

**USING CHILDREN LITERATURE IN CLASSROOM ACTIVITIES TO IMPROVE
VOCABULARY ACQUISITION: TEACHER'S STRATEGY AND LEARNER'S
PERSPECTIVE,
(PENGUNAAN SAstra ANAK DALAM AKTIVITAS BELAJAR DI KELAS UNTUK
MENINGKATKAN PEMORELAHAN KOSAKATA BARU DALAM BAHASA INGGRIS:
STRATEGI GURU DAN PERSPEKTIF PELAJAR)**

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Abstract

Vocabulary has been viewed as the important aspect in learning a language. Nowadays, many English teachers use children literature as a tool to teach English vocabulary. This study aims to know and describe the strategy of the teacher in using children literature. Next, the learners' perspective will also be analyzed. Knowing the learners' perspective will show what the learners actually feel in their learning process. Theory of Richards & Theodore and Boran (in Intrapranich, 2012) is applied to categorize the types of teaching strategy. This study is conducted in SDN I Jatiroto, Jember. Furthermore, the English teacher and 15 students from the fifth grade are chosen to be the participants of this study. Qualitative method is employed in this study. The data come from the results of observations, interview and field notes. The results of this study show that the teacher applies the direct method (TDM) teaching strategy. In addition, the teacher also applies the three Cs (Seal in Takač, 2008: 19), i.e. conveying the meaning, checking the meaning and consolidating the meaning. In addition, it shows that all students enjoy the children children literature book, but not all students like English. Besides, there are some students who get confused and feel difficult to comprehend the new vocabularies when their teacher uses the book. However, all students state that they understand the material and prefer to use children literature rather than their student's work sheets.

Key words: *Children Literature, Teaching Strategy, Learner's Perspective*

Kosakata dianggap sebagai aspek penting dalam mempelajari sebuah bahasa. Saat ini, banyak guru yang menggunakan sastra anak sebagai materi mengajar kosakata bahasa Inggris. Penelitian ini dilakukan untuk mengetahui dan menjelaskan strategi guru dalam menggunakan sastra anak tersebut. Selanjutnya, perspektif murid-murid juga dianalisis. Hal ini dilakukan untuk mengetahui perasaan murid-murid selama proses belajar. Teori dari Richards & Theodore and Boran (dalam Intrapranich: 2012) digunakan untuk mengkategorikan tipe strategi pengajaran. Penelitian ini dilakukan di SDN I Jatiroto. Selanjutnya, guru bahasa inggris dan 15 murid dari kelas v dipilih sebagai partisipan dalam penelitian ini. Penelitian ini menggunakan metode kualitatif. Data didapat dari hasil observasi, interview dan catatan penulis selama penelitian berlangsung. Hasil dari penelitian ini menunjukkan bahwa guru menerapkan strategi mengajar metode langsung (the direct method). Guru juga menerapkan metode tiga C (Seal dalam Takač, 2008: 19), diantaranya conveying the meaning, checking the meaning and consolidating the meaning). Selain itu, hasil penelitian ini menunjukkan bahwa semua murid menyukai buku tersebut, akan tetapi tidak semua murid menyukai bahasa inggris. Disamping itu, ada beberapa yang mengalami kebingungan dan kesulitan dalam memahami kosakata baru ketika guru mereka menggunakan buku sastra anak tersebut. Akan tetapi, semua murid menyatakan bahwa mereka memahami materi dan lebih memilih menggunakan buku sastra anak dari pada buku lembar kerja siswa.

Kata kunci: *Sastra Anak, Strategi Mengajar, Perspektif Pelajar*

Introduction

Vocabulary is viewed as the important aspect in learning a language. People are able to produce a language when they have knowledge of the vocabulary. Nation (cited in Nation & Waring, 1997) proposed that there is a circular process in learning a language. He claims that by knowing the vocabularies, it enables learners to understand the language use which increases the vocabulary knowledge. Further, the knowledge of the vocabulary enables learners to the increasing knowledge of vocabulary and language use and so on. In relation to learn a second language, Gass (cited in Alemi & Tayebi, 2011) mentions that learning the vocabulary is the basic of learning a second language . Thus, the vocabulary here is the key point in learning a language.

Talking about learning a second language, it mostly occurs in classroom activities. The teacher here usually has the right to host all the activities that happen in the class. Here, the teacher's strategy is important. The teacher needs to prepare his strategy to deliver the material. Nowadays, many teacher improve their material by using authentic material. Gebhard (2000:100-101) states that authentic material refers to anything that people use as a part of communication. It points to anything that people use which has relation to use a language. It can be a comedy shows drama, photographs, news paper, and short stories, novel and so forth.

Recently, many teachers use children literature as the media or strategy in learning a language and literacy development. Hunt (1999:3) says that children book is a book which is written for different audiences, with different skills, different needs and different ways of reading. It refers to a story whose the primary readers are children. Moreover, many children literature are completed with some illustrations. The illustrations are created to support the story in the book. Wriath (1989:2) claims that "the representation of pictures toward places, objects and people are the essential part of the overall experiences we must help the learners to cope with". Thus, it seems that using children literature in classroom activities is the right decision of the teacher since it is beneficial for the learners to improve their vocabulary knowledge.

This study aims to know and describe the strategy of the teacher in using children literature. Next, the learner's perspective also will be analyzed. The study is held in SDN 1 Jatiroto, Jember, East Java. It is because the English teacher in this institution regularly uses children literature while teaches the students. In addition, the English teacher and 15 students from the fifth grade are chosen to be the participants of this study. Qualitative method is employed. The data come from the results of observation, interview and field notes. Theory of Richards & Theodore and Boran (in Intranpanich:2012) is applied to categorize the types of the teaching strategy.

Research Design and Methodology

This research uses qualitative method that involves the English teacher and fifteen students of the fifth grade student in SDN 1 Jatiroto, Jember, East Java. To obtain the data, observations, interviews and field notes are used. The observation is used to figure out the teacher's strategy in using children literature while teaching English vocabularies. In addition, there are two sections of interviews. The first section is conducted for the teacher. It is used to strengthen the finding of the observation. The second section is conducted for the selected students in order to know their perspectives toward the use of children literature in their classroom activities. In this case, the interview is divided into three groups since the selected students are derived from three groups of the students. The first time is conducted for those students who get the highest score. Next, it is conducted for those students who get the average score and finally it is done for those students who get the poorest score in English lesson. To divide these students, the information is derived from their English teacher. These three groups of the students are used to know the students' perspectives from every aspects of the students in the class. Both interviews are open-ended which allow the interviewee to elaborate their points of views (Denscombe, 2007:176). Besides, field notes are also used in this study. It is actually the additional data source of this study which is derived from the researcher's note when the observation and the interviews are conducted.

Results

The pupils had been studying children literature. In this particular lesson, the topic was the Cassowary and the ostrich. They were set to sit two students in each table. Each table in the class was given children literature book and some of them get the photocopy of it. The book contains the reading texts which have some illustrations and short paragraph of text.

The data presented here were collected by means of video and audio recording, supported by field notes. Besides, interviewing the teacher also applies to support the finding. In this case, the video's that had been gathered would be chosen and divided into four segments. Each segment approximately has ten to fifteen minutes of classroom activities. The video's that would be presented here were selected and it was able to illustrate the methodology of the teacher that it was wished to be highlighted.

Segment 1

The transcript here starts around fifteen minutes of the beginning of the lesson (see Table 3.1). At first, the teacher opens the lesson and says that the lesson would not use the students' work sheet which is regularly used. The teacher here announces to the students in the class that the lesson would be delivered by using a story book. She distributes the books to the students. Then, the teacher asked the students to prepare their pens and books to write

some new vocabularies that they will find in the book. Further, she asks some students to read it. In this case, the book is printed in bilingual version, i.e. English and Bahasa Indonesia. She invites a student to read the text in Bahasa Indonesia first, and then she reads the English version herself. However, in the next sessions, she mostly invites the students to read the book by turns whether it is in Indonesian or English version. She does this activity continuously.

In addition, after the student reads the English text, then she mentions a word in Bahasa Indonesia or in English and asks the students to translate the word from English to Bahasa Indonesia and vice versa. Then, she writes it over the white board. Finally, she explains the word to the students.

Segment 2

At the beginning of segment 2, the teacher comes to one of the students' table. She asks her to come forward to write down the vocabulary she finds. In addition, when each page of the book has been read by the students, the teacher here invites some students to come in front of the class to write the new vocabulary they find over the white board. In this segment, it seems some lazy students who never active in the class are willing to be active and participate in the class.

Meanwhile, regularly the teacher writes some vocabularies in Bahasa Indonesia first, and then asks the students to write the English version. While the activity happens, the students are asked to write all the vocabularies that have been written in the white board. In this occasion, many students are enthusiastic to follow the lesson. They seem happy and enjoy the material. It is proven by many students who are raising their hands, showing that they understand the material and will participate.

Segment 3

At the beginning of this segment, the teacher starts the class by evaluating the story that has been discussed in the last meeting. Further, she guides the students to remember the material such as the new words that have been learned before. She continues the material by reading the book herself then asks the students to find the new words in the text. Finally, the teacher continues the material as she does before, i.e. asking the students to read the text loudly. Then, she points the students to write the new words they find in the white board. She does this activity continuously until the last page of the book or until the end of the English session.

Segment 4

This segment takes in ten minutes before the class ends. It is showing how the teacher closes the lesson. In this occasion, the teacher closes the lesson by evaluating the lesson. She does it by asking one of the students to retell the story that has been learned before. Then, she tests the vocabulary of the students. It seems that the teacher wants to know whether the students still remember or not. In this

matter, it seems that some students still remember the vocabularies that have been learnt recently. It can be seen when some students are able to answer some vocabularies which asked by their teacher.

Discussion

There are two discussions which are analyzed in this study. They are the teacher's strategy and the student's perspective of using children literature while learning English vocabularies. The discussion is elaborated below.

1. Teacher's Strategy

According to nine categorizes of teaching strategies that are proposed by Richard & Theodore and Boran (in Intranpanich, 2012), the teacher applies *the direct method* (TDM) teaching strategy. TDM is the strategy in which the teacher makes the students directly perceive the meaning of the target language from the beginning.

In addition, the teacher also applies unplanned teaching strategy. Seal in (in Takác, 2008:19) states that unplanned vocabulary teaching strategy refers to the teacher's spontaneous reaction while teaching the students. It points to the teacher's improvises to make the students in the class are being active. Besides, the teacher also applies the three Cs that was suggesting by Seal. They are conveying the meaning, checking the meaning and consolidating the meaning. As we see in the excerpt of the observation below:

Teacher	<p>(“..is it true or false? Zainur? It is the same as a linking verb “was”, son. “were” here is a linking verb for the Ostrich and Cassowary. So, it was not the answer, son. Any one else? Try to find shocked? What is “di kejutkan” (shocked)? Ika?</p>	<p>Teacher explained what Zainur wrote over the white board.</p>
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In this matter, the teacher conveys the meaning to the students because one of the students in the class get a wrong understanding from the text.

Moreover, checking the meaning is mostly conducted by the teacher in every meeting. It is done by asking the students a question to test their understanding toward the material. Next, the teacher applies consolidating the meaning by asking the students to retell the story at the end of the meeting. It seems that in this matter the teacher evaluates the material. By doing this, it is able to strengthen the students' memory of the material.

2. Student's Perspective

While the observation was conducted, all the students seemed comfortable and enjoyed in following the lesson. Besides, when the interview was running, the three groups students also looked comfortable and enjoyed except the last group. The last groups here is taken from those

students who get the poorest score in English lesson. The students in this group seemed difficult to answer the question. On contrary, others are relaxed and fluently answer the question although some of them looked ashamed.

The first question is about whether they like studying English by using children literature or not. The first and the second group students stated that they like it. When the researcher asked them why, the answer are varied. Some of them said that the book is enjoyable, other claimed that it was interesting. In addition, one of the student stated that the book is interesting is because there are many illustration in it. As we can see in excerpt below:

Interviewer : "Oh I see. Do you like it when your teacher uses this kind of book?"

Students : "Yes, we do. (They answer in chorus)

Interviewer : "Why do you like it?"

Student 2 : "Because it is interesting."

Interviewer : "Why is it interesting? Can you tell me?"

Student 3 : "It is because there are a lot of illustrations in it."

It seemed that the illustrations in the book are to attract the students' interest. It is beneficial for the students to increase their vocabulary knowledge. As Haycraft (cited in Hartoyo: 2006) mentions that "pictures are valuable aids because they present vocabulary in visual context as long as they are clearly visible". Thus, the book is advantageous for them to increase their vocabulary.

Next is about their pleasure in learning English. All the groups give the same answer that they prefer to learn English by using children literature book. Their answers are varied. One of them claimed that it was confusing when the teacher uses the student's work sheet. Moreover, one of them states that he will be asked to write to finish the task. It seems that this student prefer to use children literature because he is reluctant to finish the task in his student's work sheet.

Later on, it is about the students' understanding toward the material. The first and second group students claim that they understand the material. In addition, they are also able to answer some question from the teacher. However, the last group students look different. The students in this group also state that they understand the material but they get difficult to answer the question. As we can see in the excerpt of interview below:

Interviewer : "ehm.. yes, but do you understand to what your teacher delivered recently?"

Student 4 : "yes.."

Interviewer : "yes? then, what is it all about?"

Student 3 : "the ostrich and the cassowary want to fly."

Interviewer : "Pardon? Iqbal, what is it all about?"

Student 4 : "the cassowary and the ostrich."

Interviewer : "what happens to them?"

Student 4 : "he cannot fly.."

Interviewer : "he cannot fly, isn't it?, but do you still remember to what the story was about?"

Students : "yes."

Interviewer : "but you are forgetting the English version right. Ehm.. wait..wait. do you remember what in English *burung onta* (the ostrich)?"

Students : (silent)

This condition indicates that these students enjoy the material but do not receive it as another way of the teacher to transfer the English vocabularies. In this case, they consider it as they learn a fairy tale.

The next question is about whether they get confused or not when the teacher provides them a children literature book. It seems only the last group who get difficult to answer the question. One student of this group says that he gets confused and others are only keep silent. No students from this group is able to answer the question from the interviewer. On the contrary, the first and the second group students shows that they really understand it well. All of them states that they do not get confused. Furthermore, most of them are able to answer the question from the interviewer. In this matter only the third group students who get difficult when the teacher uses the children literature book.

Getting new vocabularies is the expected of the teacher. As Coady in (Kara: 2013) claims that "reading is essential for L2 vocabulary learning because less frequent words are only encountered while reading". That is why the teacher decides to use children literature book. Indeed, this is the fifth question of the interview. The first group students confidently answer 'yes' that they get English vocabularies. In addition, most of them are able to mention some of English vocabularies which they have memorized. Similarly, the second group students also state that they get the English vocabularies from reading the book. Nonetheless, the last group perform differently. The students in this group only keep silent when they are asked to mention an example of English vocabulary that they have memorized. It indicates that they do not get any English vocabulary even a word.

The following explanations explain about their assumption of using children literature in relation to their process of memorizing the vocabularies. Here, the researcher wants to know whether they will easily keep remembering the words or not. Talking about the third group, it seems that this group has no idea by knowing that they do not memorize the words well. However, the first group answers the question uncertainly. Some of them are persistent that they will still remember the word. They cannot make certain that they will still remember the words henceforth. Nevertheless, at that time, they still remember many new words from their previous meeting.

Similar with the first group, the second group seems still remember the words that they has got from the previous two weeks. Related to this, the researcher asks them to give some examples of the new vocabularies they have got. Here,

it is wanted to clarify their statement that they still remember the words. It looks like they strongly memorize it. In this case, no one can guarantee that they would always memorize the word. Anything may happen to them, like they will always memorize the words or perhaps they will forget it later.

Conclusion

This study finds that the teacher applies the direct method (TDM) teaching strategy. Furthermore, in relation to the vocabulary teaching strategy, this teacher also applies unplanned vocabulary teaching strategy. Besides, the three Cs are also conducted by the teacher. They are conveying the meaning, checking the meaning and consolidating the meaning. These teachers' strategies are found by the supporting methodology, such as field notes and interview beside the observation. In addition, the teacher mentions that children literature is able to increase the students' interest to learn English in the class. Indeed, she also believes that the story will add the students' knowledge especially their English vocabularies.

The next is about the students' perspective toward the use of children literature in their English class. In this case, the data are obtained from the three groups of the five grade students which refer to those who get the highest, average and poorest score. The results show that almost all the students enjoy the material. It is proven by the result of the observation where many students are eager to come in front of the class to write the vocabularies they found. In addition, talking about the students' pleasure in learning English, all of the students agree that they prefer to learn English by using children literature rather than their student's work sheet. It is proven by the result of the interview transcript and the observation recording that most of them are enthusiastic to follow the lesson when their teacher provides them such kind of book.

Moreover, all of the members of each group state that they understand the material or the story that are provided by the teacher. However, the last group does not receive it as another way of the teacher to transfer new English vocabularies for them. It seems that they consider it as learning a story or a fairy tale only without thinking about learning English.

Afterward, the last group seems to get confused when their teacher gives them a story book to be used in the class. Similar to the previous phenomena, it seems difficult for the last group to comprehend the new vocabulary that is delivered by the teacher whereas the other groups claim they do not. Thus, only the last group who does not get the English vocabulary. Different from the last group, the first and second groups here still remember some English vocabularies from the reading passage. It seems that they easily memorize the vocabularies. However, students cannot guarantee that they will always memorize it although the first group students are persistent that they will. The conclusion is that all the students enjoy and prefer to learn English by using children literature although not all of them get the vocabularies from the reading passage.

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