Designing Lesson Plan for Vocabulary at Kindergarten Class of TK Kartika 1-3 Medan

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ABSTRACT

This research is intended to find out Designing Lesson Plan for Vocabulary for Kindergarten Class of TK Kartika 1-3 Medan. This study was conducted by using qualitative data. The population of this research is TK B of Kartika 1-3 Medan that consists of 21 students. The instrument used for collecting the data is multiple-choice. First lesson plan that used Word Sort and More Method. The second lesson plan used Pictogram Method. The third lesson plan used Total Pyhisical Response (TPR) Method. The writer found 7 students who reached score standard from 21 students on first lesson plan. The writer found 16 who reached score standard from 21 students. The writer found 20 students who reached score standard from 21 students on third lesson plan. The data was collected from test about part of body. Based on the data, the writer found there was improving successful from first lesson plan up to third lesson plan for vocabulary. First lesson plan had successful about 28,57%. Second lesson plan had successful about 76,19 %. Third lesson plan had successful about 95,23 %. So the writer found the third lesson plan which used Total Physical Response (TPR) Method was successful because the Total Physical Response (TPR) Method was suitable with the students of TK B Kartika 1-3 Medan.

Keywords: Lesson Plan, Vocabulary at Kindergarten, TPR Method

1.Introduction

Vocabulary is one of important in learning a foreign language. It means, that vocabulary is very important when students communicate using foreign language especially English Language to another people. A vocabulary usually develops with age and as a fundamental tool for a communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Someone can't use English correctly if doesn't master vocabulary, because if they have more vocabularies it would make their communication more fluently. In teaching, English teachers must think how to make the students interested to master vocabulary. Because the researcher found a constraint of student to master English if they didn't master vocabularies.

Mastering vocabulary is one of the learners' needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson. For kindergarten class, they are expected to master at least the first a thousands of high frequency words.

Teaching vocabulary to young learners is not easy. Young learners have special characteristics so they need more attention. It is different from teaching adults. It is needed to teach in communicative ways. Vocabulary is list of words with their meaning and it also consists of collection of words. There are many words that children have to understand and remember. To help the children easy to remind and understand the

words, the teacher should be creative.

Based on the writer's experience when doing observation at TK Kartika 1-3 Medan, Vocabulary is the most difficult part for the students when they learn English language. The writer found many students of kindergarten class still lack of vocabulary. The students faced many problems dealing with vocabulary. Those problems are: first, students were lazy to memorize all the unfamiliar words that they heard or read in a text. Second, students had difficulties in understanding and comprehending the meanings of unfamiliar words. Third, students were bored and unmotivated to learn. It made students tend to show low attention on acquiring new vocabularies.

In this study, the writer designed lesson plan for vocabulary at Kindergarten class for learn the students of vocabulary.

A lesson plan is a teacher's detailed description of the course of instruction or learning trajectory for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preferences of the teacher, subject being covered, and the need of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is a teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way measuring how well the goal was reached (test, worksheet, homework etc.) Designing lesson plan is for making easy to do the learning. Based on the reason above, the researcher would like to conduct a research entitled "Designing Lesson Plan for Vocabulary at Kindergarten Class ."

Based on the problem mentioned above, the scope of the study is " at TK B of Kartika 1-3 Medan. According to Thornbury (2002:3) there are some classes of vocabulary. They are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction and determiner. In this study, the writer limits the vocabulary on nouns. It refers to the concrete noun.

In relation on the problem mention above, the objective of the study is to design lesson plan for vocabulary at kindergarten class.

The result of the study is expected to be theoritically and practically significant and relevant for some matters.

1. The Theoritically Significances
    1). The result of the study is expected to be useful to explore the teaching English vocabulary at kindergarten.
    2). The result of the study is expected as one of another perspective in teaching strategy of vocabulary.

2. The Practically Significances
    1). English teacher, to provide recommendation in providing strategy in teaching vocabulary.
    2). To other writers to help them to design lesson plan for vocabulary at kindergarten class.

Curriculum

According to Education (http://steoll.edu.jm/education/pdf/curriculum.pdf) accessed on March 7th , 2016 at 07.00 PM said that The curriculum can be defined as a course of learning activities set out for the learner to perform to make him achieve certain goals prescribed by the educational system. The curriculum generally includes all subjects and activities over which the school has responsibility. It also defines the limits

within which certain types of learning are to take place. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner's behavior, acquiring or reinforcing certain skills and preparing him to fit properly into his society.

According to the law No. 23 of 2003 on the national education system explained that the curriculum is a set of plans and arrangements regarding the content and teaching materials and methods that are used as guidelines for organizing learning activities. The history of education, Indonesia has been using seven types of curriculum ranging they are : 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, KTSP or curriculum in 2006, and now the government has changed into the 2013 curriculum. The changing of curriculum make the students for the nation who believe and dignity and be able to compete in a globalized world full of challenges. Therefore in the success of implementation the 2013 curriculum need of hard working of the school and outside the school. From the explanation above, the conclusion of curriculum is a guideline in implementing learning activities in each educational unit that contains a set of plans and setting the objective, content, course material, lesson plan, learning experiences, the way in using of implementation of learning activities, evaluation the result of learning in order to achieve the goal of education.

According to McKimm (2003 : 2) in Popy. A. Sinaga (2015) , adds that the word curriculum derives from the Latin *currere* meaning 'to run'. This implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place. Curricula usually define the learning that is expected to take place during a course or program of study in terms of knowledge, skills and attitudes, they should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. A curriculum is more than a syllabus. A syllabus describes the content of a program and can be seen as one part of a curriculum. Most curricula are not developed from scratch and all operate within organizational and societal constraints.

Vocabulary

Every language has vocabularies. The vocabulary is one the most important in learning language, so that the learner able to communicate to other. It means that the vocabulary is the collection of words used by speaker or listener, a reader in language competence which has a meaning or various.

The Nature of Vocabulary

There are some definitions of vocabulary proposed by linguist experts, Hornby (2000: 959) defines vocabulary as: (1) all the words that a person knows or uses; (2) all the words in particular language; (3) the words that people use when they are talking about a particular subject; (4) a list of words with their meaning. It means that a language that people used to talk a certain topic consists of a number of words.

Vocabulary is part of a language that underlies the understanding of the language itself as stated by Nunan (1991: 101) that vocabulary is more than list of target language words. Vocabulary is part of the language system. In addition, the quality of learners' vocabulary influences the four language skills.

Furthermore, Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. In line with Stahl (2005) in Thornbury (2002), defines vocabulary as knowledge; the knowledge of a word not only implies definition, but also how that word fits into the world. Vocabulary knowledge is not something that can over the course of a lifetime. From these definitions, vocabulary is part of language system that people used to communicate which consists of a large collection of items. Vocabulary is knowledge of how the words fit into the world.

According to Charthy (1990: 3), vocabulary of a language like English consists of several hundred thousand words. He also stated when we speak of the vocabulary of a language we are speaking primarily, but not exclusively, of the words of a language. It is most convenient to think of words as freestanding item of language that has meaning.

Kinds of Vocabulary

According to Thornbury (2002:3), there are two types of vocabulary. They are productive and unproductive vocabulary. The active vocabulary is the vocabulary made up of words that one uses in speaking and writing. On the other hand, the unproductive vocabulary is composed of words which one understands when one hears or reads them, and does not ordinarily use in one's speaking and writing or in one's daily life. Thornbury (2002:3) divided vocabulary to teach into eight different classess. They are:

1. Nouns   : bits, pieces, record, player
2. Pronouns   : I, them
3. Verbs   : like, looking, doing, to look
4. Adjectives   : old, second-hand, to look
5. Adverbs   : up
6. Prepositions   : for, like
7. Conjunction   : and

In addition, Nation, Paul (2005: 24) also divides vocabulary into two types. They are receptive vocabulary and productive vocabulary. Receptive vocabulary uses distinguishing the form of a word while listening or reading and retrieving meaning. Then productive vocabulary is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form.

Vocabulary has an important role in the language learning. As a linguist David Wilkins in Thornbury (2002: 13) stated that "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form.

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting. In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well.

Vocabulary Mastery

Vocabulary is needed by people to understand the meaning of words and it helps them to express precisely (Burton, 1982: 98). Limited vocabulary mastery can give bad influences in the teaching-learning process of a language. Furthermore, mastering vocabulary well is important for the language learners. Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Further Krasen and Terrel (1983) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Cameron (2001: 74) says that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they in directly improve their knowledge about the words. Vocabulary mastery of course relates to what kinds of words learners have to master. According to Nation (2005: 7), the most important group of words is the high frequency words of the language. These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language.

He also adds that the high frequency words have the following characteristics: (1) each high frequency words occur very often; (2) the high frequency words are useful. They are also important for both receptive and productive use, for both oral and written, and for both formal and informal use; (3) the high frequency words make up a very large proportion of the running words in all kinds of texts and language use; (4) they are a relatively small group of words about two thousand words that could be covered in a school teaching program over three to five years.

Mastering vocabulary is one of the learners' needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson. For kindergarten class, they are expected to master at least the first a thousands of high frequency words. In addition, according to Nation (2001: 13) the high frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts. Furthermore, by mastering at least the high frequency words can help the students in understanding the target language.

Teaching Vocabulary in Kindergarten Class

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher may refer to the classes of vocabulary described by Thornbury (2002:3) when deciding which word classes to teach.

1. Nouns   : bits, pieces, record, player
2. Pronouns   : I, them
3. Verbs   : like, looking, doing, to look

4. Adjectives   : old, second-hand, to look
5. Adverbs   : up
6. Prepositions   : for, like
7. Conjunction   : and

Beck et al., in Nation (2001:13-14) states that there are some principles for teachers in the teaching of vocabulary.

1. High frequency words should be taught to the students because they are important enough to deserve time in class.
2. Academic words should be taught to the learners with academic purpose.
3. Technical words are only learnt while the students are studying the content matter of the certain subjects.
4. Low frequency words may be taught after the students have a good control of the high frequency, academic and technical words. The teacher should not spend much time to teach low frequency words because it is wasting-time. But the teacher may give the students strategy to learn it.

Thornbury (2002: 30) suggests some implications in teaching vocabulary. They are:

1. By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.
2. The learning of new words involves a period of 'initial fuzziness' and the teacher needs to accept it.
3. Learners need to wean themselves off a reliance on direct translation from their mother tongue.
4. Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.
5. Teaching should direct attention to the sound of new words, particularly the stress.
6. Learners should aim to build vocabulary range as quickly as possible.
7. The learning of words should involve the learners.
8. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
9. Multiple decisions about words should be made by the learners.
10. If new words are used to express personally relevant meaning, they may be reinforced.

This means that vocabulary of any language is huge and its acquisition takes time, even for native speaker.So, there should be efforts to improve students' vocabulary.

Lesson Plan

A lesson plan is a teacher's plan for teaching a lesson. It helps the teachers in both of planning and executing the lesson. It helps the students, unbeknown to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they didn't know at the beginning of the lesson (or practice and make progress in that specific thing).

The Definition of Lesson Plan

A lesson plan is a teacher's detailed description of the course of instruction or learning trajectory for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preferences of the teacher, subject being covered, and the need of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is a teacher's guide for running a

particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached(the method, procedure) and a way measuring how well the goal was reached (test, worksheet, homework etc. According to Amilia in Farrell (2013) Lesson Plan is a collection or a summary of a teacher's thoughts about what will be covered during a lesson. This means that before coming to the teaching process, a teacher should prepare systematic steps to be conducted in a class in order to reach the objective of a lesson. Furthermore, Jensen (n.d) emphasizes that lesson plan can be treated as a guideline for both novice teachers and experienced teacher since by designing a lesson plan, one will know what to do next in the class.).

According to Cicek, V. & Tok, H.(2009). Lesson plans not only teachers instruction but classroom management as well. Characteristics of a well-managed classroom are that (1) students are deeply engaged with their work; which would be possible if their roles are described and they have a goal as provided in a good lesson plan; (2) students know what is expected; which would be possible via routinely implemented good lesson plans; (3) there is little wasted time, confusion; which would be possible via effective implementation of a good lesson plan; and (4) the climate of such a classroom would be work-oriented, but relaxed and pleasant; which would be possible via good time management due to effective implementation of a good lesson plan.

Lesson plans should be ready latest as one week before the beginning of the academic year for the necessary arrangements to be made. The plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program. Depending on the grade level and subject matter, teachers may be required to follow curriculum designated by campus or district administration.

The literature review reveals that the importance of lesson planning is emphasized in the education process of many countries. Borich (2007) states that as a combination of lesson objective designing, teaching, modeling, checking for understanding, re-teaching and teacher's self-reflection, lesson plan is a crucial element in the process of meeting national content standards and optimizing the outcome of classroom teaching and learning.

1.Yearly Lesson Plan

Yearly Lesson Plan or Overall Yearly Plan provides an overview of the course in curriculum. It indicates the units to be taught and the time devoted. Yearly plans are usually submitted to the dean of academics, who is usually an assistant or vice principal either directly by the teacher or through department heads at the end of first week of instruction of the respective academic year. A shorter version of the yearly lesson plan may be included in the syllabus as well.

Yearly lesson plans contain the units to be taught along with the subtopics and serve as a guideline when preparing the daily lesson plans and the weekly lesson plans that consist of the daily lesson plans. Yearly lesson plans also include major curricular and extracurricular activities to be performed, without going into their details, especially if they are to be performed when transiting from one unit to another.

2   The Daily Lesson Plan

Daily lesson plan is a written account of what a teacher would like to have happen during a certain lesson or class period. It should contain the concept or objective, the time block, the procedure and the instructional materials needed. Daily lesson plans are submitted usually via email either to dean of academics, who is usually an assistant

or vice principal or to the department heads at the end of each week for the following week. The first year teacher must realize that as a general rule, it will be necessary to plan in considerable more detail than the teacher with more experience and training (Cicek, 2009). Other supplementary tools may need to be inserted into lesson plans such as Study Island, Accelerated Reader (AR) or Math programs.

3   Pre-planning Strategies for Writing-up Lesson Plans

Before writing-up a lesson plan the teacher first should be aware of the learning styles of the students, reading levels/skills of students and inventory access to technology. Answers of following questions will also help teacher writing-up an effective lesson plan;

1. What do I want all students to know and be able to do at the end of this lesson?

2. What will I do to cause this learning to happen?

3. What will students do to facilitate this learning?

3. How will I assess to find out if this learning happened?

4. What will I do for those who show through assessment that the learning did not
    take place?

The correct question to ask when preparing lesson plans is what students are going to learn, achieve, and accomplish tomorrow and not what the teacher is going to cover tomorrow because the role of the teacher is not to cover, it is to uncover. Learning has nothing to do with what the teacher covers. Learning has to do with what the student accomplishes (Wong, 2009:87). A good daily lesson plan includes the timeline of classes such as when it will begin and how long will it take to cover a subject; instructional materials and pedagogical methods to be used to realize the learning objectives; how to connect the previously taught content with the current one, practical examples from daily life, etc. It should be also noted that daily lesson plans may be revised based on the needs that arise.

The practice is that teacher books are used instead of lesson plans for courses that have teacher's book available. However, teachers may prepare their own daily lesson plans as well. Title and the learning outcome of the activity are recorded in the lesson notebook. For courses those do not have teacher's book, classroom teachers gathers with the subject teachers and/or with the department chair to prepare the daily lesson plans. Teachers must consider the following points when preparing a daily lesson plan:

1. Each student has different educational needs. Thus, teacher should note that each student will have different interests, needs, and skills and therefore each and every student may not be expected of the same learning performances and behavior patterns.

2. Instructional materials to be mentioned in the daily lesson plan must consist of reasonable items and not of items that cannot be made ready on the day of the lesson.

3. Teacher should recognize the parents and neighborhood of the school and take advantage of such factors when preparing the lesson plan.

4. Teacher should act as he/she is the leader of the class and thereof; however should listen to the students as well.

5. Teacher should encourage the students to individually work and research; but should not overload the students with too much and difficult homework.

6. Teacher should plan the time well not allocating too much time. Time is the only quality that is the same for all students unlike the physical conditions, students' intellect, their age and socio- economic status, etc.

7. Daily lesson plan should also include a backup plan explaining how the parts of the lesson plan those cannot be realized can be made up for.

8. Teachers should avoid activities such as directing students to copy a page in the book, which are nothing but waste of time.

9. Teachers should grade all the homework and projects that they assign to the students.

10. Lesson plans must be prepared based on the intellectual level of students.

11. Daily lesson plans must be flexible enough and not too strict.

12. They should not be too short or too long.

13. They should serve as guidelines hinting the teachers and students not including all the details.

14. Title of the course and units, allocated time for each activity, instructional methods, instructional materials are all to be cited in the daily lesson plans.

15. Daily lesson plans may be recorded in a notebook or on single pages to be filed afterwards.

16. Teachers may use the time efficiently and teach the main points easier via using daily lesson plans.

17. Daily lesson plans serve as proofs that the teacher had implemented the activities mentioned within the daily lesson plan.

18. Daily lesson plans help connecting the content taught at different class periods.

19. Daily lesson plan consists of the plans of each class period.

20. If block scheduling is implemented, then one lesson plan may suffice for two class periods.

21. Additionally, the plan for a field trip or for an experiment may be included in the daily lesson plan or attached as a supplemental document.

4   Substitute Teacher Plan

Lesson plans for substitute teachers should be carefully planned and written in detail. Detailed plans give the substitute teacher a feeling of confidence and security. The lesson plans should be placed on the teacher's desk in plain view and included in the sub-teacher folder.

In case there is no sub-folder provided by the regular teacher to the substitute teacher, which normally includes lesson plan, materials to hand out, etc then the substitute teacher should still be strict and may give a test, puzzles, summarizing assignments or have students read or write an essay or even watch educational movies or documentaries as the last resort.

Developing a Lesson Plan

According to Christian (2009), there are many format for a lesson plan, most lesson plan contain some or all of these elements, typically in this order:

1. List of required materials

2. List of objective, which may be behavioral objective (what the students can do at lesson completion).

3. The set that focuses students on the lesson's skills or concept – these include showing pictures or models, asking leading question, or reviewing previous lesson.

4. An instructional component that describes the sequence that makes up the lesson, including the teacher's instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas.

5. Independent practice that allows students to extend skills or knowledge on their own.
6. A summary, where the teacher wrap up the discussion and answers questions.
7. An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of question to answer or a set of instruction to follow.
8. A risk assessment where the lesson's risks and the step taken to minimize them are documented.
9. Analysis component the teacher uses to reflect on the lesson itself – such as what work, what needs improving.
10. A continuity component reviews and reflects on content from the previous lesson.

Criteria of Lesson Plan

There are some criteria of lesson plan. They are:
1. Needs, capabilities, interest of the learners should be considered.
2. Prepared on the sound psychological knowledge of the learner.
3. Provide a new learning experience, systematic but flexible.
4. Sustain a attention of the learner till the end.
5. Related to social and physical environment of the learner.
6. Development of learner's personality.

It is important to note that lesson planning is a thinking process, not the filling in of a lesson plan template. Lesson plan and envisaged a blue print, guide map for action, a comprehensive chart of classroom teaching learning of concepts, skill, attitudes.

Method

Method is a particular procedure or systematical process that can be used by the teacher in the classroom in presenting the material to the students to improve their achievement in special aspect of skill by having an interesting and meaningful teaching and learning process.

Pictogram Method

According to Kerstin Falck, (2001:14), Pictogram is used at many pre-schools today where mentally retarded children have been integrated into classes. In this cases, pictogram has become a common model for all the children when it comes to learning to read and to write. And also a pictogram or a pictograph is an ideogram that conveys it's meaning through it's pictorial resemblance to a physical object. When they start school, we have seen that children who have been at training schools are well – acquinted with the symbols.

The Pictogram's Attributes

These graphic signs inform, warn and guide to a final destination. For a pictogram is necessary to be:

Easily identify;
Available;Legible; Timeless; Designed in a very good graphics;

According to Falck. K. (2001: 6), Why are Pictograms black and white without any other colors?

The technique of making picture symbols clear and easy to perceive visually in white against a black background, making them easy to read, is old and well-tried. We see these picture symbols everywhere in the world. They provide us with quick and important information, often seen from a distance, about restaurants, telephones, toilets, directions for travel, etc. We can easily interpret these inter- national symbols without the need of a written or spoken language. Of course, Pictogram does not prevent anyone from looking at and discussing pleasant colorful pictures and photographs! However, Pictograms are picture symbols for communicating. They replace and support, where necessary, written and spoken language. Just as in the case of letters, Pictograms are in black and white, making them easy to read. It would be laborious reading a book with beautifully decorated letters in different colors. The special character of Pictograms - strictly stylized in white against a black back- ground - makes it easy to recognise them even when they are very small.

About the Working Area of Pictograms

This special sign has a very important feature: that means to strike straight to the point for the people who ask to know where to go. A good graphic representation is easily understood, but a word / a few words may be unreadable or incomprehensible by every person on the planet. That is why the using of this graphic sign is met in many domains as: hospitals, airports, business centers, zoo gardens, schools and universities, museums and libraries, IT networks etc. In these domains there are, many times, the same pictograms (e.g. toilet, meeting point etc.) that express something very known. In table 1 there are presented the pictograms used in different domains. In this creative work, there is one thing that is very important: a graphic representation has to be as clear as possible in order to satisfy the concept of the three determinations: reception – translation - action. In Table 1 the graphic representations are suggestive and anyone can identify what is about.

Practical and Teaching Tips

According to Falck. K. (2001: 14) Language develops most intensively at an early age. The brain is then wide awake for language and it is important to take advantage of this fact early in life even when dealing with children who have functional disabilities. Today, we have many positive experiences with infants when it comes to supporting communication with body language and signs used by the deaf. Mimics, body language, gestures and prosody make it easier to grasp the spoken language. When we communicate with small children, we use these channels spontaneously. Those who are gravely mentally retarded need this support throughout their lives.

Pictogram is used at many pre-schools today where mentally retarded children have been integrated into classes. In these cases, Pictogram has become a common model for all the children when it comes to learning to read and write. When they start school, we have seen that children who have been at training schools are well acquinted with the symbols. Adults who have perhaps never had the opportunity of reading Pictograms before, interpret the symbols, but they also need to "bathe in the language" in order to get used to using the symbols in different connections. The teaching tips we give here are intended for pre-school children and students at schools for the mentally retarded. Many of these ideas can even work well with adults who are mentally retarded, but it is important that the exercises are then adapted for adults.

The Pictogram's Graphic Elements

It is quite interesting to design pictograms. But in this work is important to understand some peculiar characteristics that define such a graphic representation. There are important things like the thickness of the line, the kind of the line (thin or thick), the aspect of the line (straight or curve), on "open pictogram" or on a "closed pictogram" (the representation is included in a shape, like circle, square, rhomb, triangle, ellipse etc.). It doesn't matter if there is open or closed; the only important thing is to be representative and understood. In Table 2 and 3, there are presented a few pictograms concerning the suggestion (activity area) and their symbols.

Total Physical Response (TPR) Method with Taboo (AKA HOT SEAT) Game for Young Learners

According to Harida, (2013) Total Physical Response (TPR) is a method used in communicative approach, while the aim of communicative approach is to develop the ability to communicate. Total Physical Response (TPR) is a method developed by Dr. James J. Asher, a professor emeritus of psychology at San José State University, to aid learning second languages. The method relies on the assumption that when learning a second or additional language, language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement.

Moreover, Peck in Richards adds that the best known of English as a Second Language approach involving movement is Total Physical Response. Total Physical Response (TPR) is one method for communicative language teaching, to do learning in communicative way. Zainil states that TPR is a language teaching method built around the coordination of speech and action. In addition, Asher stated that TPR is a method of teaching language by using physical movement to react to verbal input in order to reduce learners inhibitions and lower their effective filter. It reacts the learners to react language without thinking too much, facilities long term retention, and reduces learners anxiety and stress.

Further, there are seven principles of TPR as 1) assimilation and skills can be increased significantly, 2) vocabulary retention can be increased through physical activities, 3) comprehension skills are established, 4) teaching of speaking should be delayed until comprehension skills are established, 5) skills acquired through listening transfer to other skills, 6) teaching should emphasize meaning than form, and 7) teaching should minimize learners' stress. Thus, the teacher who wants to apply this method should pay remind these principles to make the aims of TPR become applied; and in order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind.

Finally, TPR is one of communicative approaches that should involve the components of communicative competence to make the application of the teaching is more easily. It motivates young learners to do and to coordinate action and speak. So, using TPR by giving a model to the young learners will make the young learners easy to remember and recycle the vocabulary given and may be encourage to learn.

The Concept of Game

Game is the enjoyment activities. As stated in Oxford Dictionary that game is form of play or sport with rules. It is also an activity providing entertainment or amusement. So, it can be concluded that game is an activity to entertain or to amuse the user.

Children are like playing, so it is more useful if the teacher uses games as a method in teaching vocabulary to young learners. Games are interesting activities that will make the students enjoy and easy to acquire the lessons. The best interesting activities that the teacher can use to teach vocabulary to young learners is game. Aydan Ersoz stated that games are motivating the children in learning vocabulary because games are very interesting and amusing. Games are not only used in teaching vocabulary but also in all language skills and many types of communication.

Further, games will help to encourage many learners to sustain their interested and work. It helps the teacher to create the contexts in which the language is useful and meaningful. Through games children can do experiment, discover, and interact with their environment. Games will bring target language to life. So, it will be easier for the children or learners to learn the language by games.

There are some benefits of games as stated by Lengeling and Casey; they are affective which encourage the creativities and spontaneous use of language and promote communicative competence; cognitive in which reinforces and focuses on grammar communicatively; class dynamic, it involves young learners centered; adaptability, easily adjusted for age, level, and interest, and also utilizes four skills.

Added by Lee Su Kim, there are many advantages of using games in the classroom. The first , Games can break the usual routine of the language class; second, games can motivate and challenge the children in learning process; next, in learning a language needs an effort. Games help the students to make the effort of learning a language; fourth, games are providing the students to practice in the four skills of English that are speaking, reading, writing, and listening; then, games help the students to interact and communicate; the last, games create a meaningful context in using language. In choosing a game, the teacher have to consider some things such as time, material, the topic of the lessons, and the students it self.

Thus, it can be stated that games can make as the aims or effort to learn language to motivate young learners to learn. There are such kinds of games that can be used in learning language; taboo (aka hot seat), scrambled letters, aka the alphabet game, bingo, logical games, semantic games, back-and-forth games, and others. In this writing, the writer presents Taboo (aka hot seat) game combine with Total Physical response (TPR).

Taboo (AKA HOT SEAT) Game

Many games can be adapted to include a physical component or otherwise fit the principles of TPR, one of them is taboo (aka hot seat) game. Taboo (aka hot seat) game presented by Koprowski. He said that this game can recycle the young learners' vocabulary. In this game teacher divides young learners into teams A and B. Team A sits in a group in one side of the classroom, team B sits on the other side. Brings two chairs to the front of room so that when seated, a student is facing his or her respective team and their back is to the black or white board. One member of each team sits in the team's chair. The teacher writes a word, phrase or sentence on the board. The students that sit in the chairs mustn't see what's written on the board. When the teacher yells 'go', the teams have a minute, using verbal clues, body movements or gestures (response phisically), to get their seated teammate to say the item written on the board.

White board. One member of each team sits in the team's chair. The teacher writes a word, phrase or sentence on the board. The students that sit in the chairs mustn't see what's written on the board. When the teacher yells 'go', the teams have a minute, using

verbal clues, body movements or gestures (response phisically), to get their seated teammate to say the item written on the board.

The Application of Taboo AKA Hot Seat Game With TPR in Learning Process

The young learners on the chair (hot-seat) should follow the model given by his/her friends in his/her own group, and then utter the model or action.

1. The teacher writes a sentence (where the young learners on the hot-seat cannot see) like; - 'point to the door'.
2. Then, the young learner (she/he) from the group models the sentences on the action and do not utter.
3. The young learners who sit in the chair (hot-seat) follow the action, and then utter action.
4. Then the teacher can continue to write other sentence such as: - 'open the door'
5. Then, she/he gives a model based on this sentence (utterance) and the young learners on the chair follow the action and then utter what she/he has been acted.
6. Teacher can also write a range of sentences such as :   'point to the door', 'open the door', and 'get out'
7. The student models, then the students who sit in the hot-seat follow the model and utter.

The other example of Taboo AKA Hot Seat Game With TPR in Learning Process
 as seen below:

1. The teacher writes a sentences, as:, stand up!'
2. Then, one of the young learners in the group model the utterance on the action   but does not utter.
3. The young learners who sit in the chair (hot-seat) follow the action, then utter.
4. The teacher can continue to the utterance such as; ,take your bag!'
5. The younger learners in the group models the utterance, take her/his bag but do not utter again.
6. Then, the young learners who sit follow the action (the model), then utters.
7. The teacher can continue with ,get out!'
8. She / he models the utterance, and the learners who sit in the hot- seat also follow the model, then utter.
9. The teacher can combine to write the utterances; ,stand up! Take your bag! And get out!'
10. The model acts three utterances, and the students in the hot-seat follows, then say the three utterances.

In this game, the young learner from the group is as a model and the other young learners who sit on the hot-seat are following the action then telling or uttering the model given by their friend. Teacher can change the young learners on the hot-seat with other young learners, and following the rules of games.

Teacher can combine three or more commands to be written on the black/white board, and the young learners to model and to do it, and teacher should constantly monitor the progress. One thing to be considered is whether the young learners are able to follow all the sentences or commands given, teacher may not use too many items at one time, because it makes the young learners confuse and merely slows down the learning process.

Using taboo (aka hot seat) game hopefully will make teaching vocabulary more effective and fun. When the situation is relaxed and fun, the young learners will be easier

to master the lesson given, especially in learning vocabulary. Teaching vocabulary by TPR with taboo (aka hot seat) game will be interested ways for young learners

Word Sorts and More

Ganske. K, (2006:4) Typically, a set of words is presented to students through a closet sort. This mean that category key words or picture provide a structure for the sort; the key words offer students clues as how the words are grouped and what the chief characteristic of each category might be. Although teachers sometimes ask students to try their hand at sorting the words with just the key words as their guide, they usually provide direction and introduce the sort with guidance, such as through a *guide word walk (Ganske, 2000)*

Word Sort Activities

There are two types of word sorts: closed and open.
1. In closed word sorts the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure.
2. In open word sorts the students determine how to categorize the words, thereby becoming involved in an active manipulation of words.

Alphabetization Students shuffle and arrange cards alphabetically.

Spelling of Prefixes, Suffixes, or Roots Students categorize words by how their prefixes, suffixes, or roots are spelled:

ad-: ac-, al-, ap-, ar-, at-

scrib, scrip, script

Oral Practice

Students, working in pairs, can practice pronunciation and spelling by asking each other to spell the word on their card. This activity might be especially effective when students are studying words from other languages (enchilada, bouquet, moccasin).

Interactive Games

Students choose a word card and act out or draw clues about the word for others to guess. A point is given to the student who both guesses and spells the word correctly.

For vocabulary enrichment, students can read aloud the dictionary definition or the thesaurus subentries for a basic list word while other students guess and spell the basic word.

Word Building

Have students use their understanding of word formation and word families to build new spelling words with the cards provided for prefixes, suffixes, and roots or with cards they make for other familiar word parts. As a self-check, ask students to look up each word they make in a dictionary.

Conceptual Framework

As explained in the literature review, vocabulary is one of the main elements in a language. It is known that vocabulary mastery supports the mastery of four language skills, namely listening, speaking, reading, and writing. Vocabulary mastery also influences the students' learning process and their achievement.

The greater the students' vocabulary is the greater the amount of the students' learning will be.

Teaching vocabulary is not only giving and explaining new words or vocabulary, but also implementing the vocabularies in many various contexts which make the

students understand their meanings and then able to appropriately use them in the different contexts. The assumption that the weakness of Kindergarten class in understanding spoken and written text is that they lack vocabulary in their minds has supported the teacher to choose an appropriate method and medium to be used in teaching and learning process.

In relation to the vocabulary teaching, the teacher should present the new vocabulary within some interesting learning activities so that they can arouse the students' interest. One way to create an interesting teaching-learning activity is to design lesson plan for vocabulary by involving the students. A lesson plan is a teacher's guide for running a particular lesson, and it includes the goal(what the students are supposed to learn), how the goal will be reached(the method, procedure) and a way measuring how well the goal was reached (test, worksheet, homework etc.
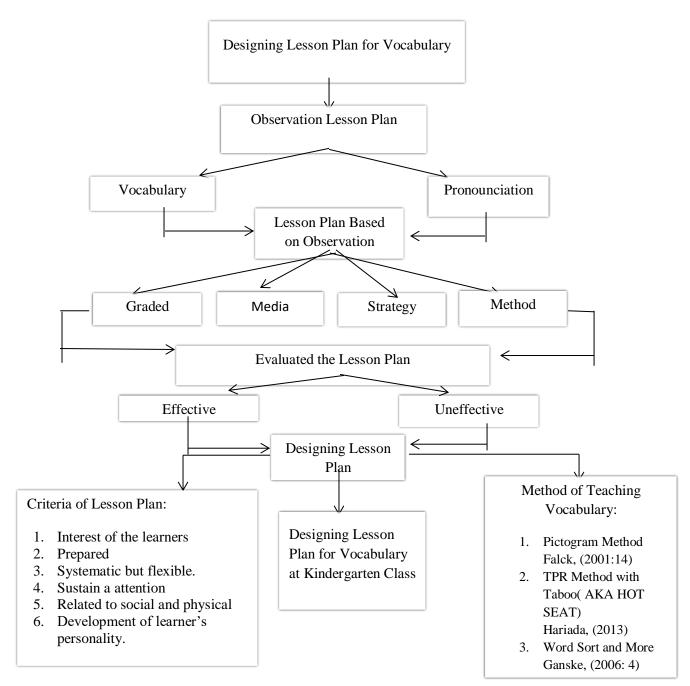
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                    Designing Lesson Plan for Vocabulary
                                    │
                                    ▼
                        Observation Lesson Plan
                        ╱                     ╲
                  Vocabulary              Pronounciation
                       │                        │
                       ▼                        ▼
                    Lesson Plan Based
                    on Observation
              ╱        │        │        ╲
          Graded     Media   Strategy    Method
              │                             │
              ▼                             ▼
                    Evaluated the Lesson Plan
                    ╱                       ╲
              Effective                   Uneffective
                  │          ▼                │
                  │     Designing Lesson      │
                  │         Plan              │
                  ▼          │                ▼
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Criteria of Lesson Plan:

1. Interest of the learners
2. Prepared
3. Systematic but flexible.
4. Sustain a attention
5. Related to social and physical
6. Development of learner's personality.

Designing Lesson Plan for Vocabulary at Kindergarten Class

Method of Teaching Vocabulary:

1. Pictogram Method Falck, (2001:14)
2. TPR Method with Taboo(AKA HOT SEAT) Hariada, (2013)
3. Word Sort and More Ganske, (2006: 4)

Figure 2.1 Conceptual Framework of Designing Lesson Plan for Vocabulary at Kindergarten Class

2.Research Design

   The method of this research will be conducted by descriptive qualitative. According to Creswell (2003:22) in Adi. P. Lumbangaol (2015), "qualitative research is exploratory is useful when the researcher does not know the important variables to examine." The work way of descriptive qualitative was collecting the data, arranging the data and interpreting the data.

Data

  The data was taken from the researcher was teaching by applying the lesson plan for vocabulary that have the writer made. Those students were the from TK B at Kartika 1-3 Medan.

  The subject of this study will be at TK B of the students in Kindergarten Class on Kartika 1- 3 Medan.

Population

  Population is the subject of a research. The subject of this research is TK B of the students in Kindergarten Class on Kartika 1-3 Medan in academic year 2017/2018 that consists of one class. The number of students in the class consists of 21 (twenty one). It is chosen based upon the unstructured interview result with the English teacher and observation result in test form at that class proving that they have the lowest achievement of English test especially in vocabulary. That is why they need an appropriate technique to help them in mastering their English scores by students' vocabulary mastery.

Sample

   Sample will be a part of all representation of population that is analyzed. The population is TK B of the students in Kindergarten Class on Kartika 1-3 Medan in academic year 2017/2018. All of the population is taken to be the sample that is called as total sampling. It consists of 21 students. They are 10 boys and 11 girls.

The Instrument of Collecting Data

   In this research, the data was collected by descriptive qualitative. The research was collected by, multiple-choice.

Procedure of Collecting the Data

The writer has four steps they are:
1. The writer design the lesson plan for vocabulary with the topic is   concrete noun.
2. The teacher was teaching the students by applying the lesson plan that she made.
3. After teaching the students' the teacher was give test by multiple choice.
4. Checking students' answer sheet about vocabulary.

Technique of Analyzing Data
1. Teacher was teaching vocabulary by applying the lesson plan.
2. Checking the students answer sheet for vocabulary.
3. Counting the right answer and wrong answer on students answer sheet.
4. Scoring students' answer by formula.

$$X = \frac{F}{}\times 100\%$$

N

Where:

X = The Scoring of the students answer
F = The total right answer of multiple choice
N = Total Number of multiple choice
100% = Standard Percentage

5. Identifying how many students' achieve value completeness if more than half of total number students' achieve, the lesson plan is effect, but if less than half of total number students achieve, the lesson plan is not effect.

3.Data Analysis

The data in this research were analyzed by using descriptive qualitative. The data were taken from the researcher was teaching by applying the lesson plan. The writer taught the students based on three lesson plan that have writer made. The data are the score of the first lesson plan, second lesson plan and the third lesson plan.

First lesson plan that used Word Sort and More method were taken on 12 May 2017. Word Sort and More method is presented to students through a closet sort. This mean that category key words or picture provide a structure for the sort; the key words offer students clues as how the words are grouped and what the chief characteristic of each category might be. The writer found 7 students who reached score standard from 21 students on first lesson plan. The data was collected from test about part of body by using multiple choice.

The second lesson plan used Pictogram Method were taken on 16 May 2017 Pictogram Method is used at many pre-schools today where mentally retarded children have been integrated into classes. In this cases, pictogram has become a common model for all the children when it comes to learning to read and to write. And also a pictogram or a pictograph is an ideogram that conveys it's meaning through it's pictorial resemblance to a physical object. The writer found 16 who reached score standard from 21 students on second lesson plan. The data was collected from test about part of body by using multiple choice.

The third lesson plan used Total Physical Response (TPR) Method. The data were taken on 18 May 2017. Total Physical Response (TPR) Method is a method used in communicative approach, while the aim of communicative approach is to develop the ability to communicate. The writer found 20 students who reached score standard from 21 students on third lesson plan. The data was collected from test about part of body by using multiple choice.

The writer did research in class TK B at TK KARTIKA 1-3 in street H.M Said No.6 Medan. The three lesson that have writer made is the same topic for the writer was teaching in TK B at TK KARTIKA 1-3 Medan, so that the writer found there was improving successful from first lesson plan up to third lesson plan for vocabulary. The data was collected from test about part of body by using multiple choice.

Data Analysis

After the data had been collected, the writer classified the data on the table

Table 1 : Score Based on Three Lesson Plan

Number of Data	Students' Initial	First Lesson Plan, Word Sort and More Method (take on 13 May 2016)	Second Lesson Plan, Pictogram Method (take on 16 May 2016)	Third Lesson Plan, Total Physical Response (TPR) Method (take on 18 May 2016)
1.	AK	40	70	70
2.	AY	50	70	80
3.	AG	50	80	80
4.	AP	70	60	70
5.	AD	80	80	90
6.	AZ	60	70	80
7.	FD	80	90	100
8.	HS	40	70	90
9.	ITL	60	80	100
10.	JL	50	50	60
11.	JF	50	60	90
12.	OZ	80	80	100
13.	RK	60	60	100
14.	RH	50	70	100
15.	NR	60	80	90
16.	SN	50	70	90
17.	VN	70	70	100
18.	MA	30	60	80
19.	NL	70	70	90
20.	LP	70	70	80
21.	MF	60	70	80
		$\sum$ = 28,57 %	$\sum$ = 76,19%	$\sum$ = 95,23%

Determining the minimum completeness criteria (KKM) is to consider the level of average ability students, the complexity of competence, and the ability of citizens supporting resources include schools, facilities and infrastructure in the organization of learning. Education units are expected to improve the completeness criteria learn continuously to achieve the ideal completeness criteria.

Value ranges between 30-100, is a value that can be determined by the school to determine how much power to individual aspects / components.

Range of Values:

80-100: High

65-79: Medium

40-59: Low

Determining the minimum completeness criteria (KKM) that the writer made lesson plan in TK B at TK Kartika 1-3 Medan for vocabulary at kindergarten minimum completeness criteria is 65 the score of students'.

The data were taken from the researcher was teaching by applying the lesson plan. The writer taught the students based on three lesson plan that have writer made. The first lesson plan is Word Sort and More. The writer found 6 students who reached score standard from 21 students on first lesson plan. The second lesson plan is Pictogram Method. The writer found 16 who reached score standard from 21 students. And the third lesson plan is Total Physical Response (TPR) Method. The writer found 20 students who reached score standard from 21 students on third lesson plan. The data was collected from test about part of body.

Research Finding

After classifying the data, the writer made the accomplishment of students' score. The data can be seen on the table below:

Number of Data	The Lesson Plan	Accomplishment of Students' Score
1.	First Lesson Plan Word Sort and More Method	28,57 %
2.	Second Lesson Plan Pictogram Method	76,19%
3.	Third Lesson Plan Total Physical Response (TPR) Method	95,23%

Based on the data, the writer found there was improving successful from first lesson plan up to third lesson plan for vocabulary. First lesson plan which used Word Sort and More Method had successful about 28,57% accomplishment of students' score. Second lesson plan which used Pictogram Method had successful about 76,19 % accomplishment of students' score. Third lesson plan which used Total Physical Response (TPR) Method had successful about 95,23 % accomplishment of students' score. So the writer found the third lesson plan which used Total Physical Response (TPR) Method was successful because the Total Physical Response (TPR) Method was suitable with the students of TK B Kartika 1-3 Medan

4.Conclusion

After analyzing the data, it can be concluded that:

First lesson plan which used Word Sort and More Method had successful about 28,57%. Second lesson plan which used Pictogram Method had successful about 76,19 %. Third lesson plan which used Total Physical Response (TPR) Method had successful about 95,23 %. So the writer found the third lesson plan which used Total Physical Response (TPR) Method was successful because the Total Physical Response (TPR) Method was suitable with the students of TK B Kartika 1-3 Medan. It means that there was an improvement by applying the first lesson plan up to the third lesson plan. It was caused the Total Physical Response (TPR) Method was most suitable for teaching vocabulary in Kindergarten.

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