

KINDERGARTEN TEACHERS' STRATEGIES TO TEACH ENGLISH VOCABULARY IN A MONOLINGUAL SCHOOL IN AMBARAWA, INDONESIA

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Abstract: Living in Ambarawa, which is a small town, an English teacher in such a location has a unique challenge in teaching the target language. This study was conducted at a monolingual kindergarten in Ambarawa, Indonesia. There is one primary question to be answered in this study, which is what strategies were used by English teachers in teaching vocabulary to young learners at a monolingual kindergarten in Ambarawa, Indonesia. Knowing that learning English vocabulary is important, the researchers conducted this research by observing the class ten times and interviewing the English teacher. Class observations, which included the strategies used by the teachers and the learning and teaching process used to collect the data. Besides that, an interview with the teacher was conducted after the class observation to find out the reasons for the teacher in choosing the related teaching strategies. The results of the study presented some various teaching strategies which were used to teach English vocabulary in a monolingual school in Ambarawa. From ten class observations and interviews, three main strategies were identified. The three primary strategies used by the English teacher in a monolingual kindergarten in Ambarawa, Indonesia in teaching English vocabulary to young learners were the use of teaching media, the implementation of appropriate methods and approaches, and the use of fun activities to create a more engaging class. Therefore, given the unique condition of each school, English teachers need to be creative yet wise in choosing the most appropriate teaching strategies to meet the needs of the learners.

Key words: teaching strategies, young learners, and vocabulary.

INTRODUCTION

This study is entitled “Kindergarten Teachers’ Strategies to Teach English Vocabulary in a Monolingual School in Ambarawa. Nowadays as an international language, English has been playing an essential role in many aspects of life such as education, research, business, social media worldwide interaction, culture, travel or tourism, as well as other fields. There is a growing interest in introducing English as early as possible such as to Kindergarten children in order to prepare them in facing competition in the globalization era.

In learning English, there are four skills to master. These skills are the cornerstones of learning English, namely reading, writing, listening, and speaking. Reading and listening are examples of receptive a language. While writing and speaking are examples of productive a language. One of the most fundamental components to learn a language is learning its vocabulary. Vocabulary is the most critical content in a language because the development of four language skills depends heavily on vocabulary development. Teaching English to young learners may require different strategies from teaching the language to older learners. One of the characteristics of young learners is their short attention span. Their short

attention span poses a challenge for teachers in keeping the young learners motivated and engaged in their learning.

Seeing the trend to teach English to young learners and the psychological development of young learners, the researchers conducted this research to find out kindergarten teachers' strategies to teach English vocabulary in a monolingual school in Ambarawa. The language of instruction of the school is Indonesian, and English is taught as a foreign language. This research is also hopefully useful to identify the most effective strategies to teach English vocabulary to young learners that can be applied by teachers of young learners in general. In this research, teaching strategies refer to the use of media, the choice of methods and approaches, and the learning engagements in teaching English vocabulary to young learners.

The purpose of this study was to find out the strategies used by kindergarten teachers in teaching English vocabulary to young learners. The result of this research provided some considerations for English teachers in choosing strategies for teaching vocabulary. Specifically, this research offered some considerations for teaching English vocabulary to young learners, considering the learners' psychological development. The researcher hopes the finding of this study will be useful for:

1. English teachers

Teachers can find the varieties, the most effective, and appropriate strategies of teaching English vocabulary to young learners.

2. Students

Students can get benefit from the strategies used by the teachers to improve their vocabulary.

3. School

The school can use the findings of the study as an input for improving research related to teaching and learning English, especially English vocabulary, to young learners.

There is one question to be answered in this study: What are the strategies used by English teachers in teaching vocabulary to young learners at a monolingual kindergarten in Ambarawa, Indonesia?

LITERATURE REVIEW

Teaching Young Learners

Anjaniputra (2013) found that appropriate strategies would make the learning process run effectively and improve learners' skills. English teachers in a kindergarten should use appropriate strategies to teach English vocabulary. Brand (2004, as cited in Linse and Nunan, 2005), stated that the aim of using a variety of strategies is to develop the learners understanding of the words in context with a playful situation. The strategies will improve the learners' word retention. In the teaching and learning process, teachers should remember their jobs; firstly to provide care and secondly to provide instructions. The instructions should be repeated and detail. In addition to it, MasoudHashemi and MasoudAzizinezhad

(2011) stated some characteristics of language teachers who teach young learners. First, the teacher must be energetic and patient. Second, the teacher must love children. Third, the teacher must pay attention to individual differences. Fourth, the teacher must encourage, encourage, and encourage. Fifth, the teacher must let children see the beautiful and useful aspects of the language. Then, the teacher must let them (the students) love you (the teacher) as a language teacher and the new language as well. Next, the teacher must know the techniques of teaching. Besides that, the teacher must respect children as humans. The last, the teacher must start to introduce English vocabulary for children as soon as possible.

Children as Language Learners

As learning involves learners' cognitive, understanding of cognitive development is required in the teaching and learning process. Piaget, (1936 as cited in Lourenco, 2016) divided intellectual or cognitive development into four developmental stages. The first stage is *sensorimotor*. This development range is from birth until 24 months. Then, *preoperational* stage which includes ages from toddlerhood or about 24 months until early childhood about 7 years. The next stage is *concrete operational*, which ranges between 7 years and 12 years. The last, *formal operational*, this development stage includes adolescence through adulthood.

In Piaget's four stages (1936, as cited in Lourenco, 2016), kindergarten learners are included in the *preoperational* stage. These pre-school learners begin to play and learn by symbols or pictures. They also develop memory and imagination to understand the meaning of a language. Their language use becomes more mature than that of the earlier stage. Nonetheless, their thinking is based on intuition and still not entirely logical. Young learners cannot grasp abstract and complex concepts yet.

Facts about Young Learners

Teachers of young learners need to consider the characteristics of young learners to help learners in their learning process successfully. Hammer (2007, as cited in Imaniah, 2017) stated some facts about young learners. First, they respond although they do not understand. Another characteristic is they understand the most when they see, listen, touch, and interact. The third characteristic is they understand concrete concepts, and for them these concepts are more appropriate than abstract concepts. It is because abstract concepts are difficult for young learners. Besides the three characteristics above, the environment should be fun and friendly for young learners. Fifth, they have a short attention period. They will be bored after 5-10 minutes. Therefore, the design of the classroom should be colorful and the teachers should motivate these young students well.

The Definition of Vocabulary

Hatch and Brown (1995) defined that vocabulary is a list of words in the target language. Young learners can learn a language by listing the words in the target language and the meaning in the first language. Another definition is offered by Hornby (2006: 1645) in the *Advanced Learner Dictionary of Current*

English. He defined vocabulary as a list of words with their meanings, especially in a book for learning a foreign language. As one of the essential components, vocabulary is the most basic skill to learn a language. Ur (2012) said that vocabulary means how a word carries meanings, and therefore learning vocabulary is essential.

Strategies to Teach Vocabulary

David 2003 in Hamruni (2009) defined teaching strategy as a plan, method, or a series of activities designed to achieve a part of the educational goal. In relation to teaching vocabulary, Pribilova (2006) stated that there are many different methods and approaches on how to teach vocabulary in a foreign language. Teachers can use some varieties of strategies to teach English vocabulary. In teaching vocabulary to young learners, there should be certain facilities. It is stated by Nation (2003) as cited in Linse and Nunan (2005). When teachers teach vocabulary to the learners, the teachers should facilitate students' vocabulary learning by using a variety of teaching strategies in order for learners to discover the meanings. It is useful to improve the learners' skills. The examples of vocabulary teaching strategies are using media, using methods and approaches, and doing fun activities. Teaching young learners using appropriate strategies will help them to relate new words and things in real life.

Kinds of Vocabulary Teaching Strategies

The Use Media

The advancement in the modern world has called for progress in teaching and learning strategies. The use of media has become equally important in the teaching and learning process. English teacher can use the media to teach English vocabulary to young learners. There are several media such as realia, pictures, songs, videos, and video games.

1. Realia

First, one of the strategies used by the teachers to teach English vocabulary to young learners is by using realia as the teaching media. Hubbard (1983:115) defined realia as real-life objects that teachers can bring to teach English vocabulary to young learners.

According to Kustaryo (1998), as cited in Ersan (2009), learning vocabulary through creativity, such as using realia, will increase the learners' motivation. English teachers can use realia to teach vocabulary to young learners. The example is when teaching English vocabulary about fruits, vegetables, or stationaries, the teachers will bring real fruits, vegetables, or stationaries for the teaching media. Hubbard (1983) called it the use of realia for presenting vocabulary

2. Pictures

The second strategy is using picture as the media of teaching English vocabulary. Sadiman et al. (1993) quoted a Chinese Aphorism stating that a picture says more than a thousand words. Many Kindergarten teachers use pictures for their teaching media. Sometimes, they show some pictures related to

the materials. For example, when an English teacher teaches English vocabulary about animals, he/ she will show some flashcards or a PowerPoint with pictures of the animals. Christen and Murphy (1991) stated that the visual image provides the learner with a frame of referral to recall the definition of an object, verb, and other parts of speech. Teaching English by using this strategy will attract young learners' attention.

3. Songs

Other than using realia and picture, Teacher can use song as an audiovisual media for teaching vocabulary. Young learners can listen to the song and watch the music video on LCD. The teacher can play a music video and sing together with the learners. Alternatively, the teacher can sing a song in a class and invite the students to sing together.

According to Green as cited in Nelson (1997), the rhythm of a song can improve the development of young learners' language fluency. There are some benefits of using song as the media of teaching English vocabulary to young learners. First, song is useful to build young learners' confidence. Then, young learners can get new vocabulary from song. Besides that, song helps young learners to focus on the pronunciation.

4. Videos

Another strategy is using video as the media. Video is also an example of audiovisual media. Nation (2003), as cited in Linse and Nunan (2005) stated that when teaching vocabulary, the teachers should facilitate the learners by using a variety of teaching strategies to assist the learners to discover the meanings.

Kindergarten teachers can use videos as the media to attract the learners' attention. English teachers can introduce new words by playing videos in the class. Some examples of such videos are children stories, songs, and films.

5. Video Games

Besides those strategies, teacher can use video games as the media of teaching. Pribilova (2006) stated that, there are many different methods and approaches on how to teach vocabulary in a foreign language. One of the methods is using video games as the media.

The use of video games in teaching English vocabulary to young learners can attract their attention because young learners in this millennial era like to play video games on their smartphones. Thus, the use of the English language in video games can improve their vocabulary.

Methods and Approaches for Teaching Vocabulary

1. Total Physical Response

Besides using media such as realia, picture, and song to teach English vocabulary to young learners, according to Muhren (2003), the basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils at a later stage. Total Physical Response has some types and varieties that can be applied in teaching English vocabulary to young learners. There are some Total Physical Response activities: TPR songs and finger plays, TPR storytelling,

and TPR drawing. In a book entitled Practical English Language Teaching to Young Learners by Linse and Nunan, Total Physical Response activities have several positive aspects for young learners. The first benefit is that TPR will give the learners opportunities to use three channels, namely: auditory, visual, and tactile learning. In Total Physical Response, the teachers' voice, actions, gestures, and everyday classroom objects such as books, pens, markers, crayons are essential in the learning and teaching process. Besides, the most important thing to remember when the teachers use Total Physical Response is that the commands or instructions should be simple and clear. These commands, or series of commands, are simple at the beginning, such as: *stand up, sit down*. After some time, they may become more complex such as: *I want all students to write your name and draw your favorite fruits*.

2. Total Physical Response Songs and Fingerplays

There are some types of Total Physical Response. In a book entitled Practical English Language Teaching to Young Learners by Linse and Nunan (2005) stated that teachers can use Total Physical Response songs and finger plays to teach English vocabulary to young learners. Learning English vocabulary by doing this activity will give the learners an understanding some vocabulary in English

3. Total Physical Response Storytelling

When the teacher uses the Total Physical Response strategy, the strategy can be mixed with storytelling. It stated in a book entitled Practical English Language Teaching to Young Learners by Linse and Nunan (2005). That strategy will work well with stories that have repeated sentence patterns. The learners learn vocabulary from repeated words. To attract the learners' attention, the teacher can also use puppets and pictures. The use of puppets and pictures will help the learners to understand the meanings of some challenging vocabulary. There is an important thing that the teacher should remember when using Total Physical Response Storytelling. Linse and Nunan reminded the teacher to slow down the storytelling or story reading to enable the learners to keep up their concentration to learn the English vocabulary.

4. Total Physical Response Drawing

Another strategy used for teaching English vocabulary to young learners is Total Physical Response Drawing. In using this strategy, teachers should prepare some stationery such as papers, crayons, pencils, and erasers. Linse and Nunan (2005) stated that, teacher is the most important role is to give instructions. Giving the simplest instructions to young learners is equally important. For example, to instruct the students to draw a face, the teacher can give commands such as, draw a circle, draw two eyes, draw lips, draw a nose, draw some hair, make it long or short, and give color to your picture.

5. Storytelling

Teacher can use story to teach English vocabulary to young learners. Storytelling is a teaching strategy to retain learners' attention. Brown (2001) claimed that the use of storylines, characters, and the situation in the story would

make the learners' attention and words retention improve. In an enjoyable learning situation, learners will perform high self-confidence and be highly motivated.

6. Audio Lingual Method

Linse and Nunan (2005) stated that, English teacher can use Audio Lingual Method (ALM) as the method to teach English vocabulary to young learners. There are two main features of Audio Lingual Method. The first is drills with coral response or dialogue. It aimed to getting learners to practice how to use patterns. As English teacher, teacher can ask the learners to repeat the words or vocabulary. Learners will remember the new words or vocabulary. Linse and Nunan (2005) also stated that, this method is very appropriate for teaching English vocabulary to young learners.

7. Series of Activities

Teacher can make an interesting activity to teach English vocabulary to young learners. According to Wagner (1989), language skills are acquired naturally by doing things or participating and interacting in a social environment. Some activities, such as cooking class and field trips, are chosen by Kindergarten teachers to teach English vocabulary to young learners. The teachers make the activity fun and interesting enough to attract learners' attention. In doing this activity, learners can actively participate in and learn vocabulary related to the material.

Previous Studies

There are two previous studies which are closely related to this research. The first was conducted by Gili Nur Indah Liyaningsih in January 2010. The title of her study is *Teachers' Strategies in Teaching English Vocabulary to Young Learners*. Liyaningsih (2010) aimed to describe the implementation, the problems, and the solution of teacher's strategies in teaching English vocabulary to young learners at MI Kedungaharjo, Ngawi Regency, East Java. The subjects of this study were third-grade students of MI Kedungharjo in Academic Year 2015/2016. The study focused on the process of teaching vocabulary to young learners. The study found that the strategies used by the teacher were using media such as pictures, realia, video, and students' English books. The techniques are using translation, memorization, games, and songs.

The other previous study was conducted in several Madrasah Aliyah (MAS) such as MAS Ruhul Islam AnakBangsa (RAIB) Aceh Besar, MAS AI Manar Aceh Besar, and MAS Luqman Al Hakim Lhoknga Aceh Besar by KaruniHumairah Arta. In her study "The Strategies Used by The Teacher to Teach Vocabulary (A Study at Several MAS in Aceh Besar)". Arta (2018) aimed to find out the teachers' strategies and to identify the obstacles faced by the teachers in implementing the strategies in teaching English vocabulary. The subjects of this study were teachers who teach at several MAS in Aceh Besar. The other participant for this study was a kindergarten teacher who taught young learners. This study also focuses on the process of teaching English vocabulary to young learners. The study found that English teachers used their own strategies which are the combination of several strategies by experts such as Word Map Strategies

and Scavenger Hunt Strategy. Then, the obstacles faced by the teachers were limited time and less supporting facilities.

Therefore, based on the explanation above, this study will be focused on kindergarten teacher's strategies to teach English vocabulary in a monolingual school in Ambarawa. There are some strategies to teach young learners. The strategy is using media such as realia, video, video games. The other media is picture as the media of teaching. Teacher can also use song as the media of teaching strategy. Besides using realia, picture, and song, teacher can use methods such as Total Physical Response as the strategy to teach vocabulary. Then, storytelling and series of activities such as field trip and cooking class are also the methods to teach English vocabulary to young learners.

METHOD

This research was qualitative research. Qualitative research seemed appropriate to collect the data. It was because data collected through class observation and interview with the English teacher after the class to find out her reason in choosing a particular vocabulary teaching strategy applied in the class on the day of the observation.

This study was conducted in a monolingual kindergarten in Ambarawa, Indonesia. The school is located in Ambarawa, Central Java, Indonesia. This kindergarten has about 100 learners ranging from 2 years to 6 years old. It is a private kindergarten. The school was established in 2012 and it applies the national curriculum since its establishment. It is a monolingual school with Indonesian as the language of instruction.

One of the reasons why this school is chosen is because English is offered as an obligatory afterschool program here. For TK A, the afterschool program is held every Monday and Wednesday. Then, for TK B, the afterschool program is held every Tuesday, Thursday, and Friday. Another reason why this school was chosen is because it is a unique school with unique teaching and learning process that have connectivity with nature. The researcher thought that this school could be chosen as the context of the study because there would be some various teaching strategies to teach English vocabulary to young learners.

The study focused on the strategies used by English teachers in teaching vocabulary to learners with an age range of three to seven years old in the kindergarten. The data were collected in semester 2, 2019.

There were several participants involved in this research, namely the English teacher and the learners of a monolingual kindergarten in Ambarawa, Indonesia. An English teacher interviewed and observed. The teacher was chosen because there is only one English teacher in that school. She experienced to teach English to young learners for eleven years. As for the learners, they are observed for their engagement in the class and their academic performance after the class to assess the effectiveness of the teaching strategy.

Data Collection Methods

This research was qualitative research. The data collection instruments consisted of two main parts, one for the interview and the other for the

observation. The data were collected through class observation and interview with the English teacher after the class to find out her reason in choosing a particular strategy applied in the class on the day of the observation. The class observation followed an observation protocol in which both the teacher and learners' actions and responses in the class were noted. The observation was an overt observation in which both the teacher and learners know that they are being observed. The observation was direct and indirect. The writer strived to be as unobtrusive as possible by not being involved in the teaching and learning process. Then, the results of the teaching and learning process were assessed by measuring the learners' academic performance by the end of the class.

The semi-structured interview was used as the method of data collection. Semi-structured interview was chosen because this method is a flexible tool to collect data.

Data Collection Procedures

The research procedures followed these sequences:

1. Class observation

Based on the preset observation protocol, class observations conducted ten times which include the groups of learners that fall between the age range three to five years old and five to seven years old. The observation conducted ten times in two weeks because it was important to focus more on the varieties of teaching strategy which used by the teacher. The observation was on the teaching strategy used by the teacher, the learners' engagement in class, and the learners' academic performance at the end of the class.

2. Semi-structured interview

Following the class observation, a semi-structured interview with the teacher was conducted thirty minutes each day after teaching and learning process. The interview session was in English because the teacher choose to use English language. This interview aimed to find out the reason for choosing a particular strategy for teaching the vocabulary of the day.

Data Analysis Procedures

The data analysis collected from the observations and interviews. Then, the researcher read the observation protocol and the answers. After that, they were analyzed deductively based on the theoretical frameworks identified in the literature review. Afterward, the researcher produced the findings of the study by concluding the data.

FINDINGS AND DISCUSSION

The following section presents the findings and discussions about what strategies were used by English teacher in teaching vocabulary to young learners at a monolingual kindergarten in Ambarawa, Indonesia. The data were collected from ten class observations and interviews with the English Kindergarten teacher at that school. The data were analyzed to find out the strategies used by the kindergarten teacher to teach English vocabulary in a monolingual school in

Ambarawa. The findings and discussion are divided into three parts, namely the use of media, the choice of methods and approaches, and the learning engagements in teaching English vocabulary to young learners.

The Use of Media

As mentioned in the literature review section of this thesis, there were some alternative media for teaching vocabulary to young learners. The English teacher the kindergarten introduced English vocabulary.

Realia

Based on the class observation in a monolingual kindergarten in Ambarawa, Indonesia, the English teacher there used some media as the strategy to teach vocabulary to young learners. One of the medium was realia. The teacher used realia as the media to teach English vocabulary five times from ten times class observation. In the third class observation, the teacher brought realia as the media to introduce English vocabulary to young learners. The English teacher there used real fruits and vegetables as the teaching media. She showed real fruits and vegetables such as oranges, spinach, and apples to the learners.

In the whilst-teaching, when the learners ate the fruits, a learner said that, “*Miss, apple is sweet*” Then, the other learner said something in Indonesian. English teacher corrected the learner and said “*Okay, repeat after me, the strawberry is sour*”. After that, all learners repeated the sentence after the teacher, “*The strawberry is sour*”. All learners were very happy because they could learn English vocabulary about fruits and taste the real fruits. Then, the teacher mentioned the vocabulary and asked the learners to repeat another English vocabulary after her. At the end of the learning and teaching process, the teacher asked the learners to point out the realia and say the English words. Then, the teacher gave an orange as a reward if the learners could mention the names of the fruits and vegetables in English.

From the observation, all learners could mention the names of the fruits and vegetables, proving the effective use of realia as the media. From the observation session, the researcher concluded that young learners could comprehend the material if the teacher provided media such as realia. In the interview session, she explained her reason for choosing this strategy, “I chose this strategy because the learners can see and taste the real fruits.”

What the teacher did was in line with Hubbard's idea (1983). Hubbard defined realia as real-life objects that teachers can bring for teaching English vocabulary to young learners. The use of realia as the media seemed to have an essential role in teaching vocabulary, especially for young learners in the school. According to Kustaryo (1998), as cited in Ersan (2009), learning vocabulary through creativity, such as using realia, will increase the learners' motivation. When the teacher taught the vocabulary of fruits and vegetables, the learners paid attention to the explanation, saw, and touched the real fruits and vegetables. It clearly explained how important to use media, especially realia, for teaching English vocabulary for young learners.

Pictures

In five out of ten times of observation sessions, the teacher used media as a strategy to teach English vocabulary to young learners. The teacher used pictures to teach English vocabulary about fruits, animals, vegetables, colors, and occupations. Similarly, the English teacher in the school stated that *"I often use visual media such as pictures for today's teaching strategy. I choose this strategy because I think that it seems to be the most effective."* The English teacher claimed that when she used pictures as the media, the learners seemed to be more interested in the material. All learners paid attention to the pictures and the teacher's explanation.

In the first-class observation, the researchers found some information about the use of picture as the medium to teach English vocabulary. In the middle of learning and teaching process, a learner showed a picture and mentioned "watermelon" in the first language. Then, the teacher asked all learners to pronounce "watermelon" with showing the picture. After that, the teacher continued to teach English vocabulary about various fruits. Whether some learners still used their first language, the teacher taught them patiently. The teacher always asked the learners to repeat the vocabulary. She stated that, "young learners will remember the new words if we asked them to repeat the vocabulary". This finding supported the study that conducted by Piaget. In Piaget's four stages (1936, as cited in Lourenco, 2016) kindergarten learners are included in the *preoperational* stage. These pre-school learners begin to play and learn by symbols or pictures. They also develop memory and imagination to understand the meaning of a language.

In the ninth interview session, the teacher said that, *"The use of pictures as media could support the success of the learning and teaching process."* She also stated that *"All learners can mention the occupations because I facilitate the learning with pictures."* The teacher's statement is much in line with Nation's belief. Nation (2003), as cited in Linse and Nunan (2005), stated that when teaching vocabulary, the teachers should facilitate the learners by using a variety of teaching strategies to assist the learners to discover the meanings.

Sadiman et al. (1993) also quoted a Chinese aphorism, stating that a picture says more than a thousand words. After observing the learning and teaching process in the kindergarten, the researchers concluded that English teacher could use media such as picture to introduce English vocabulary and explain the material to young learners. In line with Christen and Murphy (1991) who stated that the visual image provides the learner with a frame of referral to recall the definition of an object, verb, and other parts of speech. Therefore, using pictures as the medium of teaching is appropriate for young learners which include ages from 24 months until early childhood about 7 years.

Videos

In addition to pictures, in some observation sessions, the English teacher used videos four times to introduce English vocabulary to young learners. In the first observation, when the teacher taught English vocabulary about fruits, the teacher played a video about fruits from a *youtube* video clip. This choice of

teaching strategy is the same as what Green (as cited in Nelson, 1986) suggested that video clip as an alternative audiovisual media for teaching vocabulary. The teacher asked the learners to watch a video clip about rabbit. This activity was a tuning-in activity before introducing English vocabulary about animals. When the learners watched the video, their reactions were very incredible. All learners were very happy, some of them pointed some pictures in the video and the other imitated the gestures of rabbit. Although, some learners still mentioned “rabbit” in their first language, the teacher corrected with the English language. The teacher stated her reason of using video as the media of teaching vocabulary, it was because all learners were delighted and participated in the watching activity. Then, teacher introduced another vocabulary about animals such as elephant, dog, cat, and cow. The English teacher showed another video which showed animals and their sound such as moo, miaow, and bark. Young learners from the monolingual school in Ambarawa were very active, it can be seen when they imitated the sounds of animals. The finding from the study was very contrast with Hammer (2007, as cited in Imaniah, 2017) who stated that, young learners have a short attention period. He claimed that young learner will be bored after five until ten minutes. It was because in the class observation the researcher found that videos can generate the interest of the learners towards the lesson.

The Choice of Methods and Approaches

This section discusses the choice of methods and approaches as strategy for teaching English vocabulary to kindergarten learners. In the fourth class observation, the researcher found that the teacher has four important characteristics of English teacher which stated by Azizinezhad (2011). The expert stated that, “*Being an English teacher must be energetic, patient, must encourage the learners, and must know the techniques of teaching*”.

In observing the learning and teaching process in a monolingual school in Ambarawa, the researcher found the answer for the research question about the strategies used by the English teacher there. They are as follows.

1. Total Physical Response

There were four out of ten class observations which used Total Physical Response method as a strategy to teach English vocabulary for young learners. From the first meeting, when the teacher taught English vocabulary about animal, the teacher started the class with played a video clip about animal. The title of the video clip is “Rabbit”. Before the teacher started the activity, she gave simple instructions to the learners. After that, the English teacher asked the learners to follow her movements. All of the learners jumped and ran like rabbits. In these activities, learners could acquire some vocabulary such as part of the body and some verbs. In this observation session, the teacher was successful to introduce English vocabulary using Total Physical Response as the approach.

In the eighth class observation, the teacher also used TPR as the approach to introduce English vocabulary. The material was about occupations. It could be seen because the teacher played guessing game with the learners. The English teacher gave instructions to the learners. She asked the learners to demonstrate

some occupations and the other had to guess. Through the learning engagement, the young learners in the school acquired some vocabulary such as fireman, policeman, teacher, dancer, and farmer. Not only the vocabulary, but they also learned the job of each occupation.

After the learning and teaching process, in the interview session the English teacher adduced that it is an effective way to introduce new vocabulary for young learners. The way she explained the instruction and asked the learners to act out the command proved that Muhren's opinion is true. It is because Muhren (2003) stated that, the basic technique of TPR is simple. She also stated her reason; the learners could remember the vocabulary easily if she used Total Physical Response as the method to teach vocabulary. In conclusion, Linse and Nunan stated that, the benefit of using TPR is that TPR will give the learners opportunities to use three channels, namely: auditory, visual, and tactile learning.

2. Storytelling

Besides using Total Physical Response as the approach in teaching English vocabulary to young learners, in the seventh class observation the researcher found that the teacher chose storytelling as the method. The English teacher in this monolingual school used the method once. In the learning and teaching process, the teacher used a bilingual book entitled "*I Love You Mom*". The teacher told a story entitled "*The Flower Seller's Daughter*". All learners listened to the story and paid attention to the pictures in the book. Therefore, the learners can keep up their concentration to learn English vocabulary by using storytelling as the method. She stated that, storytelling is one of strategies to retain the learner's attention. The English teacher's belief is same with Brown (2001) who claimed that the use of storylines, characters, and the situation in the story would make the learners' attention and words retention improve. Her way of teaching through storytelling aligns with what was suggested by Linse and Nunan (2005). The important thing which stated by Linse and Nunan (2005) is the teacher must slow down the telling or reading the story.

3. The Learning Engagement

In this globalization era, being an English teacher should be creative and productive. In line with David in Hamruni (2009), who defined teaching strategy as a plan, method, or a series of activities designed to achieve a part of the educational goal. A teacher could introduce English by doing a series of activities outside the classroom. When the researcher observed the learning and teaching process, the researcher found that teachers in that school introduced English vocabulary by doing fun activities. The activities were cooking class and field trips. The learning engagements could build a fun and friendly environment in the learning and teaching process.

a. Doing Fun Activity: Cooking Class

In the cooking class session, the teacher asked the learners to make some simple meals such as a sandwich, fruit satay, donut, and vegetable pancake. As an example, in an observation session, the teacher provided some fruits and taught the learners to make fruit satay. The learners could acquire new vocabulary about

various fruits by participating in this cooking class. When the learners cooked together, in the middle of the lesson, the teacher showed some vegetables and introduced the English vocabulary. All kindergarten learners tried to pronounce the new words about vegetables such as, onion, leak, and tomato. The English teacher asked all learners to pronounce the vocabulary.

In the interview session, the researcher found the English teacher's reason of asking the learners to repeat the new words. She stated that, "*Young learners will remember the English vocabulary and the right pronunciation.*" According to the teacher, the cooking class activity could attract the learners' attention towards the lesson, while at the same time build the learners' social skills as they work and interact with each other. The teacher's belief is in line with Wagner's (1989). According to Wagner, language skills are acquired naturally by doing things or participating and interacting in a social environment. Besides that, the teacher also chose a field trip as a fun activity in teaching English vocabulary.

b. Doing Fun Activity: Field Trip

In doing those fun activities, learners could actively participate in and learn English vocabulary related to the material. When the researcher observed the teaching and learning process in the school for the last time, the teacher invited the learners to visit a meatball factory in Ambarawa. In the last class observation, the researcher found the objectives of the lesson. The objective was learners could learn the steps of making meatball and mention the name of some ingredients. All learners learned the process of making meatballs. In this teaching and learning process, the teacher explained the ingredients and the steps of making meatballs. There was some new vocabulary introduced by the teacher and the owner of the factory. Then, the learners pronounced the vocabulary of the ingredients such as, noodle, meat, leak, soy sauce, water, tofu, salt, and sugar. They pronounced some new words while the teacher showed the realia.

Furthermore, in the exit interview session, the English teacher from the monolingual school in Ambarawa stated the advantages of doing a fun activity as a strategy to teach vocabulary. The teacher stated that all learners were happy because they visited a new place and tried a new activity. The teacher also stated that she would not change anything if she has to teach the same material again. She claimed that teaching English vocabulary to young learners by doing fun activities such as field trips is effective. It was proved in the post-teaching when the teacher had the students recall what they had learned. The learners could mention some new vocabulary related to the ingredients of meatballs.

In observing the learning and teaching process in the kindergarten, the researchers found that the teacher used various strategies to teach English vocabulary for young learners. The researcher found that the English teacher asked the learners to join some fun activities. The activities were cooking class and field trip. Same with Hammer (2007, as cited in Imaniah, 2017) who stated some characteristics of young learners, one of the characteristic was the environment should be fun and friendly for young learners. From the finding, the researcher concluded that, teaching English with doing fun activities such as cooking class

and field trip were very appropriate to increase the learners' motivation in learning English.

CONCLUSION AND SUGGESTION

Given the condition that Ambarawa is a small town, an English teacher in such a location has a unique challenge in teaching the target language. One of the main challenges is related to exposure to English as the target language. Based on ten class observations and post-teaching interviews, three main strategies were identified. The three primary strategies used by the English teacher in a monolingual kindergarten in Ambarawa, Indonesia in teaching English vocabulary to young learners were the use of teaching media, the implementation of appropriate methods and approaches, and the use of fun activities to create a more engaging class.

Regarding teaching media, the teacher used includes realia, pictures, and video clips. Realia was used for teaching English vocabulary such as fruits and vegetables because they are easy to find, and the learners are quite familiar with the items. It was found that the use of realia as the teaching strategy was effective, as seen in the post-teaching assessment in which all learners performed well. Secondly, pictures were the other media frequently used by the English teacher to attract the learners' attention. The teacher claimed that using pictures as the media was the most effective strategy because young learners seemed to be more interested in the material. The last media, video clips, were used as an alternative audiovisual media for teaching vocabulary for its easy access and use by teachers and its effectiveness for young learners. It was also used to introduce vocabulary to young learners and generate the learners' interest in the lesson.

Besides using media as the strategy to teach English vocabulary, the teacher from the monolingual school in Ambarawa chose a particular method and approach as the strategy to teach new words and their meanings. *Total Physical Response*, storytelling, and *fun, hands-on activities* were chosen among others for they were more age-appropriate for the learners. In four out of ten class observations, the teacher chose Total Physical Response as a strategy to demonstrate the meanings of the target words; for example, a guessing game in which a learner acted out what a kind of occupation does and the other learners guess. The kindergarten teacher also used storytelling as a method to improve the learners' word retention. Listening to a story, learners looked at the pictures and made a connection between the book characters and the vocabulary used.

In addition, hands-on activities are the last teaching strategy found in the monolingual kindergarten in Ambarawa, Indonesia. The teacher planned a series of activities to engage the learners in the learning and teaching process. Two hands-on activities were observed in the ten observation sessions, namely a cooking class and a field trip. Those activities are instrumental in achieving a part of the education goal, such as improving the learners' word retention.

To summarize, given the unique condition of each school, English teachers need to be creative yet wise in choosing the most appropriate teaching strategies to meet the needs of the learners. The findings of the study conducted in a monolingual Kindergarten school in Ambarawa show that for the context of the

school, three main teaching strategies were applied by the English teacher: the use of media, the implementation of appropriate methods and practices, and the use of fun activities to engage the students. Realia, pictures, video clips, and songs were the media adopted, while Total Physical Response and storytelling were considered as more age-appropriate methods for the young learners of that school. In order to create fun learning and engage the learners, hands-on activities such as cooking and field trips were chosen. The activities were carefully planned to support learning objectives, as well as taking into account learners' interests and, most importantly, their safety.

Future researchers could explore other areas and schools. The findings of the study is hopefully useful for English teachers, therefore the English teachers can find the varieties, the most effective, and appropriate strategies of teaching English vocabulary to young learners. It is also useful for the students because students can get benefit from the strategies used by the teachers to improve their vocabulary. Lastly, schools can use the findings of the study as an input for improving research related to learning and teaching English in general, and, learning and teaching English vocabulary to young learners in particular.

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