

## **TEACHING VOCABULARY THROUGH BRAINSTORMING TECHNIQUE AT SDIT AL –HASANAH**

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### **Abstract**

Many issues are found in teaching elementary school students in their first grade. Teachers need to prepare the subject before teaching as well as their physic and mental. For this reason, the qualitative approach is applied in this research to explore the teaching English vocabulary and brainstorming technique. The exploration is expected to present the real picture in a detailed view of the obstacles in students' vocabulary mastery gathered from teaching English vocabulary and brainstorming technique in the research findings. Field notes and questionnaires were used to explore the instructional practices of the implementation of teaching vocabulary by using brainstorming technique. Another teacher gave suggestion to use brainstorming technique that it can help a teacher and the students to learn vocabularies in the same role. So, the technique for teaching vocabularies is use brainstorming, because the technique can help the students to learn and memorize vocabulary easy and can help the teacher to explain easily. This study found that the students enjoyed the instructional practices and were active in the learning process.

**Keywords:** *Brainstorming technique, teaching vocabulary*

### **INTRODUCTION**

English is the important language that people have to be master because it is used as international language. The people from different countries may use English to communicate each other, not only as international language, but also as knowledge, technology and cultural development tools. In this era, English is already well on its way to a genuine lingua franca that is a language used widely for communication between people who do not share the same first (or even second) language. Just as in the middle age Latin, it has become the first time as a language of international communication (at least in the Roman Empire). So, now English is commonly used in business people, out of the number people who have English as the second or the third language and use it for international communication.

Nowadays, English is not only needed by high level students but also it is needed by young learners or children. Why as we were in modern period in anywhere English is needed. So that, the English must be started from young learners. This effort in order the learner has the chance to be developed their English or start to study from zero.

Language can be studied and taught. Many materials can be taught. One of them is teaching vocabulary. Teaching vocabulary is used for the purpose of helping the students explain and appreciate the usage foreign language in speaking and writing. As the result, the students would become more familiar and enrich their vocabulary to be used in speaking and writing. Besides that, vocabulary is also useful in understanding a reading text or passage and listening conversation or speaking.

However, a strong vocabulary is necessary for the development of good reading and writing skills. The areas of the brain that govern vocabulary are undergoing tremendous development by first grade, especially brain centers that control the speech students hear and understand, and the areas that control what students say to others. Typical first graders have oral vocabularies of 2,500 words or more but they are still “magical” and subjective in their thinking.

Brainstorming is a method of generating ideas among a group of learners. Brainstorming is a form of preparation for lesson, like setting, which involves free, undirected contributions by the students and teacher on given topic, to generate multiple associations without linking them, no explicit analysis or interpretation by the teacher.

Another teacher gave suggestion to use brainstorming technique, It can help a teacher and the students to learn vocabularies in the same role. So, the technique for teaching vocabularies is use brainstorming, because the technique can help the students to learn and memorize vocabulary easy and can help the teacher to explain easily. To clarify those statements and to prove those assumptions, the researcher is interested in investigating further on this issue and will be reported in a study.

## **LITERATURE REVIEW**

This section presents about review of related literature. This point, elaborated in two main areas: teaching English vocabulary and brainstorming technique. Based on Petty “Teaching is ability to recall given information is seen as skill, and then the learners need for corrected practice apply” (Petty, 2004). It means that teaching is the process of learning in which a teacher teaches and gives the information correctly based on his skill so that the students will practice that information well. The definition of teaching based on its word can be divided into two parts (Clara, 2008): (1) as a verb: to give knowledge to someone, or instruct someone in skill or help them to learn; to give lesson in (a subject), especially as professional; to force home the deliverability or other wise of a particular action or behavior, etc.; said circumstances or experience, etc; to make someone learn or understand, especially by example, experience or punishment; (2) as a noun: the work of professional of teacher; something that is taught, especially guidance doctrine.

From the statements above, teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning. Teaching is one of process delivering knowledge or skill process from a teacher to students. Teacher also encourages developing knowledge and stimulates children to learn. The teacher should be able to manage and select the material. The teacher should give the material and deliver the material clearly to make the students understand with the material.

In this case, the researcher concludes that teaching is a process of delivering knowledge from the teacher to the students. A teacher can also stimulate the students to learn and should be able to manage and select the material. Vocabulary is the first step to introduce English for young learners. It is the same important like grammar, but to young learners’ vocabulary is the basic to get easy in learning English.

A strong vocabulary is necessary for the development of good reading and writing skills. The areas of the brain that govern vocabulary are undergoing tremendous development by the first grade, especially brain center that control the speech; a person hears and understands, and the areas that control what he says to others. Typical first graders have oral vocabularies of 2,500 words or more, but they are still “magical” and subjective in their thinking.

Vocabulary is understanding of meanings of the words (Scholastic, 2000). The words come into at least two forms: oral and print; receptive and productive. Vocabulary is one kind of English components that is very important for learners to support their effort to mastering English. Penny said “Vocabulary can be defined, roughly, as the word we teach in the foreign language. However, a new item of vocabulary may be more than a single word” (Penny, 1991). Richards and Renandya stated the vocabulary, it is an aspect of language skill to give the foundation for the learners to speak, listen, read, and write. (Richards & Renandya, 2002)

On those statements, vocabulary is one of the essential things in communication and used in everyday situation by the other. In this case, vocabulary is part of sentences that people usually use every day, and to express meaning in communication by the other. In education, vocabulary has the role to use the language well, the role of vocabulary they are: (1) direct instruction to teach the vocabulary; (2) repetition and multiple exposures to vocabulary; (3) learning in rich contexts for vocabulary learning; (4) vocabulary tasks; (5) engagement in learning tasks; (6) computer technology or picture can be used for teaching the vocabulary (Panel, 2000).

From the role of vocabulary above, vocabulary can be used through the computer technology or the picture to be optimal in learning. Richness of context in words is learned by learners. In this case, it can conclude the computer technology or the picture can be used effectively to help the students and the teacher know and practice vocabulary, and beside that, can motivate the students to learn vocabulary to use the brainstorming technique.

The teacher uses brainstorming techniques in teaching vocabulary, brainstorming is a group or individual to find the conclusion for getting the ideas spontaneously. By using brainstorming technique, the students free to think and give the information about the topic or the subject. Brainstorming is a method to find an idea, thoughts, responses or prior knowledge that has given by the learner or make a student center while in the classroom (Mason & Rennie, 2006). Based on those definitions, the writer concludes that this technique generates ideas among a group of learners in context related the topic. It can contribute without idea critics and rejection and operate a large or small group.

Donough and Shaw have mentioned brainstorming is a topic by talking with other students to collect ideas (2003). In this case, brainstorming is a technique to find the ideas in minds and can be use by the students in small group to collect ideas through conversation or discussion. Brainstorming as a method how to create the learner be active for thinking and analyzing (Wang, 2010). It means that brainstorming is an active learning technique and can be used effectively on the environment of the class and brings a lot of mental activity. Moreover, brainstorming to make connections with the subject and record to their mind. In short, brainstorming encourages the students to begin with the familiar ideas and finds the detail information or the data about the ideas (Chesla, 2006). There are some procedures of brainstorming: (1) select a leader; (2) define or write the idea to be brainstormed; (3) give the rules, the teacher forbids to say the answer is wrong; (4) Start the brainstorming; (5) go through the results and begin evaluating (McDowell, 1999)

The statements above can be concluded as below. It is an active learning technique and can be used effectively. It charges the environment of the class and brings a lot of mental activity in the class and thinking the ideas in small group.

## **METHOD**

The methodology approach apply in this research is the case study because this research explores a case that is teaching English vocabulary and brainstorming technique. These two major points was elaborated further in this section. The methodology applied in this research is qualitative, to analyses the problems of the study in a specific way by approaching the subject of the problems in a natural way. For these reasons, the qualitative approach is applied in this research is to explore the teaching English vocabulary and brainstorming technique. The research exploration is expected to present the real picture in a detailed view of the obstacles in students' vocabulary mastery gathered from teaching English vocabulary and brainstorming technique in the research findings.

The case study approach is chosen in this research as it has a number of characteristics such as a high degree of completeness, depth analysis, and readability which is needed in the research of the foreign language learning. Moreover, Gall characterizes case study "as the most widely used approach to qualitative research in education" (Gall & Borg, 2003). For instance,

the focus of the research is to analyze teaching English vocabulary through brainstorming technique. Viewing above definitions, then, the researcher elaborates the characteristics of case study as the activity which is explored in a limited time and setting to understand the real-life phenomenon which is analyzed by in-depth data collecting and presented in a rich context. Based on this definition, then, the researcher specified the purposed of the case study into descriptive case study because this research presented a through description of teaching English vocabulary and brainstorming technique.

## **FINDINGS AND DISCUSSION**

This discussion aims to describe how the activities in class using Total Physical Response to motivate children to learn English vocabulary. Teaching vocabulary that will be discussed is the students of elementary school. The researcher held the research at SDIT Al-Hasanah as English vocabulary. The researcher chose the first-grade students. There are 34 students. The aims of using the technique were to know the students' responses during the activities. They were applied to find out what extent was the students' achievement in mastering vocabulary using Total Physical Response and their progress.

### **Pre-Teaching**

In the first time the teacher taught about animals. The teacher taught in two meetings. The time for each meeting was about one hours (60 minutes), animals 30 minutes and part of body 30 minutes. After the teacher explains the subject, the teacher gave the students some exercise but the teacher did not have much time and the students continued the exercise in home. So that, the teacher must think manage time. The teacher would teach the students in presentation form. It means, she would explain the subjects first. The teacher was explaining the subjects until the students understand.

Teaching technique is very important to be prepared before teaching process because if the technique would help the teacher to teaching, so, the teacher must be used technique. The teacher used technique is brainstorming technique. Brainstorming technique is the technique to think the ideas before learning the subject. She would get difficult to get the purpose of teaching these subjects. The technique could help the teacher to know the students learn.

The purpose in teaching animals is to introduce the students about animals, because in the age 6 years children wanted to know about around them. The material would be taught in two meetings. To support teaching, the teacher and the students must have some books that are primary book for the teacher, primary book for the students, secondary book for the teacher and secondary book for the students. Primary book is primary book from school in each students and teacher must have. Secondary book is the supporting book to support the lesson like dictionary, map, story book, etc.

For the first time, the teacher did observation about the class. The teacher analyzes atmosphere in that class, characteristics the students, grade and material. In the class the chairs must be prepared so, the students would comfort to sit in the class, the shape in the class is horizontal. The teacher also prepared the method and the material that she would be used in teaching English vocabulary. The method is the main factor to teach the children age 6 until 10. In teaching vocabulary in this class, the teacher used total physical response. It is because this method helped the children to memorize vocabularies.

Beside this method the teacher took the picture to make the students easy to understand, memorize the learning. Besides that, the teacher gave the students exercises to see skill's students learning vocabulary and then the teacher evaluation the subject that teach before.

### **Teaching Analysis**

The teacher analyzes teaching description one by one into the paragraph. So, it can be easily to understand the atmosphere class, students, etc. In the teaching, many problems that the

teacher must be handle because the teacher is the first time as the teacher, and the students does not know the teacher before. The teacher and the students conduct the environment of the class.

To minimize the problem, the teacher must be creative to handle the students and think idea to minimize the problem. The teacher invites the students to sing the song because most of the students are bored in learning. The purpose is so the student learning again and understood with the subject, and the effect is the students became cooling down in doing exercise again. If the students are crowded again, so the teacher has problem teaching.

In the first meeting the teacher taught the students about animal and meeting two is about part of body. In each meeting the teacher teaches them about one hour (60 minutes); animals 30 minutes and part of body 30 minutes. The teacher has taught the students in presentation form, and explained the subjects first until the students understand. The teacher used teaching technique (Brainstorming). It was very important to be prepared before teaching process. The teacher would get difficult to get purpose of teaching these subjects. The purpose in teaching animals and vocabulary was to introduce the students about animals and part of body. The teacher used some books that are primary book for the teacher and secondary book to add the lesson.

The teacher did observation about the class and analysis about the atmosphere in that class, characteristic the students, grade, and material. And the teacher also prepared the method and the material. The purpose of the teacher observed in the class is that the students feel comfort. In teaching vocabulary in this class, the teacher used total physical response (TPR) to help the students memorize vocabularies. By TPR, the teacher taught the subjects by using gestures and the students respond physically. The teacher also used picture to make students easy to understand and memorize the lesson. The purpose of the teacher used total physical response because this method can be easily to teach in teaching vocabulary with picture and can be easily the students to response that the teacher gave the exercises and the students could to memorize vocabularies. As it is known, the method was very useful for teaching language.

The effect of the usage total physical response and brainstorming technique was the students learn antuciasm and the students became active in process learning because teaching method and technique were very important to be used in teaching vocabularies.

Preparation of teaching English vocabulary has been lucky because after the teacher taught in that class in the first grade, the students understand and can memorize the subjects through picture by using appropriate method and the technique.

The teacher used technique in teaching process because the technique can help the teacher to deliver knowledge and can be easily in teaching process. Brainstorming technique was used because in the fact more than 50% the students have the good scores.

## **CONCLUSION**

The teacher used brainstorming technique in teaching vocabulary because the teacher showed the pictures about animals and parts of body and also used gestures. Brainstorming technique was a good technique in teaching vocabulary and the students have been active in learning. Not only that, the students have understood and could memorizing about the subject that the teacher taught in previous time. More than 50% students have been good scores in learning vocabulary. The attitude of the students were very well and they focused to learn. As the result, brainstorming technique has a good influence in teaching vocabulary. Other possible factors which the interaction in teaching vocabulary are essentially needed to be further investigated.

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