

Teacher's Technique in Teaching Vocabulary to Young Learners at an Elementary School Bangko

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ARTICLE INFO	ABSTRACT
<p>Keywords: Teaching technique, vocabulary, young learners</p> <p>DOI: https://doi.org/10.22437/langue.v3i2.45823</p> <p>Received: June 20, 2025</p> <p>Reviewed: June 24, 2025</p> <p>Accepted: June 30, 2025</p>	<p><i>Vocabulary is a very important aspect of a language that a beginner language learner needs to master. School teachers who teach English as a foreign language at elementary schools applied eclectic vocabulary teaching methods that they believe to be effective to teach their students. The researchers recruited an English teacher to be the research participant. This research aimed to examine teacher's technique in teaching vocabulary to young learners in an elementary school Bangko. A qualitative case study design was applied to obtain information through interview and observation. The findings from the interview indicated that the teacher applied many kinds of techniques in teaching vocabulary to the first-grade learners of an elementary school Bangko. The interview result showed that the teacher used many kinds of techniques. In addition, from the result of observation, it was shown that the teacher applied song technique, personalization technique, realia technique, gesture technique, and picture technique in teaching vocabulary. The learners were guided by the teacher to follow some activities. Materials introduction and application of the techniques occurred in the classroom. The techniques in teaching vocabulary to young learners were applied to create exciting environment for the learners. Besides, the learners were able to participate in captivating activities as they learned vocabulary. In conclusion, teaching activities during teaching vocabulary to young learners exciting atmosphere. They were suitable to be given to young learners as an alternative way of teaching vocabulary.</i></p>

1. Introduction

A teacher plays a high role to improve students' comprehension. In a phase of acquiring knowledge, instructions of teachers guide students to obtain information to fulfill their needs. These instructions include reading materials, completing tasks and exercises, and assessments. Material which is supplied by teacher depends on subject that is taught to students. The subject contains words whose meanings the students must understand. So that they can understand written language well. For instance, understanding commands, requests, orders and how to express polite utterances.

According to Finnegan (2015), language is made up of some elements. They are vocabulary that has meanings, sounds and syllables as well as grammar that adjusts phrases and

sentences, and semantics which is a study of words and sentence meaning. In addition, Rao (2018) also stated that with insufficient practice, spelling a word correctly in written form, students may not be able to spell it even when they are familiar with some of its sounds. Without holistic understanding of those three areas, students' language proficiency development might not develop as planned. As a result, they need many exercises and practices to prevent spelling errors. The construction of understanding is built inside people's minds through many ways. These procedures occur by consuming a certain amount of time and take place in various environments. Education is one of the environments that provides learners with a knowledge of vocabulary.

Young learners are not similar to adults since they have very limited knowledge about English vocabulary. They still must study more words for a broader scope of communication. This group of learners usually experience words that occur in communication with family and friends at school. Particularly in Indonesia where English is studied as a foreign language which makes it a concerned challenge for them to master it. Teaching English words to young learners must not only cover an exciting task but also a meaningful activity. Moreover, the teaching strategy should consider some important characteristics of the learners themselves such as interest, individual characteristics, and talent which can be good starting points to teach vocabulary using the suitable strategy.

One of the elementary schools in Bangko is SD Negeri 253/VI Bangko XII. Based on information by one of the teachers in the school, Kurikulum Merdeka is used for the first, second, fourth, and fifth grades. English subject has been a Muatan Lokal subject since 2008. However, in 2022, it became the main subject for the first, second, fourth, and the fifth grades because of Kurikulum Merdeka policy at that time. Besides, English is taught to each class once in a week.

To sum up, the researchers believe that vocabulary is essential to produce a language both spoken and written forms. More specifically, as performative skills (speaking and writing) and receptive skills (reading and listening). Even though research regarding EFL students' vocabulary is interesting and challenging for language researchers, very few research so far has been carried out which emphasizes on young learners. Vocabulary plays a crucial role in helping young learners shape the language features within themselves. Young learners can communicate well with a decent understanding of vocabulary. To help the learners achieve their goal, a language teacher uses techniques in teaching vocabulary. Teacher's strategy selected determines the learners to understand English as the teaching material. For those reasons, the researchers want to examine the teacher's strategy in teaching vocabulary to young learners in an elementary school in Bangko.

2. Literature Review

2.1 The Concept of Vocabulary

According to Nunan (2003), vocabulary is a list of words that learners should master in language. If learners want to become like native speakers, they need to be able to put words together in a particular combination. Also, for fluency development, group of words should be studied as units. Vocabulary are words that have essential meaning which can be used to explain ideas. For instance, 'neutral' has meanings such as not showing emotions and not making changes. In addition, the core meaning of neutral is not in a certain place or position. This should be noticed because it helps learners to focus on the main meaning for many uses.

Vocabulary is a key to language and essential for learners (Coady & Huckin, 1997). McCarthy (1990) explained that vocabulary of a language is a group of words that exist

with meaning. For example, the English word 'eating' has another form that is 'eat'. Both are meaningful, but the word '-ing' itself does not imply anything unless it is attached to an independent word. The word 'eating' includes two meaningful parts and they are called morphemes. In addition, vocabulary of language can involve single meaningful independent word or roots such as 'box', words with prefixes 'laughter', and words with more than a root for example 'jack in the box'.

In summary, vocabulary contains a set of words that every learner should comprehend. Vocabulary is a component of language that can become a sentence to express views to people. Words are meaningful when they are placed with other words. However, words can also become senseless when they are not attached with roots or independent words.

2.2 The Importance of Vocabulary

Agazzi (2022) explained that language has four basic skills which are listening, speaking, reading, and writing. People must focus on these abilities to gain control of a language, whether a language is primary or secondary. However, supplementary components for these skills are recommended because of its use in English. The three components are vocabulary, pronunciation, and grammar. Vocabulary that always exists in a language should be learned.

In daily communication, whether in or out of school, vocabulary shows its importance. In a classroom, students can achieve good learning goals with sufficient vocabulary. Learning vocabulary has a place to be used in all language skills which are listening, speaking, reading, and writing. Successful language learners depend on vocabulary knowledge. Weakness in this component is an obstacle for learners (Susanto, 2017).

According to Ghalebi et al. (2020) the significance of vocabulary is recognized by foreign or second language learners. Language users often find themselves finding words to state their ideas orally and in writing. Besides, learners also confess demotivation while listening and reading because of limited size of vocabulary. They should understand the large number of words, word families, and multiple-word units to express themselves.

From the explanation, we can say that language consists of skills which are listening, speaking, reading, and writing. Also, learners should pay attention to vocabulary of a language. This component helps them to gain control of the language. In moments where learners must express their ideas, whether in speaking or writing, vocabulary assists them. Learners can decide words that they use when they have good knowledge of vocabulary.

2.3 Approach, Method, Technique, and Strategy in Language Teaching

Anthony (1963) defined terms which are approach, method, and technique. Approach is a collection of supplementary theories in language teaching and learning. A complete plan for well-ordered introduction of language material which is based on selected approach is method. Technique is real action in classroom that involves certain trick or clever play to achieve straightaway objectives.

Approach is assumptions about the realm of language and language learning that act as the starting point of applications and standards in language teaching. Method is analysis that includes objectives, language content, syllabus, types of learning tasks, job of learners, role of teachers, and role of materials. Actual practices that contain procedure that is operated in teaching a language is technique (Richards & Rodgers, 2014).

According to Richards and Rodgers (2014) the theory of language and theory of learning have places in shaping approach. In theory of language, there are seven models of approach in language teaching, which are: (1) Cognitive model, (2) Structural model, (3) Functional model, (4) Interactional model, (5) Sociocultural model, (6) Genre model, (7) Lexical model.

Furthermore, Jarvis et al. (2003) stated some theories of learning as foundation of approach namely, first, behaviorism that suggests learning is some more or brief change in behavior which is the result of background. Second, cognitivism is a theory where learning is connected to the phase of children's cognitive development. Third, social learning which believes that other people have influence in learning. Apparently, such learning occurs in education that consists of relations between teachers and learners, and between learners.

Thornbury (2017) summarized methods of language teaching which are: (1) Natural methods, (2) Linguistic methods, (3) Communicative methods, (4) Visionaries, (5) Self-study methods, (6) Beyond methods. In addition, Larsen-Freeman & Anderson (2013) provided various techniques in language teaching. Teachers can use numerous types of techniques such as: (1) Memorization which means lists of target words and native words are memorized by students, (2) Reading aloud parts of a text, conversation, and play are provided to students where they read them in turns, (3) Repetition drill which is a useful technique to teach lines of dialogue where students repeat the teacher's model, (4) Peer correction. Teacher monitors students when they help other students who experience difficulties, (5) Role-play where students pretend that they are representing someone else who performs in their target language briefly, and (6) Authentic material means the use of newspaper article helps to understand language use outside of classroom. Nevertheless, beginner students with low proficiency in the target language may use simple authentic materials. For instance, the weather forecast.

In addition, Orlich et al. (2010) stated that strategy is serious arrangement to perform something. Herrell & Jordan (2012) provided numerous kinds of language teaching strategies which are strategies to encourage active participation, strategies for language development, strategies for literacy development, strategy for content direction, and technology strategies for English learners. These strategies help educators to aid language students as they make improvements in language skills. Students can acquire proficiency in language when educators possess knowledge of strategy in language teaching.

It could be summarized that the approaches or theories as the starting point of language teaching. In language teaching, the intricate scheme of that matches approach is called method. Technique allows attainment of objective through real action in classroom. Besides, strategy also includes arrangement to do things. However, approach, method, and technique are most frequently applied terms in language teaching.

Some research that discusses teaching vocabulary. First, research by Nazaruddin et al. (2020) where the authors investigated the strategies of teachers in teaching vocabulary at three different elementary schools. Also, the study focuses on the problems and challenges in teaching vocabulary at schools. The audio recording device was used during the observation. Furthermore, lesson plans and syllabus were reviewed to link the activities in the classrooms. Semi-structured interview was added as the final data collection technique. The study found that demonstration and modeling were applied to teach vocabulary. Next, questions and answers were given to increase students' interest. Finally, singing techniques were done to teach vocabulary. Problems of teaching vocabulary were not participating in the activity because the teachers did not possess sufficient knowledge about teaching young students. Another problem was students' attention to learning because they usually became talkative. In addition, textbooks, media, and electronic devices were not available to assist the teachers.

Another research on teaching vocabulary was done by Deni & Fahriany (2020). It identified the teachers' perspectives of teaching vocabulary to young learners, the problems of the strategies, and the answers of the problems. The data was collected from interview on two teachers in the first grade of Qur'an Learning Center school. Teaching vocabulary to young learners involved activities which were playing games, singing, and media that were relevant with material of the students. The media were real thing, drawing pictures, video, and exercises

in textbook. The problems that the teachers experienced were passive students, and the use of time for media and strategy to teach the students. To solve the problems, the teachers provided rewards for students. Motivation was given to help them in learning. An innovative strategy, for example matching games, was suggested because it was suitable for young learners.

Next research was conducted by Garwan and Priyanti (2021) in Mts N 7 Kebumen that looked in students' perspectives of strategies in teaching vocabulary and strategies in teaching vocabulary. Interview with teacher, questionnaires for students, and document analysis were done to obtain the data. The study explained that seventh grade teachers used various media like real things, pictures, and video. Teacher applied techniques which were presentation, mime, translation, memorization, playing games, and arranging words. Meanwhile, the students felt learning English in classroom felt burdensome. However, they were captivated when the teacher applied media in teaching vocabulary. Adjustment was done in the lesson plan to customize students' learning style.

Research by Fauziningrum et al. (2023) was conducted in MTsS Siulak Gedang. The qualitative study applied observation, interviews and documentation to gather the data. The study has two main concerns which are to describe the teachers' method to teach vocabulary and the reasons for the teaching strategy. Two English teachers at MTsS Siulak Gedang applied dictionary strategy and translation strategy on the students to teach vocabulary. The teachers were involved in translating the questions and the material directly. In the classroom many learners became silent. Translation strategy was used by the teachers because the students lack comprehension to understand English.

Four studies investigated the techniques of teachers in teaching vocabulary. Teachers from various schools delivered types of techniques in teaching vocabulary. The techniques were translation, singing a song, memorization, and more. There were also some problems with teaching vocabulary, for instance students' comprehension. Most of the studies were focused on investigation of the teacher's techniques in teaching vocabulary in junior high school and some grades in elementary school. In this study, the researcher describes teacher's technique in teaching vocabulary to first grade learners of an elementary school in Bangko.

3. Research Methodology

3.1 Research Design

This research was carried out with qualitative design. It is a good way to solve a research topic where researchers need to examine variables since researchers do not know them is through qualitative research. There might not be much information in the literature on the phenomenon under study and researchers needed to conduct further research to discover more from participants. The literature review contributes less to the study's start than it does in quantitative research. In qualitative research, the literature may be reviewed to support the need to investigate the research problem, but it generally does not offer much guidance for formulating the research questions (Creswell, 2015).

Specifically, this research applied case study. Creswell (2015) stated that case study is where a researcher conducts a detailed analysis of a case, which is frequently a program, event, activity, process, or one or more individuals. Case studies are an inquiry design that may be found in many domains, including evaluation. Researchers use a range of data gathering techniques over a period to get comprehensive information about cases that are constrained by time and activity. Besides, Yin (2018) stated that case study research will be more pertinent to inquiries if they aim to explain current events (such as "how" or "why" a certain social phenomenon operates). The more that study queries call for a detailed and "in-depth" explanation of a certain social issue, the more pertinent case studies become. Five components

should be included in case study research: (1) Inquiry of case study. Case study has a form of question to explain about process of event through “how” question. Besides, “why” becomes core question to provide description of circumstance, (2) Hypothesis to be confirmed for case study, if available, (3) Analysis of units for case study. Researchers should understand that case study includes specific or real-world situations, for instance group, community, organization, program, and more. Items of case study analysis should be concrete events rather than abstract case, (4) Correlation of data with theory. There shall be a selection of data techniques that allows examination of finding. Coordinating patterns, explanation building, time-series scrutiny, intricate time series, logic styles, and cross-case combination are types of data analysis, (5) Standards of findings explanation. Explanation of case study would be valuable when the result is explained with other findings of other studies through analysis.

3.2 Participants

The participant of this research was a teacher of SD Negeri 253/VI Bangko XII. The study applied “what”, “how”, and “why” questions to gather information about teacher’s technique in teaching vocabulary to first grade learners in the school. These questions allowed explanation of teacher’s technique in teaching vocabulary to the learners.

3.3 Instruments

The instruments of the study was an interview which was carried out at school Interview invitation for participant. Participants could choose whether the interview was held face to face or online. Bahasa Indonesia was chosen for better communication. The interview activity was done by the researcher by recording the interview using smartphone. The interview was recorded in the form of audio. The interview took almost 4 minutes.

3.4 Data Analysis Procedures

In this study, the researcher used qualitative data analysis. The following explanation describes the steps of data analysis:

1. Data organization. The researcher transformed the information from the interview and observation sheet. The interview in audio was transcribed into words. The researcher listened to the recording and wrote transcription on a paper. Information on observation sheets and documentation were moved to other papers that allowed the researcher to examine data.
2. Reading and noting. The transcript and information on the paper were read by the researcher several times to understand them. The researcher wrote short phrases on margins of papers to tell ideas. For example, the researcher wrote “use of picture” on paper of organized observation data to indicate the evidence of it.
3. Classifying data into codes and themes. The researcher put a code of words that represented the technique of teacher’s technique in teaching vocabulary. The codes such as PRS for personalization, GM for game, and RL for realia. Also, the teacher’s name was replaced with the initial name which was Miss U. Themes were categories that consisted of codes. The researcher made three themes which were teacher’s techniques, how teacher’s techniques were done, and reasons for techniques use. This step helped the researcher to organize the data.
4. Data interpretation. The codes and themes were summarized to larger information to describe the teacher’s technique in teaching vocabulary to young learners.

5. Representing the data. Finally, the researcher created discussions and conclusions from the data that have been obtained. The researcher informed the techniques used by teacher in teaching vocabulary to young learners. Previous literature helped researchers to represent the data.

4. Findings

4.1. Sub Findings

The researchers conducted an interview with the teacher who teaches English subject for first grade in SD Negeri 253/VI Bangko XII. There is only one teacher in first grade of the school who teaches English subject. Miss U, the only participant, acquired a bachelor's degree of English education from Sekolah Tinggi Keguruan dan Ilmu Pendidikan Yayasan Pendidikan Merangin Bangko in 2019. Before she teaches at SD Negeri 253/VI Bangko XII, she used to be an English teacher in an Islamic elementary school in Merangin, Bangko for one and a half years. Miss U has been teaching English in SD Negeri 253/VI Bangko XII for around eight months.

In teaching vocabulary to young learners, teachers should understand that there are many techniques to explain the material to the students which help them grasp the material. In responding to the question in relation to the teaching techniques applied. Miss U commented:

“I applied various method in teaching the students such as guessing pictures technique, memorizing, saying the words out loud and the combination of several techniques” (Miss U).

Another question was asked to understand the steps of the teacher's technique in teaching vocabulary to young learners. Miss U specifically illustrated the way of teaching animal vocabulary. She described:

“I started to show a picture of an animal. For instance, the animal was a cat. A question was given to learners to let them tell the name of the animal. After that, I provided the English name of the animal” (Miss U)

The last essential question has a goal to provide teacher's perspective on the use of techniques in teaching vocabulary to young learners. Miss U described that she created enjoyable learning environment from fun activities in teaching English. She uttered:

“The techniques I created joyful learning environment. Besides, the learners would learn about English vocabulary as they participated in fun activities” (Miss U).

The excerpts above indicate that the teacher used multiple methods to teach vocabulary to her young learners. The use of various methods is intended to create a joyful learning atmosphere for the students. Moreover, the findings also indicate that fun activities boost students' participation in learning.

2. Observation

On 30 July 2024 an observation was held in classroom 1A. Miss U taught about how to introduce yourself in English and greeting in English. The objective of lesson was students have an ability to introduce themselves in English. Another objective was students can greet people

in English. Before she taught a material, students were introduced to Miss U's name. She wrote her name on the whiteboard. After that, she told the students the lesson of that day which was introducing yourself in English. At that moment, personalization technique was deployed by her, and she gave a question to the learners about stuff to tell when someone wants to introduce his or her name.

The next observation was done on 06 August 2024. The observation was done in classroom 1A. The material was about numbers in English. The objective of the lesson was the students can recognize and mention numbers in English. After Miss U told students to pray, she asked about the previous meeting's lesson. Song technique was applied in this meeting. The students and Miss U sang two songs about greeting. One of the songs required learners to clap as they were singing. Many students were singing the songs loudly and enthusiastically when all of them were singing the songs. Another activity involved learners singing together with Miss U who instructed the learners to use their fingers as well. In other words, song techniques and gesture techniques were mixed to teach learners.

The third observation was held on 13 August 2024. In 1A class, Miss U taught about colours and greeting in English. The objective of the lesson was to make students know colours in English. She applied song techniques at the beginning of the lesson. The learners and she sang a song about greeting in English. Second, she approached every two lines of learners to ask about number. There were many students on each line who were asked by Miss U. The learners on each two lines counted themselves to answer Miss U's question. Besides, Miss U showed fingers to students when they counted for application of gesture technique. Finally, Miss U used picture techniques where she drew some pictures on the whiteboard with a board marker. The learners were given the task of drawing and painting pictures on the whiteboard to their books. The paint should match the color that was written on each picture.

Fourth observation was carried out on 20 August 2024 in 1A class. Miss U taught about color and greeting. Objectives of lesson where students know color in English and students can write greeting in English. Miss U told learners to put their homework to their tables. The Miss U reviewed the students' homework which was represented use of picture technique by Miss U. Then, she brought number in English material to students. Students were told to raise their hands in the air. It was an application of gesture technique in teaching vocabulary. Besides, realia technique was deployed by Miss U by grabbing some board markers from Miss U's pencil case. Miss U displayed the board markers in front of the students, and she asked how many board markers there were. Next session, Miss U taught about color in English with realia technique. Miss U approached some learners and took some objects from learners. Miss U held an object to the air and displayed it to the learners. After that, Miss U asked about the color of the object to the object.

The last observation was done on 27 August 2024 in 1A class. Miss U taught a material about number in English. Objective of lesson was students know number in English. The picture technique was applied by Miss U by grabbing some pieces of paper and giving each student a piece of paper. The pictures were drawn with brown colour. Miss U announced that each student should answer her question using the English number on the paper

Provide a brief overview of the data collected and the corresponding analysis relevant to the following issue. Ensure that the Findings are succinct, objective, and presented in a factual manner, without incorporating personal viewpoints. The section may incorporate numerical data, tables, and figures such as charts and graphs, which should be numbered consecutively according to their order of appearance in the text.

5. Discussion

1. Teacher's Technique in Teaching Vocabulary to Young Learners in an Elementary School Bangko

The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated, and to explain any new understanding or insights about the problem after you've taken the findings into consideration. Young learners gained some advantages from vocabulary knowledge. There was a relationship between vocabulary knowledge with language comprehension. According to Irvin (1990) knowledge about words allowed people to grasp meaning of text. Besides, an ability to understand and use words allows people to comprehend what they read. In addition, vocabulary knowledge helped learners to supply the background information. When a language learner experienced difficult words in a text, vocabulary knowledge assisted them to recognize a text well.

In order to develop vocabulary knowledge to learners, teacher used techniques in teaching vocabulary. Vocabulary knowledge was essential so it should be taught especially to young learners with techniques. There were techniques which are song, personalization, realia, gesture, and picture. Studies by Asipi et al. (2023) and Rahmadan et al. (2023) revealed various techniques for teaching vocabulary to young learners, such as using songs and games. In this present study, Miss U applied song technique in teaching vocabulary to the first-grade learners on 06 August 2024 and 13 August 2024.

Another technique was personalization. In this study, researchers found the application of personalization could be used as the technique to teach vocabulary to the first- grade learners. The application of the technique of how to ask about words was very helpful for the students to increase their comprehension as claimed by Allen (1999). The teacher questioned the students regarding how to use the glossaries in the sentence examples.

The use of realia technique was found by the researchers from the observation on Miss U in the first-grade class. There was a meeting in 20 of August 2024 where she used objects in the class to support the delivery of material. Similar technique was also applied by Andini et al. (2019) to increase the first grade of junior high school students' vocabulary knowledge in Bandar Lampung. It was found that realia technique in teaching vocabulary improved the students' knowledge of vocabulary

Besides that, she also implemented gesture techniques in teaching vocabulary to the first-grade students of one Primary School in Bangko. On the 6, 13 and 20 August 2024, the researchers observed the use of gestures in teaching vocabulary to the first-grade students. It was correlated by the study by Simpuruh (2021) to teach second grade students in Indonesian junior high school by using gestures and it was found that the technique was proven to be effective to master vocabulary.

The observation on Miss U in the first-grade class also provided the existence of picture technique in teaching vocabulary to young learners which was applied by her on the 13, 20 and 27 August 2024. The use of picture technique was also found in a study by Yulia (2019) who implemented picture in teaching vocabulary to 31 seventh grade students at junior high school in Mataram. From her study, it was confirmed that the picture technique was found to be effective for teaching vocabulary.

2. Procedures of Teacher's Technique in Teaching Vocabulary to Young Learners of an Elementary School Bangko

In this study, the researchers found a series of events when Miss U as the teacher applied the techniques in teaching vocabulary to first-grade learners in a Primary School in Bangko. Before a song was given as the material about numbers, she provided some explanation about numbers from one to 10. The numbers were pronounced in Indonesian language and English as well. She also told the learners to repeat each number by pronouncing them in English. Then, she asked learners to sing a song about numbers as they moved their hands. Then, the students were given written homework in the form of matching numbers. There was a series number from one to ten which was given randomly besides those numbers. The assignment was checked afterwards. The stages of song technique which was applied in the present study was in accordance with the study carried out by Ma'rifat (2017) who applied song in teaching vocabulary to the twenty-four first-grade students at primary school in Bandung. Three stages of activities were applied such as preparation stage, core stage, and follow up stage for body parts lesson. Putri et al. (2022) also found three phases in teaching vocabulary to the sixth-grade students at an elementary school in Tembok.

In the lesson about numbers, Miss U used personalization technique in explaining numbers. A question was given when learners made a mistake pronouncing a number. Next, Miss U gave learners appropriate pronunciation for the number. Then, the learners followed the correct pronunciation. This technique is in relation to the study by Neugebauer et al. (2022) who investigated the application of question to relate vocabulary to young learners by a teacher in kindergarten. In a topic about caterpillars that shifted into a butterfly, the teacher wanted to teach about cycle and transformation.

There was the use of realia technique when Miss U gave lessons to first grade students in at a Primary School, Bangko. In a meeting, she recalled material about numbers. Two board markers were retrieved from her pencil case. Then, the students displayed the boardmarkers and asked about the amount of board markers. It was related to a study by Humaira et al. (2023) who implemented realia in teaching eleven young learners of a Kindergarten in Nusa Tenggara Barat. In using realia, the teacher provided small objects, which were animals, traffic signs, and more to the learners.

Gesture technique was applied by Miss U as the teacher in teaching vocabulary to the first-grade students at a Primary School, Bangko. In the lesson about number, she wrote number 1 until 10 on the whiteboard. She also explained the English word of each number. Then, she told the students to pay attention while she was singing the song. She moved hands to make numbers and various gestures. After some repetitions, she told the students to sing together as they moved their hands. Gesture technique was tested by the study by Andrä et al. (2020) who included 54 third grade students at a primary school in Germany. The experiment provided a video of actress who performed gestures with audio recordings of English word accompanied by German translation. For example, a gesture for a word tent was expressed with fingers and hands movement to form reversed "V" shape, whereas word thought was presented with a hand that patted head.

Picture technique was applied by the teacher in teaching vocabulary to first grade students for two lessons. In a lesson about color, the teacher made some shapes on whiteboard. There was also English color word on each shape. Then, she pronounced and pointed each word and asked the students about color translation in Indonesian. After that, the students pronounced every English color word after the teacher. Subsequently, the students were tasked to draw and paint each shape to match English color word below each shape. Finally, the task was reviewed by the teacher at the next meeting. Identical steps were explained by Allen (1983) who

explained the use of pictures in teaching vocabulary to young learners. Learners are told to prepare paper and pencil. Then, the learners are tasked to draw as many pictures of boys and girls as they could before the teacher gave the conclusion.

The second use of picture technique was seen in a lesson about numbers. First, Miss U gave each student a picture of the number. Each picture included eyes, feet, and number symbol with brown line. Then, the teacher told the students to answer the question about number and the answer should be in English and related to the picture that each student was holding. Octaberlina & Anggarini (2020) also found the picture technique in teaching vocabulary to young learners was effective in teaching. Teacher made picture cards for illness topic. Then, students were aided with a picture card by the teacher. The teacher also gave a question and allowed the students to memorize words.

3. Reason for Teacher's Technique in Teaching Vocabulary to Young Learners in an Elementary School Bangko

In the interview, Miss U believed that the application of techniques in teaching vocabulary to first grade learners would help the learners to learn in captivating activities. The first-grade learners were considered as learners in early phase of studying English. Miss U wanted to create a playful and meaningful environment for learners to learn vocabulary. Besides, it would avoid learners becoming uninterested in studying in the classroom. It is related to Oliver & Nguyen (2018) who stated that teacher's practice in teaching language influences young learners' performance. Young learners have needs that can be fulfilled by the way teachers educate them. Besides, activities that use physical movements, songs, pictures, and games are directed to young learners. Young learners favor repetitive common activities a lot of time (Nikolov & Mihaljević, 2019). Asipi et al. (2023) also added that songs captivate young learners' positive mood in classroom.

Moreover, observations on Miss U showed notable participation of young learners in the classroom. The learners were able to take part in guidance of Miss U with techniques. Miss U explained lessons with utilization of techniques which were song, personalization, realia, gesture, and picture. In the classroom, the learners like to play and take part in physical activity by Miss U. Joyful atmosphere was visible because the learners had willingness to experience teacher's instruction. As a result, many students illustrated the good outcome of their vocabulary knowledge. This decent outcome was also found by Bawawa (2020) in song technique for young learners of junior high school in Merauke.

According to Hadley et al. (2020) conversation in lessons allows young learners to utter their ideas and take part in activities. Learners would obtain language development because they think about vocabulary and use their experience and knowledge to answer the teacher's questions. In the classroom, teachers and learners take turns in conversation where the teacher initiated a question in the beginning. Teachers also provide learners with some time to give responses in conversation. Eventually, learners not only received praise as evaluation, but also further explanation from teachers.

Nurjanna (2020) found that realia technique is beneficial in teaching vocabulary. Young learners can comprehend and memorize vocabulary easily because of attractive and suitable real objects. Next study by Patmi & Sabaruddin (2021) revealed improvement of students' vocabulary knowledge because of realia technique. After six sessions of teaching with realia technique, 21 out of 30 learners achieved good and fair grades in post vocabulary tests. Meanwhile, only 14 learners who did not receive realia technique gained good and fair grades in the last vocabulary test.

Teacher applies gestures to assist learners, so that learners comprehend language easily (Morgenstern & Goldin-Meadow, 2021). Fikni et al. (2024) obtained effect of gesture in improving vocabulary knowledge of fifth grade students of Madrasah Ibtidaiyah in Serijata. After using gesture technique, students obtain mean score 72.64. The score surpassed prior score before treatment where students obtained average score 40.64. Moreover, students were captivated in vocabulary learning with gesture technique than regular method.

Luruk and Trivict (2020) conducted experimental research of the eight-grade students at Junior High school in Timor Leste. The study about picture technique in teaching vocabulary showed a high score of vocabulary knowledge for students who received picture technique. The finding correlated with what had been found by Wahab and Hafiz (2022) for applying pictures to increase vocabulary knowledge on first grade students at Junior High school in Kayangan. Besides that, the students showed a positive attitude because they participated in application of picture technique. They could memorize vocabulary easily by using the technique applied by the teacher.

6. Conclusion

A Teacher of first grade learners in an Elementary School, Bangko applied numerous types of techniques in teaching vocabulary. The learners were taught in class with song technique, personalization technique, realia technique, gesture technique, and picture technique. The teacher showed songs to young learners before they were asked to sing together. When teaching vocabulary, the teacher also generated questions that required learners to think about vocabulary. Objects in classroom were used by the teacher as aids in assisting the learners with new vocabulary. The students were told to follow the teacher's gesture to study vocabulary. Pictures were provided by the teacher where each student was selected to answer with word of pictures. These kinds of techniques were convenient for activities in classroom because they allowed the learners to play and learn. Besides, the learners were able to participate with the techniques that the teacher applied in teaching vocabulary. Many of them seemed vigorous when the teacher gave song technique, personalization technique, realia technique, gesture technique, and picture technique.

When teacher wants to teach young learners, it is advised that the teacher understands characteristic of young learners. Knowledge from young learners would assist the teacher to provide lessons that suit the learners. Young learners are learners who often show a good mood, enthusiasm, and enjoy playing. Utilization of teaching technique provides an opportunity for young learners to feel attractive, but in an educative environment. Furthermore, teachers should prepare the necessary stuff for techniques, so that all learners can participate in lessons.

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