THE DEVELOPMENT OF M-VOCSET FOR BUILDING PRESCHOOLERS’ ENGLISH VOCABULARY INVENTORY

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Abstract
The objectives of this research are (1) to develop M-Vocset for teaching English for young learner and (2) to know the benefit of M-Vocset for teaching English in a preschool in Yogyakarta. In this research, researcher used Research and Development (R&D) model from Borg and Gall. To simplify this research, the researcher shortened it to four stages that are: data collection and information, planning, product development and final product. Data collection technique used in this research is interview and document analysis. This research was conducted at a preschool in Yogyakarta with age 2-4 years old. The findings of this research are: analysis needs of students and document analysis. The result is that researcher use Holy days as learning material to be developed. To accomplish M-Vocset, the researcher asked for input from the expert team and also the teacher there. Regarding the benefits, it is easy to use and it is to teach students how to write a sentence in English. M-Vocset develops student character regarding tolerance.

Keywords: M-Vocset, Media, Preschool, Vocabulary

Introduction
Teaching English to children as a foreign language is different from teaching that is used to teach adults because young learners are more comfortable learning while playing and with shorter teaching from adults. Doing teaching while playing makes it easier for children to master the vocabulary we teach, we can also invite children to speak using English using simple sentences so that they are easier to imitate it indirectly. Imaniah & Nargis (2017:19) in EFL teaching, students are divided into three groups, namely young students, adolescents, and adults. Teaching in each of these groups is also different for example activities in young learner classes must be short and have many activities, while teens can use various ways to learn languages, and for adults to be able to make learning much longer.

Each child has a different learning style, so that parents or teachers need to know the learning styles that children have to be able to help children learn more easily. Here are three characteristic of learning styles that exist in children based on Bandler and Grinder (1988) cited in Ikawati 2017; auditory language learner, visual language learner, and kinesthetic learner. Some children are effectively introduced English by visualizing lyrics into coloring book or kinesthetic (Kurniati & Widyastuti, 2019; Widyastuti et al., 2019). Regarding to the English material, most activities focus on the vocabulary inventory and gambits expression used in daily conversation. Vocabulary recognition is the basic knowledge of English learning process. As written by Alqohtani (2015) quoted from Maximo (2000) one way to pay more attention to vocabulary is because vocabulary is very important to master the language and lack of mastery of vocabulary is one of the big problems. In other words, vocabulary is also very influential in learning English for children. As quoted by Megawati from Amato (2005: 446) the best way to introduce vocabulary is by using real objects, visual tools, and images. Because of that to introduce English vocabulary to young learners, the teachers must use an interesting way so that children can recognize and memorize the vocabulary easily. This is because the amount of vocabulary mastered by the young learners influences their speaking ability.

The learning media used in preschool vary such as books, flashcards, videos, realist, posters, magnets and others. For example, teachers read books and guide students to understand the contents. However, students...
frequently learn independently too. In learning vocabulary using a flashcard, for instance, the students tend to learn independently. Collecting dry leaves for painting is another example of independent study run in this school. Among those, preschool students love learning using magnet. Due to the very limited appropriate magnetic media in the school teaching aids stores, the teachers prefer to create the magnetic media themselves. Hence, the numbers of media made have been insufficient yet. They need more magnetic media for supporting the vocabulary inventory to their students.

From this problem, the researcher decided to make M-Vocset (Magnetic Vocabulary Set). The M-Vocset is designed based on analysis of learning media, curriculum and learning plans used at a preschool in Yogyakarta. The purpose of this media is to develop the magnetic media used at the preschool. The M-Vocset is a combination of several things, namely: 1) English vocabulary, 2) magnetic board based on the vocabulary introduced, 3) characters and properties coated with a magnetic sheet so that those can be moved on the magnetic board.

One of the things that distinguish humans from animals is verbal language or speech other than the mind that functions to think. Humans can communicate with others through verbal language, both to register or receive information that animals cannot do. When we observe a child who first speaks, we talk of this progress as a matter of learning new words; we also tend to feel that adult speakers with the largest vocabulary have the best English skills. In learning English is very important for children to learn the word gauze. It aims to support children when learning skills in other languages such as speaking, listening, writing, and reading, not only in learning English in learning other languages even if we do not have enough vocabulary it would be difficult for us to communicate with other people.

Alqahtani (2015) stated that there was not much value in being able to produce grammatical sentences if one was not getting the vocabulary that needed to convey what one wishes to say, because it is very important to learn the vocabulary to communicate properly and correctly. Conducting vocabulary teaching is very important to do from an early age because vocabulary is an important component of early language and literacy programs. Vocabulary skills in the early years of elementary school are strong predictors of future reading achievement and there is a correlation between vocabulary knowledge and reading comprehension. Children who have very limited vocabulary in kindergarten tend to be at higher risk of having difficulty reading later in life (Catts, Fey, Zhang, & Tomblin, 2001), so when the child enters elementary school if the child does not have enough vocabulary it can be a very big challenge compared to children who have enough or even more vocabulary. Before teaching vocabulary to children, the teacher must also pay attention and prepare several things such as, choose words carefully to teach, design instructions that provide information about the meaning of words and create opportunities to practice using words. There are several steps for explicit vocabulary instruction (conveying the true meaning), written by Elizabeth J. Spencer, Howard Goldstein and Ruth Kaminsk (2012) in their research, namely: (a) identifying words to be taught, (b) designing explicit instructions, and (c) making plans for assessment.

**Method**

Educational products in the realm of research development can include curriculum, technology, teaching and learning media, and teacher education (Akker, 1999). These products can provide maximum results when they have characteristics that are suitable for development research. Santyasa (2009) gives four characters of research development such as; the problem presented is a real problem faced in the teaching and learning process that demands innovative solutions; development of models, methods, and media in learning to optimize student achievement; product validation process; and the process of documenting models, methods, and the learning media. The present research used R&D (research and development) that aims to develop educational products and validate the product (Borg & Gall, 1983). There are ten steps by Borg & Gall, the steps are (1) research and information gathering, (2) planning, (3) product development, (4) initial field testing, (5) revision main products, (6) further field trials, (7) operational production revisions, (8) operational field trials, (9) final field trials, and (10) dissemination and implementation. However, in this study, the researcher summarized it into 4 stages by not removing the essence of 10 stages. This simplification aims to simplify the research process. The stages consist of research and information collection, planning, product development and the last is final product.

The researcher summarized it into 4 stages by not removing the essence of 10 stages. This simplification aims to simplify the research process. The stages consist of research and information collection, planning, product development and the last is final product. The participants in this research are the students at the preschool in Yogyakarta with age 2-4 years old. Because of this pandemic the researcher collected the data by doing an interview with the teacher at there. Product testing was conducted by an expert team and teachers at a preschool in Yogyakarta.
Results and Discussion

To develop M-Vocset the researcher uses the R&D (Research and Development) model that follows the stages of Borg & Gall. To simplify the study the researcher summarized the stages in four stages.

Need Analysis

In the first stage, the researcher collected research information from the students need analysis. Need analysis is an activity that aims to analyze student needs and also what kind of teaching is right for them. Hedgcook and Ferris (2009: 118) in Destianingsih & Satria (2017). Need analysis must be done to determine student needs. Based on Hutchinson & Waters (1987) in Yulia 2017, there are three aspects to know the students need, it is necessity, lack, and want. From this process the researcher knows the student needs. The researcher did the need analysis by doing an interview with the preschool teacher as well as observing the school documents used. The goal of teaching and learning English for young learners at the preschool observed is to introduce English by integrating it into sciences and arts. The learning activities in this curriculum aim to develop children's abilities. It is development integration of the scope of development of religious and moral values, physical/motor, cognitive, language, and the social-emotional. They also teach the students directly using English which packaged in science and art.

A diary book is used as lesson guidance for teachers so that teachers can more easily understand topics, media, and learning activities at the school. In other words, this is a substitute for the lesson plan. The diary books are also a link between teachers and parents. This book is distributed to parents every Friday so parents can monitor children's activities at school, then returned on Monday. Below is one part of Diary Book.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITIES</th>
<th>OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the field</td>
<td>Jalan-jalan menikmati alam, sibuan Tuhun Yang Maha Esa</td>
<td></td>
</tr>
<tr>
<td>Coloring houses of worship</td>
<td>Mencoba tempat-tempat ibadah yang ada di Indonesia</td>
<td></td>
</tr>
<tr>
<td>Stamping paper on a masque picture</td>
<td>Mendekorasi gambar masjid dengan potongan kertas warna-warni</td>
<td></td>
</tr>
<tr>
<td>Islam</td>
<td>Bercerita tentang agama Islam</td>
<td></td>
</tr>
<tr>
<td>Stamping papers on a church picture</td>
<td>Mendekorasi gambar gereja dengan potongan kertas warna-warni</td>
<td></td>
</tr>
<tr>
<td>Christian and Catholic</td>
<td>Bercerita tentang agama Kristen dan Katolik</td>
<td></td>
</tr>
<tr>
<td>Stamping papers on a temple picture</td>
<td>Menempelkan potongan kertas warna-warni pada candi, pura dan vihara</td>
<td></td>
</tr>
<tr>
<td>Hinduism and Buddha</td>
<td>Bercerita tentang agama Hindu dan Budha</td>
<td></td>
</tr>
<tr>
<td>Stamping papers on pagoda picture</td>
<td>Menempel kertas warna-warni pada gambar klenteng</td>
<td></td>
</tr>
<tr>
<td>Kong Hu Chu</td>
<td>Bercerita tentang agama Kong Hu Chu</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. One Topic on the Diary Book

The first column is date. The date column used to record children's activities at school. All children's activities from 07.00-09.30 am are always written in that column. The second column is activities this is for teacher guidance. It is a replacement for the Lesson Plan. The teacher can understand the lessons to be given in
this column. Kangaroo preschool uses a hidden lesson plan model. The teacher is very allowed to be creative according to their respective creativity. As long as it's not out of the theme there. Starting in 2019, in Kangaroo no longer burden teachers to make lesson plans. All learning process activities are only taken from the diary book. The rightmost column is observation. This column is used by the teacher to record the performance of children in school. This seems that the learning process is set tidily, however, the students got bored convenient during the learning process, so they need new and more varied media. In other words, the students need variations on new learning media about vocabulary that are easy to use and interesting.

**Planning**

The second stage is planning. After collecting data in the previous stage, the researcher planned the M-Vocset. M-Vocset is a magnetic English vocabulary set. As explained earlier, the design of the M-Vocset was taken from the development of the lesson plan used to produce three vocabulary groups, namely places of worship, names of religions and the holy days in Indonesia. The researcher used the colorful images cards to this M-vocset to make the students interested.

The researcher prepared a research plan starting from choosing the learning topic, the teaching procedure planning and the M-Vocset materials. The research chose the topic of Holy Days in the curriculum and diary book since the topic has not been taught when the research was conducted. Besides, the teacher often found difficulties in teaching this topic.

Based on the diary book, the teaching and learning activities are run inside and outside the classroom. In the outside classroom activity, the students are invited to enjoy the beauty of God’s creation such as sky, trees, fields, and many more. While in the classroom activity, the students decorate and color the picture of worship places. From these activities, the researcher, then, created the M-Vocset.

The M-Vocset is designed to introduce the English vocabulary terms of Holy Days in Indonesia. The M-Vocset includes the religion names and pictures (Islam, Buddha, Hindu, Catholic, Christian, Confucius), the holy days (Eid Al-Fitr, Vesak, Nyepi, Christmas, and Chinese New Year), and the worship places (Mosque, Shrine, Temple, Church, and Pagoda) in Indonesia.

For designing the M-Vocset, the researcher prepared materials, namely magnetic boards, magnetic sheets, and sticker sheets from images and vocabulary.
Product Development

The third stage is product development. At this stage, the researcher needs help from the expert team and also the teacher at school in Yogyakarta. The revision has been done by the researcher at this stage in terms of images that are not seen by children. The language used, must be full using English. The last is the design of vocabulary. Vocabulary must be written in a letter so that the letters can be turned into a new vocabulary. The following revisions are based on input provided by the team of expert and teachers.

Picture Design

The researcher transformed the pagoda image into a temple upon input from the team expert and the Kangaroo preschool teacher. It is because the picture of the Borobudur temple more easily recognized by children and children has seen it. Students were difficult to understand pagoda because they rarely can find it in Indonesia. As said by Karunianingtyas (2017) learning process related to things we often encounter and see is easy to remember than learning that we can only hear is easy to forget. For this reason, based on expert and teacher team input at Kangaroo Preschool, the researcher chooses images that are easily recognized by children. It is because if children are not familiar with the picture then they would be hard to remember.

Language Design

The researcher also made changes to the Bahasa words Selamat hari Raya to English expression Happy Eid Al-Fitr. The language change used is input from the expert team and also the teacher. Therefore the researcher replaces using English. Researcher introduces English directly to children so that children can recognize the language. The researcher uses other tools to help students understand vocabulary. As in the M-Vocset design, researcher added images that are often encountered by children such as mosques, churches, and temples.

It makes students easy to understand vocabulary. As said by Patricia A. Richard Amato quoted in Megawati (2017) the best way to introduce vocabulary is to use images or other visual media. Because using images is not...
only to make M-Vocset interesting but also to make students easier to remember the word because it is real and close to student life.

Card Design

The last revision was to change the design of the vocabulary created. The researcher initially combined the vocabulary, but due to input from the expert research team, the words were divided into letters. Therefore if cards are separated into letters, the teacher can use the letters to be used to arrange other words. That way this letter can be used to teach other topics not just about Holy Days. Furthermore the use of a card with a one-card format can be used to promote the reading practice. For example, when practicing, the teacher asks students to compile the word Islam by sticking C-H-R-I-S-T-I-A-N letters under the church / Christmas tree picture card. In this way, students would understand the CHRISTIAN word order.

The teacher can also teach pronunciation practice by using this card. For example, after introducing a mosque image the teacher can show the mosque letters and then teach students how to pronounce the mosque correctly. Although students cannot read yet they can remember the pronunciation of the mosque by looking at pictures of the mosque.

Last Product

The final product was designed based on the input from the team of expert and Kangaroo teachers. The researcher got the content on this media based on the diary book and curriculum used. As explained earlier, the researcher took this topic because Holy Days is very close to children because in Kangaroo School has non-Muslim children even though the majority of children there are Muslim. Children can find out about holy days in Indonesia and worship places. In addition to using topics about Holy Days, teachers there can also design M-Vocset by changing the topic of their learning because making M-Vocset is very easy to make, the vocabulary used by researcher is also very simple so that children are easier to remember because the vocabulary in M-Vocset is not long and the pronunciation is very easy to pronounce. Here are some M-Vocset designed.
How to use M-Vocset is very easy. Firstly, the teacher shows the first set containing the magnetic cards of religion name and the pictures. The second, teacher asks the students to repeat how to pronounce each religion name after the teacher. The teacher asks the students to put the names of religions on the magnetic. After that, the students put pictures of religious places of worship and also the names of places of worship. The next is they put images of holy days and also the names of these holy days. The teacher asks again about the vocabulary and pictures that are on the magnetic board to check students' memories. The students make a sentences based on the picture of holy days.

Through this M-Vocset media, the teacher can teach vocabulary about Holy Days in a more fun way. As well as training the child's ability to think and the ability to remember. For example when the teacher tells the child to put a picture of the mosque under the mosque writing. The child will look for a picture of the mosque and put it on a magnetic board. If the child misplays the picture the teacher can ask the other children to justify the answer. And if it's still wrong then the teacher justifies it. So when using M-Vocset the teacher only as a moderator of the learning process. All learning activities carried out by children.

Students would remember the shape of the mosque and also the color of the writing, then when the teacher asks again which picture of the mosque the student point to the picture based on his memory of the mosque. The second result is benefits of using M-Vocset are. The first M-Vocset is very easy to use. The use of M-Vocset is only by arranging vocabulary and pictures on the magnetic board. M-Vocset can be brought to the home by students because it has a shape that is not large and easy to carry. The second M-Vocset can help the students learn how to write sentences in English, even though they just copy it from the sentences in the magnetic board. M-Vocset also teaches children about one of the character education, namely tolerance.

**Conclusion**

M-Vocset is a magnetic English vocabulary set. The design of the M-Vocset was taken from the development of the lesson plan used by preschool to produce three vocabulary groups, namely places of worship, names of religions in Indonesia and the holy days. The researcher used the colorful images cards to this M-vocset to make the students interested. Besides teaching about vocabulary, M-Vocset can also be used to teach children how to write greeting sentences. Students can imitate the writing directly from the magnetic board. The result shows holy days are topics to be developed. To accomplish M-Vocset, the researcher asked feedback from the experts and also the teacher. Regarding the benefits, it is easy to use and it is to teach students how to write a sentence in English. M-Vocset develops student character regarding tolerance.

**Recommendations**

This article is appropriate for teacher and other researcher. For teachers, teachers can develop new learning media by looking at the curriculum and diary book used. The teacher can also develop M-Vocset by using other learning topics such as introducing part of the body. With the M-Vocset teachers are expected to be more creative in making learning media. And for the other researcher they can use this research as a model for their research. They also can explore and develop M-Vocset to be much better.

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