' belief

Teachers' belief becomes the most valuable psychological construct to teacher education (Pintrich, 1990) but it is quite difficult to differentiate with knowledge. Pajaras (1992) explain that the main confusing with the concept revolves around the distraction between knowledge and belief. While knowledge can be equated with facts that are given and shared, beliefs may be contestable.

Nespor (1987) maintains that while the two constructs are different in many ways, and often conflict with each other, beliefs can be considered to be a form of knowledge. Comparing beliefs with knowledge, Nespor (1987) claims that while knowledge is conscious and often changes, beliefs may be unconsciously held, are often tacit and resistant to change as what Brog (2006) defines as teacher cognition. Moreover, Clark & Peterson (1986) agree that teachers' theories and beliefs represent a rich store of knowledge, and argue that teachers make sense of their world and respond to it by forming a complex system of personal and professional knowledge.

#### 6. Teacher's Belief about Teaching in Some Perspective

Teacher's belief can be categorized in a number of areas. Uztosum (2013) has cited Calderhead who found five areas of teachers' belief including, beliefs about learners and learning, beliefs about teaching, beliefs about the subject, beliefs about learning to teach and beliefs about self and the teaching role.

Pratt (2002) pointed out five perspectives of teacher's perspective in teaching. A transmission perspective which encourages mastery over the content; a developmental perspective for which constructivist orientation to learning is the foundation and which encourages high-order thinking skills an apprenticeship perspective which supports working on authentic tasks in a real settings of application; a nurturing perspective which encourages increased intrinsic motivation; and a social reform perspective which promotes social change.

## **RESEARCH METHODS**

The method of this research was qualitative research. It is used to describe the teachers' belief and its implementation of using flash cards in teaching vocabulary. The researcher applies descriptive method in her research. It was applied in order to describe the current condition in the class.

The data resources of this research were three kindergarten teachers of Bambini School Makassar which teach in three different level classes. They were addressed as teacher A, teacher B, and teacher C. They were homeroom teachers who have been working for more than three years. Teacher A teaches in KA 1 which consists of 14 students in age 4 to 5 years. Teacher B teaches KA 2 which consists of 15 students in age more than 5 years. And teacher C teaches in KB which consists 15 students in age 5 to 6 years.

To collect the data, the instruments of this research were observation and interview. Observation was used by the researcher to observe the activities during the lesson from opening until closing, and interview is to find out the deep information about teacher's teaching belief.

The researcher observed the teaching and learning process by using video recording. The researcher observed the teacher's activities in using flash cards as media during the teaching time. So, the researcher knows when they use the flash cards, at beginning, middle or when concluding the lesson. The researcher then writes small note when the learners are given opportunity to interact with the materials.

Interviews have been done by asking some questions to the teacher at the end of the class. While doing interview the researcher used tape recorder and small note as helper in conducting this research. Interview is used because the researcher wants to find depth information. Its purpose was to find out the information about teachers' belief in teaching vocabulary and implementing flash cards by asking the opinion and idea of interview (Sugiyono, 2014). In conducting the interview, the researcher listens, record, and note carefully what the interviewer explained.

## **FINDINGS**

The findings are presented in line with the order of the research questions, namely (1) What beliefs do the teachers hold using flash cards in teaching English vocabulary to young learner at kindergarten of Bambini school? This question of three minor research questions, namely (a) What is the English teacher's transmission perspective in teaching English vocabulary using flash cards to young learner at kindergarten of Bambini school ? (b) What is the English teacher's nurturing perspective in teaching English vocabulary using flash cards to young learner at kindergarten of Bambini school ? (c) What is the English teacher's apprenticeship perspective in teaching English vocabulary using flash cards to young learner at kindergarten of Bambini school ?, and (2) How do the teachers implement the flash cards in teaching English vocabulary to young learners? This research question consists of one minor research question, namely (a) what are the activities done by

the researcher in implementing the flash cards in teaching English to young learner at kindergarten of Bambini school?.

1. What beliefs do the teachers hold using flash cards in teaching English vocabulary to young learner at kindergarten of Bambini school?

a. Teacher's beliefs in Transmission's Perspective

There were three perspective had been built and done by the teacher as the sample in this research. Namely teacher's preparation of teaching, teacher's teaching method, and mastering the arranging of the teaching steps.

b. Teacher's beliefs in Nurturing Perspective

Based on the classroom observation, the researcher found that the English teacher in teaching English vocabulary especially in phonics holds the nurturing perspective by considering some aspects. They were motivation and achievement. The students got motivation and supported from the learning activity and supporting from the teacher.

The students' motivation deals with their activity in the teaching process. Their ways of following the instruction from the teacher's teaching method and the achievement does not deal with the standard of deaf students' score but it is based on the improvement of self-confidences and self-esteem of students got by their own effort and ability.

c. Teacher's beliefs in Apprenticeship Perspective

Based on the classroom observation, the researcher found that the English teacher in teaching English vocabulary especially in phonics holds apprenticeship

perspective by considering some aspects. They were activities done by the teachers in enhancing the students' cognitive and their ways of thinking and performance. The description of the findings were grouped in using object, eliciting, drilling and active involvement.

## 2. The implementation of flash cards in teaching English vocabulary

Based on the data transcription of recording in the classroom observation, it was found that there were some activities did by the teacher in implementing the phonics started from opening, running class till closing the class. The activities mostly used synthetic phonics as proposed by Bald (2007). They were recognizing letters and its sound, blending sound, identifying phonics sound, doing phonics sheet, spelling words, singing songs, playing games, explaining word meaning, giving review, leading to read, and doing dictation sheet.

## **CONCLUSION**

Based on the findings and discussion stated at the previous chapter, the researcher concluded that:

1. The belief of teacher in teaching English vocabulary by using flash card based on classroom observation and interview revealed that researcher holds three perspective as their beliefs in teaching English vocabulary by using flash cards, the perspectives are teacher's transmission perspective, teacher's nurturing perspective, and teacher's apprenticeship perspective in teaching English vocabulary using flash cards

2. The implementation of phonics flash cards in teaching vocabulary to young learners at Bambini school had some phases of activities. recognizing letters and its sound, blending sound, identifying phonics sound, giving phonics worksheet, spelling words, singing songs, playing games, explaining word meaning, giving review, leading to read, and giving dictation.

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