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Introducing Animals for Young Learners At “AHE” Course

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Abstract

This research is a research on Introducing Animals For Young Learners At “AHE” Course. The aims of this study are: 1) To describe the vocabulary teaching technique and procedure applied in introducing animal for young learners at “AHE” private course 2) To describe the students' vocabulary acquisition on animal names introduced. The method used in this research is a qualitative method with a case study approach. Six active students participating in “AHE” Course became the subjects of this study. The data taken in this study were in the form of data on English vocabulary skills with learning methods applied by PPP and ESA methods taken through observation and documentation. The results of this study indicate that in introducing animals, "AHE" uses PPP and ESA teaching and learning procedures at each stage in both procedures. So in introducing English vocabulary using image media, it can have an influence on the English learning process at "AHE" which previously students did not know at all and after using image media students could name animals well. The results are FPP 6 utterances (10%), OAR 13 utterances (21.7%), RA 21 utterances (35%), ZMZ 11 utterances (18.33%), RAH 7 utterances (11.7%), and AKK 1 utterances (1.7%)

Keywords: *Vocabulary; Magnetic Picture Media; English learning*

Introduction

Along with the times, foreign language learning is no longer elitist. Everyone can easily learn it. Even English has been introduced to children from an early age. This can be proven by the existence of play groups or Kindergartens that have provided English lessons to their students. In fact, many courses offer private English tutoring services from an early age.

Children can learn English formally at school or informally in course places. But in obtaining informal learning through English courses, the problem that often occurs is the high cost of enrolling children in English courses. So, sometimes parents are still hesitant in registering their children for the course because of the cost problem.

As in early childhood, learning English is only limited to the introduction of basic words. Such as letters of the English alphabet, numbers, various fruits, various animals, various colors, or short greetings. Because early childhood is still in the world of introduction

The method that was born together with this communicative approach is often used in foreign language teaching. This method is intended to equip the learner with communicative skills to provide independence while focusing teaching on them. However, for children who do not understand English at all, the introduction of vocabulary is still an option. English is introduced to children as early as possible because learning requires a process that must be done gradually. The purpose of introducing English is the children can understand how to speak properly and correctly, dare to express their ideas or opinions, and can communicate with their environment. Media is something that can transmit messages and stimulate the thoughts, feelings and will of students so it can encourage the learning process in them. The use of creative media will allow students to learn better and can improve their performance in accordance with the goals that are to be achieved.

The use of picture media is still very relevant. It can be used anywhere, not necessarily in formal schools, but it can also be used in informal schools. In the use of picture media, the modification is by adding a magnet behind the picture. In this case, it will provide a variety of media. In addition, giving magnets to picture media can also have a positive impact on children because they become more enthusiastic about learning. Picture media with magnets is a combination to attract the students' attention. Therefore, students become interested and follow this English learning process well. For this reason, researchers are interested in conducting research related to the use of picture media in the learning process.

At this time due to the pandemic, many schools are closed or conducting online learning. However, online learning for English for young learners becomes very difficult for students who have never known English at all. Therefore, the authors chose the "AHE" course located in Klewonan, Rt 22/Rw 09, Triharjo, Wates, Kulon Progo as a place for research.

In this research, researcher chose "AHE" as the place of research because "AHE" is an informal educational institution that still organizes offline classes even though it is limited by the number of students in one class. In this study, researchers are interested in knowing how "AHE" uses picture media to introduce English to children. In addition, the researcher also wanted to know how to master the vocabulary material introduced to students. This course actually teaches students how to read, but there is an additional material for children, namely fun English. However, children still have difficulty when the material is given, especially in pronouncing and distinguishing the names of objects or animals that are around them. So, this research is expected to find out how students are introduced to English using picture media. Therefore, researcher conducted a research entitled "Introducing Animals For Young Learners At "AHE" Course".

Method

The present study applied a case study. A case study is a qualitative study approach that studies an individual, group, or important example of formulating interpretations for a particular case or to provide useful generalizations. (Fraenkel and Wallen 2009). The data collection of the research was conducted on 1 March 2021 and 5 March 2021 at AHe private course located at Klewonan, RT 22/RW 09, Triharjo, Wates, Kulon Progo. The participants were students of AHe private course consisting of 6 students.

Collect the data the researcher used observation method and document. Observation is a technique used to obtain data by making direct observations on a research object. In this study, using the observation method, which is done by making direct observations of the phenomenon to be studied. In observing or focusing attention on the object used in this study to see the conditions of learning in the "AHE" course in introducing animal names in English using picture media. The documents used were Magnetic animal pictures which were used during the learning process. This magnetic animal picture was an important tool in the learning process. Furthermore, the document used was a lesson plan with the theme of animals. The lesson plan used in the present study was attached in the appendix.

The research instrument used a video recorder as an instrument to record the learning process which was

carried out at AHE private course. According to Miles & Huberman (1992), the analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification. Data reduction is a part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discarding the unnecessary, and organizing the data in such a way that final conclusions can be drawn and verified. In this study, researchers used two videos. Presentation of data is a presentation as a set of structured information that gives the possibility of drawing conclusions and taking action. In drawing this conclusion, at the end the researcher draws conclusions that have been verified during the research.

Results and Discussion

The observation was conducted from March 1, 2021 until March 5, 2021 at AHe private course. Meeting 1 was held at "AHE" Triharjo Course in Klewonan, RT 22 / RW 09, Triharjo, Wates, Kulon Progo. On March 1, 2021 starting at 11.45 WIB until 12. 30 WIB. In this meeting, there were four participants involved namely OAR, RA, RAH, and ZMZ. In this 1st meeting, the topic of learning was the introduction of animal names in English. Those were "chicken", "goat", "rabbit", "cow", "cat" and "dog". The following is a teaching procedure and techniques carried out at the first meeting.

On the first meeting, the presentation was used by the teacher to introduce animal vocabulary to young learners. In this stage, researcher uses teaching techniques using picture media. The word "rabbit" was presented by the teacher using picture. Here is the example

79	RAH = Kelinci
80	PH = In English rabbit rabbit rabbit (sambil memegang gambar kelinci)

(taken from Appendix 1 Video 1 Line 79-80)

The example above was the process when the teacher presented the "rabbit" vocabulary to the students where the teacher initially gave an example by showing a picture of the rabbit accompanied by pronunciation of the word Rabbit and the students imitating it in turn. The picture is shown below.



The picture of the "rabbit" as above was in color, the shape of the picture of the "rabbit" also seems to depict the real "rabbit". The "rabbit" picture was taken from a collection of animal names in English on the internet, then the picture was printed on paper, then the picture was cut to the size of the "rabbit" picture, then the "rabbit" picture has been cut, then laminated and attached with a magnet. The "rabbit" picture used was also equipped with English and Indonesian writing of the name of the object in the picture with the aim that when students forgot to mention the name of the animal "rabbit". They will remember when the "rabbit" picture was displayed and students could mention it in English.

In conclusion, in the presentation stage, the teacher used the object picture media which is introduced as a support in presenting the object. In this case, the teacher first presented the material at the beginning of the lesson by showing pictures of animals (dog, chicken, rabbit, goat, cow, cat) to the students at the same time.

From the observation data, above, it explains that the use of picture media in vocabulary recognition for children is seen at the presentation stage. In this case, the use of pictures in introducing animal names to children has a significant impact because the crew did not know yet, but with the learning process using pictures, students could follow the lesson well and could know the vocabulary introduced by the teacher. Besides, they were also able to remember the vocabulary that had been given by the teacher through picture media. This research was also supported by previous researchers Sholihah (2018) that pictures could increase students' motivation, attract the students' attention, help students to memorize vocabulary and make the teaching and learning activities more interesting. And than supported by previous researcher from Zaenudin (2014) the use of picture media in the learning process to compose descriptions for experimental group students has resulted in a greater increase in learning outcomes when compared to learning outcomes for control group students. So in this case picture media can have a positive impact in the process of learning English.

In this second stage called practice, the teacher asked students to follow the words of the words introduced namely rabbit, goat, chicken and dog.

86	PH = Rabbit rabbit rabbit
87	RA = Rabbit
88	ZMZ = Raabbitt
89	RAH = Rabbitt rabbit
90	OAR = Rabbit bit rabbit rabbit
91	PH = Apa kvo?
92	RA = Rabbit rabbit (sambil mengangkat tangan)
93	ZMZ = Rabbit

(taken from Appendix 1 Video 1 Line 86-93)

The example above was an extracted data taken from Appendix 1 video 1 line 86-93 in which the teacher first gave an example of pronouncing the name of the rabbit in English, then the students imitated what the teacher had given in turn. In this case students had many opportunities to practice how to pronounce the word rabbit with the help of the teacher so that students had many opportunities to be able to pronounce the word rabbit with good and correct pronunciation.

At the Practice Stage, it can be concluded that students immediately practice the pronunciation of the vocabulary introduced by the teacher. From several examples of the presentation and practice stages above, it can be seen that the teacher presented the picture followed by the pronunciation of the name of the object that is drawn. Furthermore, students followed the pronunciation that is conveyed by the teacher.

In the teaching technique, the teacher used the Listen and Repeat technique. According to Moeliono (2008: 31) quoted (Rosmawati, 2016) the word that is heard means being able to catch sounds or sounds with ears that are not deaf. While the word listen means to hear something seriously, or listen carefully to hear. In this listening learning process, students listen to what the teacher says. Next is the technique of repeating the addition of vocabulary for students. By doing repetitive exercises, the various abilities possessed by these students will develop. Repetition exercises were also put forward by Thorndike who stated that the formation of experience was due to practice will increase the chances of the correct response. Meanwhile, according to the psychology of conditioning, learning is forming a habit and the stimulus can be in the form of an actual stimulus or an accompanying stimulus (Dimiyati and Mudjiono, 2006:46). In this case the teacher will give an example first in introducing animals to students then the teacher pronounces the vocabulary of the animal's name and students imitate repeatedly until it is correct.

266	PH = Bahasa Inggrisnya kambing... bahasa Inggrisnya tadi apa?
267	RA = Dog (sambil angkat tangan)
268	PH = Goat Goat
269	RA = Got
270	OAR = Gedok
271	ZMZ = Get
272	PH = Goat Goat
273	OAR = Get get gedok gedok (xx)
274	ZMZ = Got God Goat Goat

(Taken from appendix 1 line 266-274)

In the example above, it was a listen and repeat technique in the learning process where the teacher pronounces the new vocabulary introduced, then the students followed the pronunciation. In this technique, the teacher said something and the students just listen. Then the teacher said again and students were asked to repeat what the teacher said (Suyanto, 2007) With students listening first, students will better understand and know the correct pronunciation because they used to listening to the vocabulary spoken by the teacher, so that when students repeated the vocabulary spoken by the teacher, the pronunciation was correct. Like the example above, it was a practice of repeat and listen in the learning process

.Listen and repeat is very important in the English learning process, because by familiarizing students to hear and then repeating vocabulary will make children learn more actively by listening and repeating students will know the correct pronunciation of vocabulary in English because they are used to listening to the vocabulary spoken by the teacher. this will make students more confident to speak in English. Listening and repeating will help students reduce errors in pronunciation, because writing and pronunciation in English are different. Learning will also be more meaningful or memorable if students do it.

On the last teaching stage, the Production Stage, students were not able to make a complete sentence using vocabularies introduced. However, some students were able to mention several vocabularies that were introduced when the teacher asked. The following is the data from utterances at the first meeting.

FPP	OAR	RA	ZMZ	RAH	AKK	TOTAL
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Rabbit	-	2	3	2	1	-	8
Goat	-	-	1	-	-	-	1
Chicken	-	4	5	1	3	-	13
Dog	-	2	7	2	3	-	14
TOTAL	0	8	16	5	7	0	36

The table above showed that there were 6 participants in meetings 1. However, there were 2 participants who did not know the names of the animals that has been conveyed at all. In this case , 2 participants who did not produce the word due to the meeting two students could not attend learning. From the six participants, RA became the most active participant with the total frequency of vocabulary pronunciation that was introduced 16 times. Here is an example of the Utterance spoken by RA

293	PH = Ayo tempelin (menunjukkan gambar ayan) .. bahasa Inggrisnya apa?
294	RA = Chicken

(taken from appendix 1 video 1 line 293-294)

The example above was the vocabulary spoken by RA. When students pronounce the vocabulary of animal names, the teacher first asked the students in Indonesian but the students immediately answered in English. The utterances were purely spoken by RA without being warned by the teacher. Furthermore, the total pronunciation of the terrestation was 36. Of the total, the word "dog" was the most popuce participants with a total of 14 pronunciation, followed by the word "chicken" (13 Utterances), "Rabbit" (8 Utterances) and "Goat" (1 Utterance). Here's an example utterances of a "dog" spoken by students.

This PPP method was very influential in the learning process, as evidenced in a study written by Haniatih (2014) entitled the effect of the Present Practice Production (PPP) method on students' speaking skills in learning English. These results are the effect of using the Present Practice Production (PPP) method on the speaking skills of students at SDN Kalangsari 1, Cipedes District, Tasikmalaya City. This was obtained from the results of the comparison between the pretest and posttest scores of each student which showed an increase. Although this increase was not significant because this method didn't show a significant effect on students' speaking skills and the magnitude of the effect of using the Present Practice Production (PPP) method on students' speaking skills, in this case it was proven that the PPP method was very influential in the student learning process.

This analysis also used stage remembering. In the learning process, remembering was done when the teacher asked students about the names of animals in English. The previous teacher gave the lesson first then the teacher would ask the students what had been conveyed to the students about the names of animals in English. In this case, students answered the questions that was given by the teacher, then students answered in English about the names of animals that were introduced. In the learning strategy from Oxford (p.37) Direct Strategies which are strategies that directly involve the target language. They require mental processing of the TL, in different manners and for different purposes. In this case, it is included in cognitive strategies which have the function of understanding and producing new language by different means in the strategy, namely practicing where in action or thinking operations, namely repeating, formally practicing with sound, practicing natural. In this stage, remembering acts as producing a new language that has been introduced by the teacher. Students in practice are expected to be able to repeat what has been conveyed by the teacher so that in the learning process students are expected to be able to say what is asked by the teacher. In this analysis students are asked by the teacher to answer questions from the teacher, this question is in the form of students being asked to answer questions in the form of mentioning the names of animals in English according to orders from the teacher.

Furthermore, in remembering, it also uses memory strategies which also have the function of storing and retrieving a new information which in the strategy is applying image and sound. Action or thinking operation i.e. using keywords and representing sound in memory. In this case, students after obtaining new information obtained from teachers who in delivering material use picture media, students are expected to hone memory or remembering in remembering the vocabulary of animal names that have been conveyed by the teacher and students are also expected to be able to say the names of animals spontaneously. in English as instructed by the teacher.

The teaching procedure applied by the teacher at the second meeting on introducing animals to children was Engage, Study, Activate (ESA) (Harmer, 2007) The following is an explanation of the teaching and learning procedure used in this second meeting.

24	OAR = Kelinci...Kucing meong meong (sambil ketawa)
25	PH = Nanti kalau yang enggak rame dapat bintangnya dapat banyak yaaa tapi kalau rame bintangnya dapatse...di...kit
26	FPP = Dapat sedikit
27	RA = Bintangnya sedikit
28	OAR & ZMZ = Sedikit
29	OAR = Aku aku banyak..aku banyak bu guru
30	FPP = Aku aku banyak..
31	PH = Hari ini kita akan mewarnai binatang dan...dan mengenal hewan ya

(taken from Appendix 5 video 2 line 24-31)

From the extracted data above, it can be seen that the teacher attracts students' attention by promising to give rewards in the form of stars. Give an explanation, what this means. In addition, the teacher also invites students to color. Coloring activities for children are still quite interesting. These two things are combined as activities for engagement.

At this stage, rewarding is quite effective for engagement. (Ramayulis, 2008) states that an award is something that is fun that is used as a gift for children who excel both in learning and behavior. The most important thing in Rewards is the results achieved by the child, and with these results education can form a better and stronger conscience and will in the child. In other words, rewards are actions from educators that function to strengthen mastery of educational goals. In this study, a teacher gave awards to students with the aim of students paying attention when the learning process took place. The reward given is in the form of a star-shaped value, if students are not busy, students will be rewarded with ten stars, but if students do not pay attention, only four stars are given. In this way, students become enthusiastic and pay attention to the teacher during the learning process.

The following is an example of a study in the learning process :

70	PH = Iya gakpapa...Masih inget gak kelinci itu apa? (menunjukkan gambar kelinci)
71	ZMZ = Rabbit (suara paling keras)
72	OAR, FPP = Rabbit
73	RA = Rabbit (suara pelan)
74	PH = Aisyah rabbit (menghadap aisyah)
75	AKK = Rabbit (suara pelan)

(taken from appendix 5 video 2 line 70-75)

In the sample footage, it can be seen that in the learning process the teacher focuses on teaching foreign languages or the imposition of animal names in English for children. Where the teacher focuses on the practice of pronouncing the vowels of animal names in English. In this case, language plays an important role in the process of learning English at the "AHE" Course in recognizing the name of the animal.

In this learning technique the teacher in teaching to students is more on teaching spontaneously with the aim of exploring students' knowledge so that they are involved in the lesson so that the teacher can find out how the development of students in the learning process takes place. Especially in the pronunciation of students, students are correct or not in mentioning the names of animals in English. Either in vocabulary or in pronunciation. In this case the teacher will know more about the extent to which students are involved in learning, and how students are in learning activities because at this stage the activity is where students are asked to focus on language (or information) and how it is constructed. This stage is different from listen and repeat because in this case all forms of style in learning mean each stage where language construction becomes the main focus.

At Activate stage, students are able to pronounce the vocabulary of animal name recognition in English using the vocabulary introduced by the teacher. In this case, students are able to speak independently without being given a clue from the teacher and it is felt that students are active in the learning process so students can actively participate in the learning process according to the expected target at this stage. In this observation, the researcher found the utterances of the students which have been presented in the following table.

	PP	OAR	RA	ZMZ	RAH	AKK	TOTAL
Rabbit	1	1	1	1	-	-	4
Goat	-	1	-	-	-	-	1
Chicken	1	1	1	2	-	-	5
Dog	2	2	2	2	-	-	8
Cow	-	-	1	-	-	1	2
Cat	1	-	1	1	-	-	3
Total	5	5	6	6	-	1	23

From the table it can be analyzed by looking at the highest number. From the table the word "dog" the most students could pronounce. The word "dog" consisted of only one syllable. Therefore, students could easily remember the word "dog". In addition, children easily remembered the word "dog" because the word was easy to pronounce and easy to remember so the word "dog" was spoken by many students. According to Dakir (1986:65) in reproducing good vocabulary it can be in the form of feedback from the interlocutor there are people who can do it easily and quickly, and some are difficult and slow. In accordance with the ability of each individual to receive messages, there are people who keep an impression faithfully or can hold it for a long time and there are people who only hold it for a while. Based on that explanation, researcher found that the vocabulary of "dog" was easy for students to remember because the word "dog" only consisted of three letters besides that "dog" was also very popular among students.

The ESA method which according to Erika Hardiyanti (2014) this ESA method is to create a harmonious and effective learning in learning English. This learning method was developed by Jeremy Harmer in 1998. (Harmer, 1998) states that in the learning process, ESA is like a computer system where everything is interconnected. By using this method, students will be able to develop and use their language knowledge because this method requires students to speak actively and the teacher only acts as an activator. This study applied PPP and ESA methods which had a big influence on vocabulary development in children.

Conclusion

Based on the research that has been done by researcher, it can be concluded that in introducing animals, “AHE” Triharjo uses PPP and ESA teaching and learning procedures. At each stage in the two procedures, “AHE” Triharjo uses several techniques such as Picture, listen and repeat, remembering, reward, and direct. In this technique, it has been carried out and has a positive influence on students who initially did not know animal vocabulary by being taught through this technique, students at the “AHE” Triharjo Course understood and could follow the learning process well.

The language teaching and learning procedures and techniques have an influence on children's vocabulary mastery. In this case, the teaching and learning procedure of PPP, the children become more active and have a high sense of curiosity in the class in following the learning process in recognizing animal names. In the teaching and learning procedure of ESA, children become more obedient to the rules given by the teacher because in the ESA teaching and learning procedure the child will be able to remember the material that has been given and the child will be given a reward so that the child will be enthusiastic in participating in the learning in the “AHE” Triharjo Course. Furthermore, the introduction of animal names in English using picture media can have an influence on students where students will be interested in learning and students are not afraid or bored in learning English. In addition, the use of image media in animal name recognition is considered very effective way because it makes students become more interested and easy to remember.

The language teaching and learning procedures and techniques influence children's vocabulary mastery. In this case, the teaching and learning procedure of PPP, the children become more active and have a high sense of curiosity in the class in following the learning process in recognizing animal names. In the ESA teaching and learning process, children become more obedient to the rules given by the teacher because they will be able to remember the material that has been given and they will also be rewarded by the teacher so they will be enthusiastic to follow the learning process in the “AHE” Triharjo Course. Furthermore, the introduction of animal names in English using picture media can influence students where students will be interested in learning and students are not afraid or bored in learning English. In addition, the use of image media in animal name recognition is considered a very effective way because it makes students more interested and can remember easily.

Recommendations

In this study, researchers found picture media as a medium in learning English. Therefore, researchers hope other researchers to the future researchers to develop more on picture media. Especially in learning English for children.

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Please refer to the APA style on Mendeley application. See the references examples below.

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