

# Teaching Vocabulary Through Real Object To Young Learners

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## Abstract

The purpose of writing this paper is to discuss about Teaching vocabulary through real object to young learners. As we know that English is not easy thing while we need that skill for communication better and fluently such as collect the word by word and memorize the vocabularies. When the students especially young learners face several obstructions like how to memorize and develop vocabularies in learning and mastery English, absolutely the teacher teach to the young learners about building vocabulary through real object in learning process. It is one of the best alternative solutions in teaching vocabulary for young learners. The real object is an effective method to teach vocabulary for young learners because it can make the learners see and imagine something with real condition and as well as fact they are. The procedure or steps how to teach vocabulary through real object for young learners are 1) Teacher shows his/her packet to the learners, ask the learners to guess what objects is in the packet, and wait in a minutes. 2) After the learners guess it, the teacher shows the real object and mentions it one by one. From the explanation above, we can conclude that the learners are helped by teaching vocabulary through real object in teaching learning process attractively.

**Key Words :** *Vocabulary, Real Object, Young Learners.*

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## A. INTRODUCTION

Due to the important role of English, Indonesia government has decides that English become one of the compulsory subjects, taught at any levels of education. In teaching English as a foreign language, there are four basic language skills that should be taught to students; that is speaking, writing, reading and listening skill. The ability to use a language in a communicative way, however, is not just a single unified skill. In other words, all the basic skills are integrated one to another.

To posses those basic language skills, the students should be also introduced with some elements of language. Vocabulary is an important element of language besides pronunciation and grammar (Jack C. Richard and Theodore S.Rodgers, 2004:37). We can not express ideas in English without learning English vocabulary. As already discussed above, It is important to help them expand their vocabulary knowledge through formal(planned instruction: teaching the meaning of the words and ways to discover the meaning) and informal instruction (“by

the way” instruction: with no rule or systematic approach). Both formal and informal vocabulary instructions are important to engage students’ cognitive skills and to give opportunities for young learners to use the words. Having different learning opportunities improves learners’ overall language ability by improving their vocabulary.

In relation to the important role of vocabulary to possess the basic language skills, the learners should make effort to develop their vocabulary. Linse (2005) defines that learners need to acquire vocabulary learning strategies, in order to discover the meaning of new words. The strategies are useful in in-class and out-of-class situations where they encounter new and unfamiliar words. These strategies also help them acquire new vocabulary items they see or hear. The students can benefit from how to use contextual clues and guessing the meaning from the content to deal with unfamiliar items.

According to Linse (2005: 120 -134), “Using real objects as media, the teachers has facilitated students in increasing their vocabulary”. In other word, teacher has full of control and big responsible to find and apply suitable or appropriate method and media to facilitate the students in learning process. The one of media that can apply by the teacher is real object, especially in

teaching and learning vocabulary to young learners. The writer hoped with this media can be the best alternative solution to solve the problem in teaching vocabulary to young learners.

### **Teaching of Vocabulary**

Finocchiaro (1981) claims that vocabulary at the beginning level should deal with the function word and the more frequently used vocabulary items, which needed to give practice in the basic structure and sounds of the language. Vocabulary should be introduced in normal speech utterance. New vocabulary items should always be introduced in known structure, except in first lesson of the beginning level. Whenever possible the vocabulary items should be centered to one topic. Content word should be presented and practiced with the word, which they generally occur. Whenever a familiar word is met in new context or situation, it should be taught and practiced. Teaching vocabulary could be said as a process or a unit of ways to make students learn a unit of words presented by the teachers.

The purpose of teaching vocabulary is to increase students’ vocabularies. Nation (1981) declares that there are some points that the teacher should notice in the teaching vocabulary. It interests the students’

attention. It makes students get the form, and meaning of the words. It gives a chance for students to repeat essential parts of vocabulary learning.

Nation (1992) states that teaching vocabulary should be related to some other language activity. It means that teaching vocabulary must be intergrated with language skills like speaking, writing, reading, and some others that can enforce learning vocabulary.

### **Vocabulary for Young Learners**

Young learners of a foreign language are still building their first language vocabulary, which is tied up with their contextual development. Thus, in planning and teaching a foreign language we need to take this first language background to know what will work and what may be too difficult for children and the role of words as language units begins with the early use of nouns for naming objects in first language acquisition and use of other words to express the child's wants and needs, followed by a period of rapid vocabulary development (Linse, 2005:120-134). Coursebooks for young learners often emphasize nouns because they are easy to illustrate and because young learners do not have literacy skills. In a word, the only words that can easily be featured are nouns. However, language is more than nouns and

it is important to include verbs, adjectives, adverbs and prepositions and also different lexical fields (colors, animals, days of the week, food, jobs, etc.) as part of the vocabulary learning (Linse, 2005:120-134).

The pronunciation and spelling of the words being taught should be mentioned. Pribilova, L (2006:17-18) states "The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling)." In addition, depending what level the learners are they should be taught to follow some grammatical rules. For example when teaching nouns, we would like to present their plural forms, regular and irregular (girl-girls, mouse-mice). When teaching verbs, maybe we would like to present their past forms, especially if the verb is irregular (forget-forgot). On other words, it is important to inform learners about the meaning of the word as well as their form. Learners find this sometimes very difficult and discouraging because some words do not have just one meaning. Context helps them to find the right meaning. Thus, it is good when the learners know the synonyms (smart – intelligent) or antonyms (rich – poor). We can relate items together – for example words like "a school, a teacher, a blackboard and a break" are all associated with education.

To summarize, firstly knowing the word and understanding its meaning go hand in hand. Secondly, it is easier to remember concrete words like a chair or a dog than abstract words. Young learners often put words together with what they can see, hear or with what they can touch.

### **Definition of Real Object**

One of the media commonly discussed is using objects. Teachers can use real objects to introduce new vocabulary. This can help learners because they do not only hear words but also receive visual reinforcement (Hunt & Beglar 1998 in Al-sami).

According to Platt & Platt (1992), Realia (in language teaching) are actual objects and items which are brought into a classroom as example or as aids to be talked written about and used in teaching concrete. In Education, realia are objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situations. According to Robertson & Hofmann (n. d) states as anything which has a purpose outside of the ESL can be brought into the classroom as media in imitation form of all things, for examples: replica of landscapes, miniature of house, imitation of fruits or vegetables.

### **The Advantages and Disadvantages of Using Real Object**

There are several advantages of using the real object in teaching vocabulary to the young learners. The first advantage is that Real Object are better than pictures whenever we have them in classroom, French (1983). It is believed that when referring to real object in the classroom and the student can see and touch things directly and quickly. The student will feel more enjoyable in learning the lesson and they will catch the lesson easily.

The second advantage is that real objects are more accessible and cheaper than any other resources (Oyarzo, et al, 2008 : 33-34). Teaching vocabulary by using real object media does not only offer some advantages but also has some disadvantages. First, based on experience of the writer be teacher private for young learner, teacher difficult to controls the student in the classroom because this technique like game. So, the student will be noisy in the implementation. Second, It is difficult for teachers to get some items or miniature for teaching learning in the class.

## **B. PROCEDURE OF TEACHING VOCABULARY BY USING REAL OBJECT**

### **Procedure of Teaching**

Before coming to the class, the teacher should prepare several real objects. According to Thornbury (2002 : 75) by presentation we mean those pre-planned lesson stages in which learners are taught pre-selected vocabulary items. The teacher should be considering about how many words are presented during the lesson. In the other word, the teacher should prepare the procedure of teaching vocabulary for young learners (Lesson plan) to manage their time and material in the classroom. Besides, the main action that should the teacher take is preparing the real objects that would be the media in teaching vocabulary to young learners. For example teacher can collect, choose also classified the real objects before going to the classroom.

There are three activities should do by the teacher in teaching vocabulary by using real object, they are as follows:

#### **a. Pre – Teaching Activities**

Before we begin the process of learning, we have to do the pre-teaching activity. The purpose of pre-teaching activities is to help students focus their mind on the lesson. In

addition, the function of pre-teaching activities are as follows; to attract the students' attention, to relate the students' background knowledge with the topic, to increase their motivation and vocabulary acquisition. Based on explanations and illustration above, the teacher shows a packet and asks the students to guess what object in the packet.

#### **b. Whilst – Teaching Activities**

Whilst activities is the main activities of teaching. In whilst- activity, teacher chooses some objects that have been showed before, for examples; pen, eraser, ruler, bag, etc. Teacher tells the name of the objects to the students by showing the objects. Then the teacher writes the name of the objects on the board. The last, teacher asks the student to follows the teacher to mention it. The possible activities can take by the best experiences of the teacher. After that, the teacher gives some exercises with another example of real objects. The exercise is aimed to help the teacher to know the students' ability to absorb the teaching materials.

#### **c. Post – Teaching Activities**

Post-teaching activities is intended to review the lesson that have been

taught in the whilst-teaching activity. In this activity, the teacher gives some questions to the students to review the materials before class ends as the following examples.

- Teacher : OK. Students  
What is our topic today?
- Students : Stationary
- Teacher : Good, I want to ask you about our topic, if you can answer the question, you may take a rest at out of class. What kind of thing that we usually use to write on the paper.?
- Students : a pen
- Teacher : Very good, you may go outside.

### C. CONCLUSIONS

There are some conclusions that can be drawn based on the explanations In teaching and learning vocabulary by using real objects process, the teacher should begin the lesson by greeting the students. It purposes to make the students used to less attractive in English teaching process. To get and support the attractive and interest teaching and learning vocabulary process, the teacher

needs find and apply media or method to the learners. The one alternative of media that can be used in teaching vocabulary to learners, especially to young learners is real object. Therefore, the writer discusses the strategy that can grow the student's motivation and concentration to the lesson. One of strategies that can be done by the teacher is by giving some clues related to the material and the students must respond it carefully. Then, the teacher should apply real object method and media to present the material to the learners attractively.

To get better result of teaching vocabulary, the teacher should prepare classroom procedure dealing with the activity of teaching vocabulary by using real object method. The activities are pre-teaching, whilst-teaching and post-teaching activities.

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