Communicative Language Teaching in Enhancing Vocabulary for Young Leaners

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Abstrak: Teaching young students is very difficult compared to teaching teenagers or adults because young students are very quickly distracted. As a means of communication, language plays a central role in improving students' mental, social and enthusiasm in the teaching and learning process. Children love to have fun and play, so teachers must choose teaching methods that are in accordance with the nature of children. This study aims to describe and explain about communicative language teaching in improving early childhood vocabulary. Literature study is the research method used in this research. Literature studies, both in the form of books, notes, and reports of previous research results are materials used for the research process. The results of this analysis are children aged five to seven years old who are considered to be at the beginner school level, children need to be exposed to their language and culture from an early age in order to grow up with tolerance and understanding of others, the purpose of language teaching is to teach communicative competence, applying grammatical competence in communication, planning vocabulary teaching in a conventional English course, we should start by deciding and narrowing down what words to focus on, Communicative language teaching emphasizes implicit (or incidental) learning of words: students are expected to infer the meaning of new words by using context as a clue and avoiding the use of bilingual dictionaries, games or play are effective tools for teaching vocabulary to young learners.

Keywords: language, communicative, vocabulary, early childhood

INTRODUCTION

Individuals utilize language to communicate with others in their lives. As a means of communication, language features a central part within the improvement of mental, social, and enthusiastic to bolster students within the handle of educating and learning. Language learning is anticipated to assist students know themselves, their culture, and the culture of others. In addition, learning dialect too makes a difference them to specific thoughts and sentiments, take part within the community, indeed discover and utilize their basic, explanatory and creative capacities.

English as a foreign language has an important role in Indonesia and it is taught from elementary schools to postgraduate programs of university, even in some kindergartens, English is also taught as a compulsory subject, local content or extra- curricular. Teaching young learners is very difficult compared with teaching teenagersor adults because young learners get distracted very fast. Children love to have fun andplay, so teachers should choose suitable teaching methods that cater to children's nature. They have a special role in any foreign

language teaching. Indonesian childrenaccept new foreign language easily, but they get bored fast if the teacher is teaching them the old conventional methods and techniques.

Teaching English vocabulary is very important, and it is more than just presenting and introducing new vocabulary to the students. Although language structure is considered "the skeleton of the language," it agreed that vocabulary is "thevital organs and flesh" (Harmer, 1991; Biemiller and Boote, 2006). Vocabulary is the basic part and a key element to learn any language. Teaching vocabulary through communicative language teaching has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner. Knowing words is notonly memorizing them, but the students need to understand the meaning of the word in context and how the words are used. This can be achieved through correct vocabularyinstruction which should involve vocabulary selection, word knowledge and techniques. They also need the skills to teach English effectively to make the studentsenjoyable have self-confidence to use English communicatively. This paper deals with a literature review of teaching English vocabulary to young learners in communicativeway of teaching.

METHODS

The research method and data collection technique used is library research. Library research according to Sugiono in Hasanudin, et al. (2021) states that library research is a theoretical, referential and literature study on culture and moral values. The basics of library research include library organization, types of materials available, access to information and research strategies. Library study is a research conducted through collecting a number of information related to the research problem and objectives by the researcher. Books in this case, are considered as a source of data that will be processed and analyzed as is done by many historians, literature, and language experts (Danial, 2009). The purpose of using this literature study research method is to find a problem under study, find relevant information, review relevant basic theories and to deepen the researcher's knowledge about the problem and the field to be studied from the results of previous research. The data collection technique in this research is carried out by reading, analyzing and recording various literature or reading materials that are in accordance with the subject matter. This is not directly used as a reference but is filtered first, then outlined in a theoretical framework. Meanwhile, the data analysis method used is the descriptive method, which describes a symptom or event that certainly focuses on actual problems.

RESULT AND DISCUSSION

1. Who are young leaners?

Very young leaners are considered to be the children who have not yet startedtheir first years of compulsory education at school (Reilly and Ward, 2013). They havenot developed their motor skills yet and they are illiterate. Young students are consented to be children from five or six years of age who are in the primary year of rudimentary tutoring to twelve years of age old enough. Be that as it may, the time of youngsters isn't really a marker of how experienced they are. Philips (1993) expressedthat there are a few elements affecting the development of children. These elements incorporate their way of life, sex, climate (city or provincial), and guardians. They are different from older children on a number of

characteristics. As mention by (Brewster et al. (2002) name their extreme physical activeness, emotional instability, developing L1, short attention span, forgetfulness, egocentrism and self-orientation. it is important for the teacher help them in a sense of confidence and feel secure to learn a new thing. Another essential condition of their learning enthusiasm, which can be stimulated through various explorative and sensory activity and play.

The focus in this essay is on children ageing from five to seven years old who are considered to be at the beginner level of schooling. According to Halliwell (1992) young learners possess good meaning interpretation skills without understanding the actual meaning of individual words. They use the limited vocabulary they know creatively and learn indirectly, as opposed to directly. In addition, their imagination is always ready. They take great pleasure and delight creating fun in what they do and speak.

Phillips (1993) assumed that younger children are going to be holistic learners if they are taught in a very young age. They respond to the meaning that underlie the language used without worrying about individual words or sentences. When teaching young learners, Philips stressed that teachers should simplify the activities for them to understand what the teacher expects from them. The tasks teachers choose must be amusing in a way that young learners could easily reach the goals set for them. Also, the tasks must be motivating and stimulating so that young learners could feel satisfied with what they have done.

Furthermore, Slattery and Willis (2001) highlighted some characteristics young learners have. They are learners who are curious, imaginative, and playful. They develop as individuals very quickly and enjoy routines and repetitions. The learn by listening, imitating, watching, and doing things. Due to their short attention span, they need variety of activities. Also, they talk about what they did and understand in their mother tongue which helps them to learn

2. Teaching English Vocabulary for Young leaners

Having different characteristic feature, young leaners were generally defined as any individual under 18 (Ellis, 2014). In more detailed information, (Ersöz (2007) defines young learners as children at age 5 to 12 years old. For both definitions, pre- school children fall into 'young learners' category. There is a popular belief among people that children were better at learning a foreign language than adults (see Cook, 2016 for a larger review). As stated by (Morrison (2004), the preschool years were regarded as the cornerstone of later learning. Kindergarten is a period in which children experience a rapid intellectual development and language growth with a tremendous capacity to learn new words.

English is taught to children at elementary (primary) level for several reasons. According to Brumfit, Moon and Tongue (1991), children need to be exposed to the language and its culture from an early age in order to grow up with tolerance and understanding for others. However, learning a language in a school environment is a very different experience due to social, individual and environmental factors (Copland and Garton, 2014). Social factors include sociocultural class and the status of English in the society. Cameron (2014) stated that there are four things teachers need to keep in mind while teaching English to young learners beside knowledge and skills. Teachers must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching. In addition, teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally.

Last, but not least, teacher should identify problems and difficulties while teaching the language. According to (Brown (2001), teachers must take into consideration the characteristics and intellectuality of their young learners in order to be successful in learning

the language. Young learners need to pay attention to some elements of English language such as pronunciation, spelling, structure, and vocabulary. To master English skills, students must know the vocabulary of the language i.e., a list of words with their meaning because it supports their skills' improvement (Linse, 2005). In order to speak and write English, children need to learnone to two thousand words (Cameron, 2014).

Thus, even though young learners would have an age advantage, they still require special pedagogical care for learning a foreign language in a formal environment. Apart from developing blended 4 language skills, English Foreign L earning vocabulary learning is of great importance at early ages. Upon the issue of learning a word in terms of children, Tomasello (2014) defines 'word learning' as a kind of mini-linguistic lesson in which objects are pointed for children. The child has to associate the word with what s/he hears and what s/he sees. Both first language (L1) experience (Cameron, 2014) and the features of the new linguistic input of the second language (L2) are important (Cook, 2016). While word frequency is a distinguishing measure in choosing vocabulary, the ease with which the meaning of a word can be demonstrated and its appropriateness are also important criterions for the selection of vocabulary to be learnt at the beginning.

3. Communicative Language Teaching

Teaching is a process of education which can be defined as a planned and conscious effort to bring about an atmosphere of teaching and learning process to develop potential learners actively and for them to have a religious, spiritual power ofself-control, personality, intelligence, spoken, as well as the necessary skills forthemselves, the community, the nation and the State (Undang Undang No.20. 2003. inSISDIKNAS).

Communicative language teaching involves the process of teaching and learning in the classroom. Teaching is showing and helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitatinglearning, enabling the learner to learn, setting the condition for learning. The understanding of how the learner learns will determine the philosophy of education, teaching style, approach, methods, and classroom techniques. (Brown, 2001:7). Learning is a process of acquiring and getting knowledge, moreover Brown (2001:7-8) defines about learning in detail as follows:
a) Learning is acquisition
b) Learning is retention of information or skill
c) Retention implies storage system, memory, cognitive organization
d) Learning involve active, conscious focus on and acting upon events outsideor inside the organism.
e) Learning is relatively permanent but subject to forget
f) Learning involves some form of practice, perhaps reinforce practice Learning is a change in behaviour.

The learning prepare emphasizes more on endeavours on how to realize the learning goals or competencies of understudies. The instructors are required to be ableto oversee learning, which incorporates arranging, usage, and evaluation of learning. Here, the instructors are acting as specialists of learning, where instructors act as an organizer, organizer and a learning evaluator. Fair as in realizing the air of learning, the learning prepare was planned to form the learners ought to be able to create effectively all their potential, with the accentuation on understudy cantered learning indynamic learning procedures.

The purpose of teaching English generally is for the students to be able to usethe language communicatively, both in spoken and written. The essence of communicative language teaching is the engagement of learners in communication to allow them to develop

their communicative competence. While Richards and Rodgers (2001:2-3) says:" communicative language teaching (CLT) is a set of principles about the goal of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom".

The goals of language teaching are teaching communicative competence, applying grammatical competence in communication. Linguistic competence alludes to the information we have of a dialect that accounts for our capacity to create sentences in a language. It is the mastery of the rules of sentence formation in a language. While communicative competence is the use of the language for meaningful communication. Communicative competence includes aspects of knowledge about:

a) Knowing how to use language for a range of different purposes and functions.
b) Knowing how to vary the use of language according to the setting and participant (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
c) Knowing how to produce and understand different types of texts (e.g., narrative, descriptive, repots, interviews, conversations).
d) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

To achieve communicative competence, Suwarsih (2013) explains that the activities in the classroom can be divided into pre-communication and communication. Pre-communication activities focus on relevant language forms and their function. These activities focus to help students to get knowledge about the grammar, spelling, pronunciation, and vocabulary to develop skills to use them in level of sentences.

The linguist, David Wilkins, as cited in (Folse (2011) stated that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Young learners usually use labelling when they first start to learn to speak then categorizing skills (Thornbury, 2002). Thornbury (2002) stated that young learners develop a network building in which they construct complex ideas. They realize that there are other words such as synonyms and antonyms and others during this process.

There are several approaches and methods that could be used to teach English vocabulary to young learners. Using real objects that children could visualize later is a good way to learn vocabularies of the language. They need to listen to their teaching using the word and repeat it as well. Another method is the direct method where there is no translation and using the mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom. Another method is the Total Physical Response (TPR) which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time.

However, using this method that includes games and a variety of activities will allow young learners to learn vocabularies of the language very fast. In addition, teachers of young learners encourage their students to communicate by using Communicative Language Approach (CLT) where they stress language meaning in context. Vocabulary is built gradually, starting with high-frequency words useful in everyday communication. As learners' study various input material such as texts in schoolbooks, they come across with new vocabulary which they are expected to learn, either through conscious effort or implicitly. Thus, picking up vocabulary is a rather slow, cumulative process.

4. Choosing target vocabulary

When planning teaching vocabulary on a conventional course of English, oneneeds to start with deciding and narrowing down what words to focus on. Nation (2008) bases these decisions on the frequency of words (high or low; how often the word occurs in the language) and range (how widely it occurs; how many different languageuse situations it is used in). According to him, low-frequency words, which are also often of limited range, do not deserve active classroom teaching time: they can be learned through for example inferring from context. High-frequency words on the otherhand do deserve attention and deliberate teaching.

According to Nation (2008), when teaching them, they should be treated likehigh-frequency words, that is with conscious attention and explicit teaching. This is thetype of words I need to teach on my course. Choosing them for the course is a very straightforward task: whatever specialised vocabulary an employee needs for his or herwork in whatever department of the store they work in (bedrooms, bathrooms, kitchensetc.) will be targeted. I will need to provide the learners with a list of words as comprehensive as possible and plan activities to promote the learning and retention ofthese words.

5. Implicit and Explicit Vocabulary learning

In knowledge acquisition, the distinction between implicit and explicit learning operate within definition originating from psychology, definitions which highlight the presence or absence of conscious processes. As stated by Ellis (2014), implicit learning is typically defined as acquisition knowledge by a process which takesnaturally, simply without conscious operation. Communicative language teachingemphasized implicit (or incidental) learning of words: students were supposed to inferthe meaning of new words using context as a clue and to avoid the use of bilingual dictionaries. According to Khoii and Sharififar (2013) that in implicit vocabulary learning, new vocabulary is acquired without the language learners being aware of it, especially whenreading or during spoken interaction. Furthermore, as stated by Ellis (2014) the explicitis said to be characterised by more conscious operation where individual makes and test hypothesis in a search for structure.

Nation (2008) says that research has shown that deliberate learning of words easily beats incidental learning both when it comes to time spent and amount learned, and furthermore, that this type of learning promotes long-lasting retention of Iords. When it comes to classroom methodology, there is any number of ways of implementing thistype of teaching.

6. The Implementation of Vocabulary Teaching for Young Learners

One particular technique of learning words deliberately that strikes me as wellsuited and easily applicable, is the use of word cards or flash card. Thornbury (2002:145) says that there is "probably no vocabulary learning technique more rewarding than the use of word or picture cards". Nation, after presenting a number of research findings, concludes that "direct learning from word cards is an efficient and highly effective practice" Nation and Nation, 2001: 298-9). According to him, large numbers of words can be learned in a very short time, and that they can be remembered for a long time (Nation, 2008:106) describes the technique with these eight steps:
a) Cards of about 4x2 cm are made
b) A target language word is written on one side of the card and the corresponding L1 word on the other.
c) The learner goes through the pack, trying to recall the meaning of each foreign word.

If the meaning cannot be recalled, the card is turned over to check the meaning.
d) Words that were easily recalled are put back on the bottom. The more difficult ones are placed somewhere in the middle so that they will turn up again soon.
e) Having gone through the pack once or twice, it is put aside for half an hour and then looked at again.
f) The cards in the pack are looked at again an hour later, then later in the day, the next day, two days later and so on.
g) Words that prove difficult to remember can be transferred to a separate new packand other techniques can be applied to them.
h) When the words have been learned receptively (meaning of the foreign word is recalled), the cards are turned over and the words are learned productively (target language word is recalled by looking at the L1 word).

Games are used to assist young learners during their language learning. Theplay or games able to enlighten class atmosphere, maintain children interest. Thegames able to bring a meaningful situation where children communicate before,after and during the activity Wright, Betteridge and Bucky, 2016). This environment helps in forming comprehensible input in their understanding as theylearn to listen and read (Krashen, 1982), this comprehensible will help a lot whenthe children learn to write and speak (Swain, 1993). Games give student an activerole so it proposes the student promoting student cantered activity. The gamesencourage cooperation, team spirit and turn taking (Ersoz, 2000; Orlick, 2006).

Games able to create a fun and relaxing atmosphere where young children could learn fast and retain words better. So, the games or play are an effective tool to teach vocabulary to young learners (Vernon, 2019; Huyen and Nga, 2003; Uberman, 1998). Children participate and pay more attention because they enjoy themselves. Repetition will be less boring and fun for children which consolidates their learningof new words. Furthermore, by involving physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and they will guarantee their participation.

CONCLUSIONS

The communicative language teaching needs an environment which student or children learn language naturally, especially in absorbing new words in target language (L2). When teaching young learners vocabulary by using fun, learners cantered activity, the teachers must be patient in finding new and unboring way tofacilitate children learning L2. Play or other fun activities can help young learners to grasp their vocabulary effectively. In other hands, teacher should consider the time allotment and the materials in designing or choosing the game. Although play has advantages in teaching vocabulary, if it does not plan accurately, it will be useless in helping children memorize the words easily. The activity should be chosen appropriately to students' level of development, children interest, andcontext. It should include to the consideration about presenting the vocabulary withthemes or topic for a day. Any fun activity can be effective when it is used suitablyto the topic and is controlled by wise and skilled teacher.

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