

1. Introduction

1.1 Background to the problem

English is the most important international languages so that it has been taught in many schools and levels. However in Indonesia, English is still regarded as a foreign language so students basically do not use English in real life. Most students encounter English through formal education. In school, English is started to be taught from elementary school or even in kindergarten. By learning English at school, students are expected to master the four language skills well; listening, speaking, reading and writing. Those four skills are also supported by three language components that also need to be learnt. They are grammar, pronunciation, and vocabulary. The vocabulary is important but often forgotten by teachers. If students do not have substantial mastery in vocabulary, they are not able to be competent in language skills.

There are many problems for vocabulary learning. One of the first problems of foreign language learners, especially in Indonesia, is how to memorize lots of foreign words. If teachers' methods are selected appropriately, they can develop children and improve not only their mastery but also their motivation to learn English. According to Caroline T. Linse (2005) teachers should facilitate vocabulary learning by providing learners with useful words and by teaching strategies to help learners figure out meanings on their own. Useful words are words that children are likely to encounter and words that occur in high frequency. If students do not learn the vocabulary or do not get any opportunity to master the vocabulary, they may soon lose interest in learning.

In the teaching of vocabulary, the teacher should provide the technique which requires much opportunity for the students to master vocabulary and has to be fun. The useful strategy to increase students' vocabulary is using games. When teacher using games in the classroom, students can be motivated to join the class because the games have concerning rules, competition and an element of fun. One of the techniques for teaching vocabulary which can be carried out by teachers is the "Talking and Writing Box". According to Caroline T. Linse (2006) the concept of Talking and Writing Box is a way to learn about students' development and interest in learning English. Talking and Writing Box is a small box that contains pictures that interest them. Students create a Talking and Writing Box to carry

items related to their English – language class. This kind of study has been done in 2009 by Dani Saputri. Based on her study, she claims that this method was perceived by her participants as a fun yet effective teaching method in developing vocabulary. The difference between Dani’s study and the writer’s are:

1. Dani’s study focused on the teaching speaking while the writer tries to emphasize children’s vocabulary through Talking and Writing box.
2. Dani projected elementary school students as the population of her study and took the fourth grade students of SD Santa Lorent Surabaya as the sample. For the writer’s study, the target population of her experimental study is a group of students at Omah Sinau. The sample of her study is the English group of students at Omah sinau. The sample of her study is the English group students at Omah Sinau in different levels.

1.2 Purpose of this paper

The writer has implemented this technique and intended to report the implementation. This study is slightly similar to Dani’s study. Dani Saputri tried to find out whether there is any significant difference in elementary school students’ speaking achievement between those who are taught by using Talking and Writing Box and those who are taught by using Memorization technique. Dani made this study entitled “The effect of talking and writing box for teaching speaking to the elementary school students in a private school in Surabaya”. The differences between the writer’s and Dani Saputri’s research is that while Dani focused on speaking, the writer focused on vocabulary and even though method is similar. To apply this study, the writer decided to have an experiment in private course to find out the effects of Talking and Writing Box has on the students’ vocabulary.

2. Literature study

2.1 Teaching English in Young Learner in EFL context

Young learners in elementary school are easy to grasp and memorize something new as long as the teachers can make the young learners feel comfortable and interested in teaching-learning process. To successfully teach children a second language the teachers must know some principles of teaching

young learners. Suggested by Williams (1994, p.208-209), there are seven principles that should be considered in carrying out teaching –learning activities:

1. Interest. When you teach young learner the materials and activity should be exciting, interesting and motivating to them
2. Challenge. The activity given by teacher should be suitable and challenging but appropriate to the age of the child
3. Purpose. The activity should be balanced, should not too difficult and should not too easy.
4. Language use. The young learners will use the language receptively or productively or both in order to complete the activity.
5. Language input. The material language input should be appropriate with their age
6. Conceptual appropriateness. The concept of activity must be based on ability to children. Teacher must create appropriate activities to help children develop their ability.
7. Promotion of learning. We as a teacher should promote learning other than language. The most successful ways of combining interesting activities for young learners is by following a theme or topic.

When teachers of young learners uphold the seven principles, they should give comprehensive guideline to choose the best and appropriate teaching technique for our students.

2.2 Characteristics of young learner

According to Brumfit (1991:7) young learners are enthusiastic about learning; Young Learner love to play and learn best when they are enjoying themselves; Young Learner have fewer negative attitudes to foreign language and children's language learning is more closely integrated with real communication. Scott and Ytreberg (1994: 2-3) adds that the important characteristics of young language learners are:

1. They know that the world is governed by rules although they may not always understand them.
2. They understand situations more quickly than they understand the language use.
3. They use language skills long before they are aware of them.

4. Their own understanding comes through hands, eyes, and ears.
5. Young children are happy playing and working alone but in the company of others.

Considering that young learners have different characteristics to adult learners, teachers of young learners should be careful in selecting a teaching technique or method. Unsuitable technique will only lead the students to be ignorant of their learning and influence their peers not to be cooperative.

2.3 Definition of Vocabulary

Discussing about vocabulary, we have to know the definition of vocabulary, the importance of teaching vocabulary, and the criteria of vocabulary selection. Below the writer explains them in details.

Vocabulary is defined as the total number of words which make up a language (Oxford, 2002:461). It includes all the words known to a person or used in a particular book, subject, etc. Vocabulary is the words which are known and used by people. The most common form of listing vocabularies is in dictionary. In the market, there are many dictionaries available, ranging from a pocket dictionary which contains about three thousand words most commonly used in daily conversation to a complete volume of both ordinary and academic vocabularies. In addition to common dictionary, there are also pictorial which contains pictures, mostly in colored form, not only in black and white. This type of dictionary will increase young learners' interest.

2.4 The Importance of Vocabulary

According to Stahl (2005) Vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the world. So, teaching vocabulary is giving more knowledge to the students so students can improve their speaking and writing skills.

According to Bonnet (1991, p. iii), there are some advantages students will get if they master English vocabulary, such as:

- a. Students will be better improving their reading, writing, speaking, and listening skills.
- b. Students will think more clearly.
- c. Students will experience personal growth and greater confidence.

- d. Students will understand other people's ideas and explanations easily.
- e. Students will gain important survival tools for new millennium.

Therefore, vocabulary is very important for teaching – learning activities and become the most essential part to learn any kind of language. Without vocabulary the students are not able to emphasize their vocabulary and communicate well with others.

2.5 Criteria for Vocabulary selection

In elementary school, when teachers want to introduce the vocabulary, they have to consider the vocabulary selection which is appropriate for them. There are some criteria proposed by Gairns and Redman (1986, p. ÷57-63) to help teachers make valid decisions on the right vocabulary items selected to teach at every educational level, which are:

- a. Frequency: The most frequently used words should be taught first.
- b. Students' needs and level: Teacher should know the level of the Elementary students and the vocabulary needed for them.
- c. Cultural factors: Some of the Elementary school students may come from different cultural backgrounds. Teacher must consider the vocabulary selection which is appropriate for them,
- d. Concretion vs abstraction: The more concrete vocabulary needs to be introduced to the lower level of students and the abstract one to the higher level of students.
- e. Coverage: The general terms need to be introduced first before teachers go on more specific terms.

The above criteria for the vocabulary selection need to be considered in order to be able to meet the objectives of teaching – learning process.

2.6 Principles for teaching vocabulary to young learner

The principles addressed below apply to young learners at various stages of English-language development. They can be helpful to develop young learner's English Language in oral and written language skills. The principles are:

1. Emphasize both direct and indirect teaching.

Carlo (2004) argues that in general, there are two approaches of teaching, they are direct and indirect teaching. Direct teaching is usually conducted by giving

students the translation of difficult English words before students encounter them in reading text or conversation. Indirect teaching, on the other hand, provides students with strategies to know its meaning for example by guessing, or analyzing its structure. Teachers of young learners need to apply both approaches. Simply giving students with translation will not make students become independent learners in the future.

2. Teach vocabulary words before a new activity.

When teachers teach new material, it would be nice if teachers introduce the important words children will find in the text. Suppose the children are given materials about the types of insects. They are made interested by putting bug in a closed bag. Then the teacher mentions some bug and translate their name in Indonesian. Then the teacher, pull out one bug from the bag and asking the children to match the names of bug. This activity was very pleasant can make students focus on learning. The positive impact introduce new words before learn a new activity are the students more focus to the target when study new activity and

3. Teach how to use context clues appropriately.

Decaricco (2001) said that Students can get benefit from learning how to use context clues and guessing the meaning from the context. This strategy can help learner when they found new words. From that statement Beck and McKeown (2003) said that to add in teaching how to use context clues, students should also be taught if the context clues are not always helpful to understand what the meanings of the new words that they found.

4. Present multiple exposures to new vocabulary items.

Young learners get benefit in education when they open their minds in new words many times in many contexts (National Institute of Child Health and Human Development, 2000). It means that, you cannot targeted vocabulary word what you teach Monday , will be remembered back on Wednesday , remember new words must appeared several times and in a different situation for the next several weeks of instruction.

5. Give opportunities for deep processing of vocabulary items.

Deep processing is work with information contains of high cognitive and levels of individual. This can be help to remember the information. Deep processing is very important for development learner vocabulary. It also deals in reading

and understand the reading comprehension (Blachowicz and Fisher, 2000). Deep processing related to using words in context which meaningful for learners. This can involve grouping words from different characteristic or attributes. It is also involve relating words to help the learners' own lives.

6. Teach students to use dictionaries.

The function of dictionaries as a tool for EFL and ESL instruction has come back into style (Thornbury, 2002). Young learners can use dictionaries using picture dictionary. This can help them to develop their vocabulary knowledge and their use of context clues. For example: if students learning about fruits, we as a teacher have to show the dictionary picture so the young learner can read and discover the fruits.

7. Have students to keep vocabulary notebooks.

Vocabulary notebooks have benefit to develop students' vocabulary and also help students more over their learning (Fowless, 2002). Young learners can create their own picture dictionaries than older learners. They can be given an address book written with latin letters and they can easily records new words that they are learning.

The seven principles above has convinced the writer to teach vocabulary using Talking and Writing Box, In this technique, vocabulary is better learned when the meanings of the words are illustrated, for example by a picture, an action, or a real object. The young learners should then meet and use the words in relevant contexts, in order to fix them in the young learners' minds. This helps establish their relationship to other words, so that the vocabulary network is built up.

2.7 Talking and Writing Box

Teaching vocabulary can be done in many ways. It can be in a fun and interesting way or in list of words. Using colored pictures in teaching vocabulary can be fun and interesting. Among the techniques of teaching vocabulary, the writer would like to describe Talking and Writing Box as teacher's technique in teaching vocabulary. Linse (2006), the concept of Talking and Writing Box is a way to learn about students' development and interest in learning English.

According to Linse (2006), Talking and Writing Box is a small box that children cover with pictures that interest them. It is usually used by the students or children to talk about the pictures in the box.

The talking and writing box is made of pictures that children have self – selected and are interesting to them because they have selected the pictures for the box. By using talking and writing box, children are able to personalize the information that they share. When talking about pictures, children become animated because they are talking about something of interest to them.

This study focuses on how to develop students' vocabulary in studying English as a foreign language. The writer proposes one technique, Talking and Writing Box proposed by Linse (2006), as one of techniques can encourage students' vocabulary. Talking and Writing Box includes games. Games are very appropriate teaching technique in the young – language – learner classroom. Games can also be structured to maximize English language use.

The result of this study are oriented to encourage students to master their vocabulary achievement and find out the effectiveness of talking and writing box technique students' vocabulary achievement of the Elementary School. Hopefully, from practical point of view this study gave some help for teachers and teachers to be in choosing a suitable technique in teaching vocabulary. It is also hoped that this study can be a useful guidance to the teaching and learning vocabulary, so that students will be able to mastering the vocabulary better, easier and faster.

2.8 Important things to consider while using Talking and Writing Box

From Linse (2006) mention some important things to consider when applying Talking and Writing Box:

a. Opportunity

Opportunities can build up learners to speak because they are interested in the topic and have something new to say about it, or they want to raise/increase for achieve a task objective. The teacher should give much time to allocated and provided opportunities for learners to have experiment and try out what they know , like the writer's experiment the children interest to provoked to mention and sing a song.

b. Pictures

Suleiman (1985: 25) points those visual aids which can be seen and described. Gerlach and Ely (1980:273) further explain that visual aids can show people, places, and things from areas far outside their own experiences. In teaching – learning activities, the function of visual aids, as one of the media, is useful.

The writer believes that if teachers use visual aids regularly, students will expect to learn the next language topic by using visual aids, because each visual aid for them is an interesting learning tool. Facilitating an interesting learning environment can enhance students' English abilities and this is a goal for teacher.

There are many kinds of visual aids. One of them is picture. Most of young learners like to study with a picture, as the writer's experiment media have an important role for make students' interest with the material that teacher will give it. All of students will curious with the pictures as a media.

The teacher should avoid using too much new vocabulary or grammar and focus on the language that students have.

c. Correcting Errors

Evaluation is a must after class for children but that is not an easy job.

The use of evaluation is for knowing the success or failure what has been taught by teacher. The teacher needs to provide appropriate feedback and correction; the objective of that action is to give the students' detail about what they are getting right and wrong so they can improve their own ability.

The writer does the evaluation and takes notes to discuss problem together with the students after the activity in the writer's experiment.

d. Quantity vs Quality

The English teacher should know the students' personality in the class. Which student are the quietest and the most active one. We are able to provoke the quieter one to brave for propose their opinion by speak interesting things that they like so the class will feel alive because there are communication between the teachers and the students.

e. Classroom Atmosphere

In teaching in the classroom, we might find some students fear to come forward in a class. In this situation, teacher should be creative to develop their teaching learning process for managing and create the class into warm and friendly classroom atmosphere. This can make students want to participate and feel comfortable in the class.

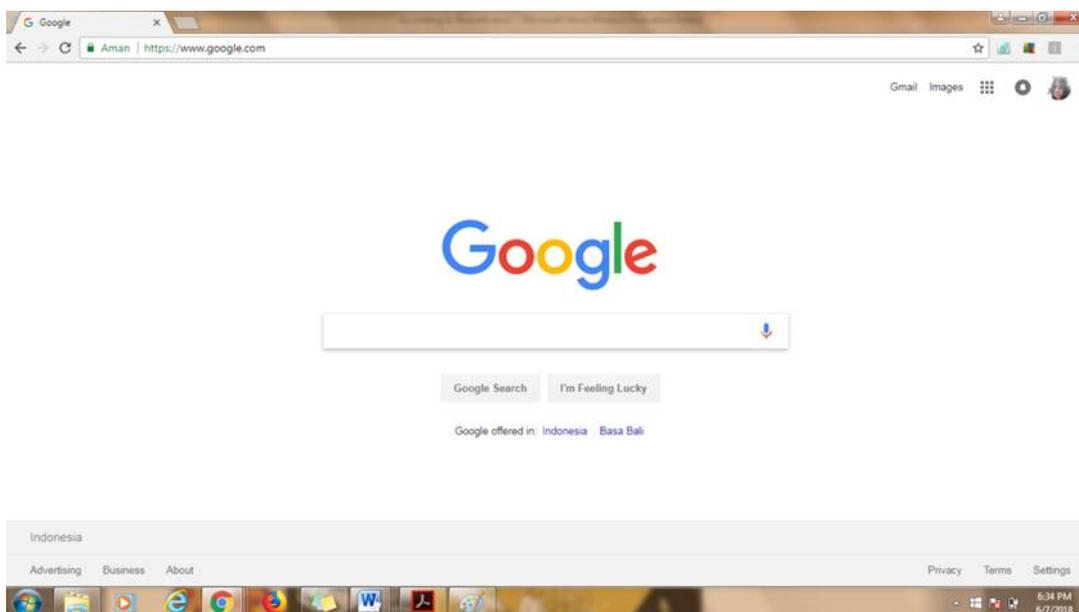
3. Report of the study

3.1 Preparation stage to make a Talking and Writing Box

The writer implemented this technique in a private course in Sidoarjo where she becomes an English tutor. This course caters the need of students to develop their literacy and numeracy, especially in Bahasa Indonesia. The course is set up into small classes to give more opportunity for close and engaging contact between students and teachers. Since the elementary schools where the students attend also provide English as the local content subject, the writer was assigned to teach English there. In her observation, the students seemed not to have good mastery of vocabulary in English. That is why the writer was interested to apply talking and writing box technique.

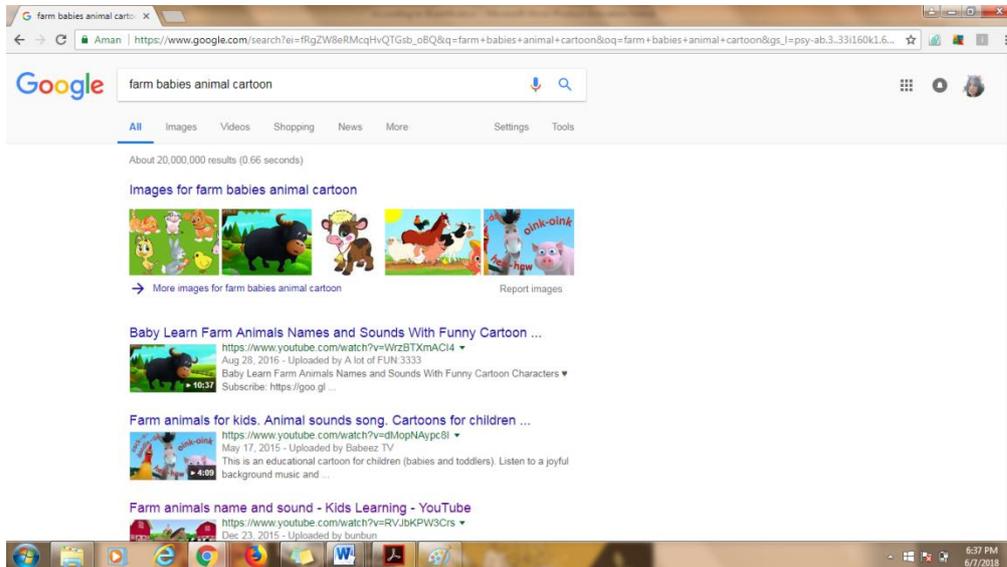
The first thing that the writer did was preparing the talking and writing box. The most important element of talking and writing box is the pictures put in the box. The writer had considered the topic of vocabulary that could attract students' attention and were appropriate with students' level. The students who I would teach were students of the third graders in which they still had limited vocabulary. The writer decided to choose the topic of farm animal.

In order to get interesting pictures about animal farm, the writer used google as a search machine to find the pictures of animal farm.

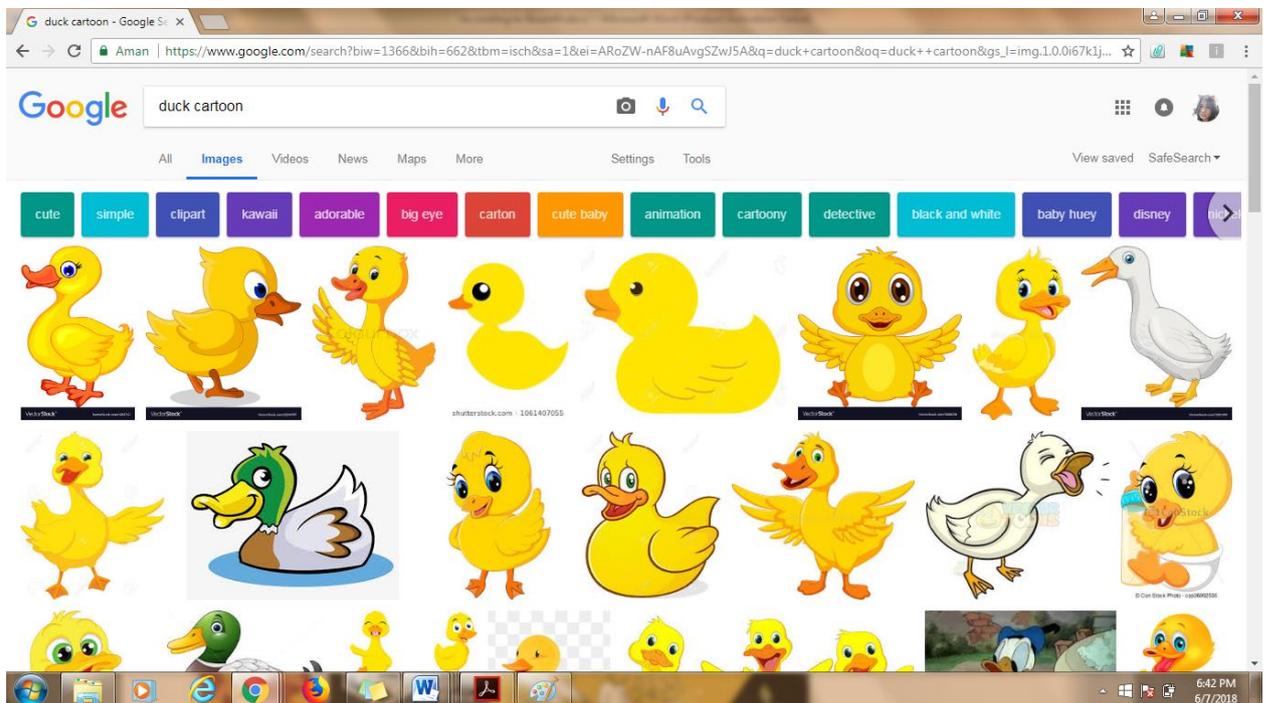


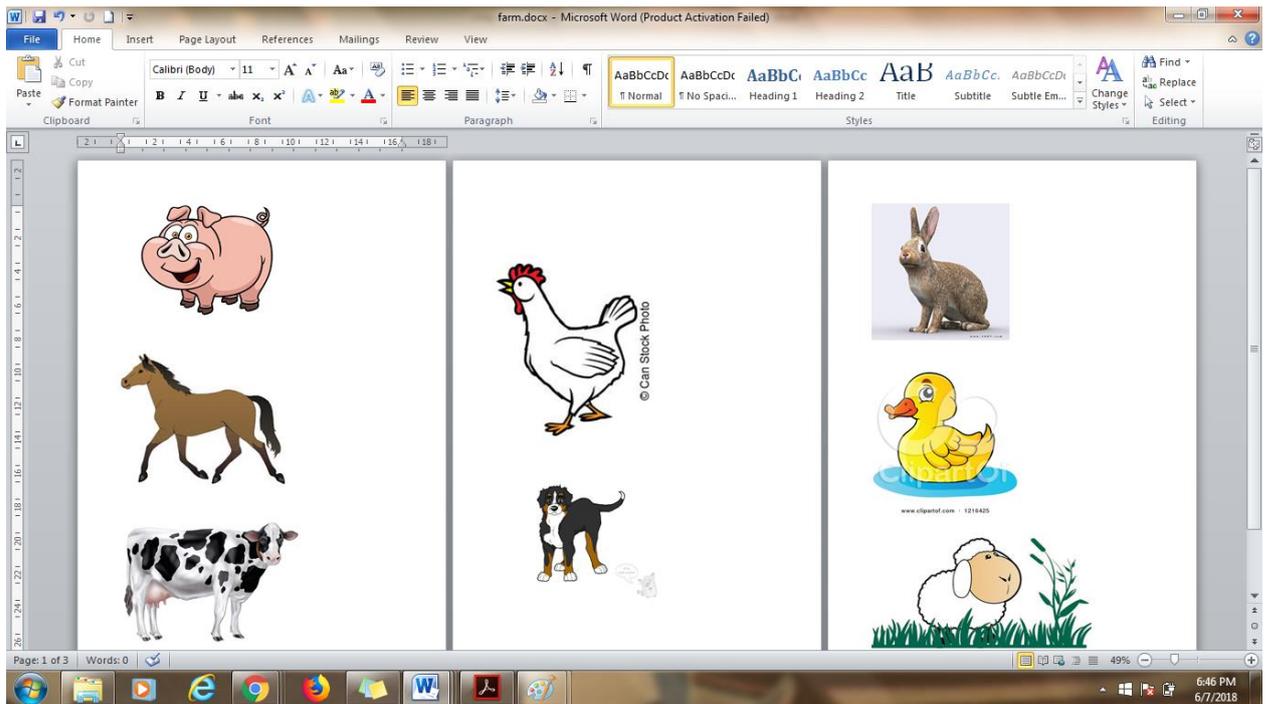
The writer simply opened a browser to go to google and typed the things that she wanted. At first, she wrote “farm animals” on the search engine. However, as she

wanted to have more specific information, she wrote “farm babies animal cartoon”. Students might have known farm animals, but they might not know the term for the baby animals.



Secondly, she typed every animal that she wanted and wrote “duck cartoon” for example on the search engine. Then she copied the farm babies animal picture that she got from google and paste it into Microsoft word.





Third, the writer put in order all the pictures that she already took from google.

After that, she printed them using a color printer. The writer used colorful pictures since they could attract students' attention more than simply black and white ones.

The last step was to cut the pictures into square shape using scissors. The writer used a pair of special scissors that could make more beautiful framing. This was also a way of attracting students' interest. After all pictures were cut, the writer put them into a decoratable box.



The steps of using Talking and Writing Box

After preparing the materials, the writer focused this part in reporting the teaching and learning process.

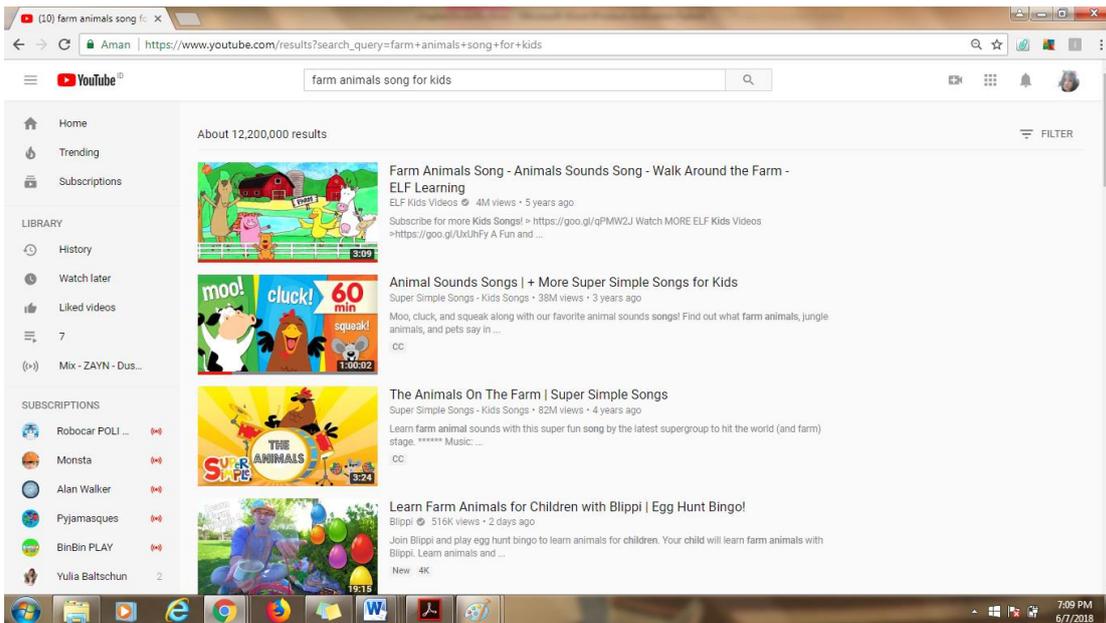


The teacher asked the students made a circle in one of a table (if necessary).

So all of students were able to make a circle include the teacher or if not necessary the teacher asked the students to sit close to each other. This made them easy when playing talking and writing box.



1. The teacher passed the box while playing the song from youtube



- Next, teacher stopped the song and the student who got the box had to take one of pictures in that box and mentioned the picture. For example: the teacher asked “what is this”? and Gema who got a horse and she had to said “a horse”



- The teacher wrote the animals from students who got the picture in the white board visible to all students. In order to develop students’ development in vocabulary, the writer asked students to explore more. For example : the writer asked the students “who knows the baby’s animal of a horse?” Since the students did not know the answer, she provided the answer , “Foal”, and asked the students to repeat after her.





4. Conclusions and Suggestion

From the application of Talking and Writing box that I have carried out in a private course, I conclude that there are advantages and disadvantages of using this technique in an EFL class. In addition, the writer would like also to give some suggestion for teachers who are interested to apply this technique.

4.1 The advantages of using Talking and Writing Box for Young Learners

Talking and Writing box includes a game. Games are very appropriate in teaching – learning activities for young learners.

This technique would be good for English teachers to use media when teach young learners. It will make them interested to learn more. Generally, young learners love to play and learn best when they enjoy themselves. Media also help teachers and students to teach and learn better.

4.2 The disadvantages of using Talking and Writing Box for Young Learners

The Talking and Writing Box cannot be successful if teaching does not explain the tasks and roles of students clearly. The Talking and Writing box includes a game. Sometimes games often cannot be used because of the limitation of the syllabus. Therefore, it may be challenging for teachers who implement game in class order to develop students' English proficiency of the target language. As the writer's experiment, young learner love to play game and did not want to stop although the time is up and sometimes they talk to each other while playing the game.

4.3 Suggestion

Because Talking and Writing Box is a game, young learners will be very enthusiastic for having fun with games. This situation may lead problems for teachers in which they will get difficulty to ask students to stop the games. The writer would like to suggest that teachers should be able to control the class. Losing control will ruin the teaching and learning process.

The implementation of this method in a private course which there was no strict grouping gave the writer's challenge in providing suitable materials. The teachers should be aware to give the students' material because every grade in elementary schools has different ability

The last but not the least, we should also be aware about the background of the school. This method can be done well for students from international school. For those who come from national school also can learn use this method, but the teacher has to use bilingual language.

Having these limitations that this study is far from being perfect and there are many things which need some improvements. Therefore, the writer suggest the future researchers should consider providing more time for the treatments and levelling the students, so that they can give various materials to the subject.

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