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## TEACHING ANIMAL VOCABULARIES USING DOLL AS MEDIA IN TK SAKTI MERISI

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### *Abstract*

*This article illustrates English language plays a main role or English language gives a priority in a country as foreign language teaching, although the language might have no an official status. Then in a country where English Language plays an official role, English language can be used in media, government issues, to the court or laws and to the education system, for that nature English language become the second language, as a complementary of the first language or mother tongue (Crystal, 2003). In education therefore, language is the vehicle by which knowledge is jointly constructed, internalize and exchange verbal or symbolic utterances for communication. The steps in collecting data is first, the researchers prepare some dolls to be brought in the kindergarten schools. Then the second the researcher gather on the kindergarten students in a class, after that the students will be situated as they have a regular class in their daily. And then the researchers give 10 dolls and the vocabulary that related with the dolls. For instance, the researcher wanted to give the students vocabulary about tiger to the students, the researcher shows the doll that has a form of tiger, etc. The conclusion of this journal is using a doll is easier to understand by students than using written form on the whiteboard, because they prefer visual form than written form. From that data we know that fifteen students of the class can understand the vocabularies perfectly, such as Ela, Imron, and Yusuf. They can answered five questions completely. But there are five students still could not answer perfectly, they are Rohmah, Suci, Alisia, Kevin, and Alex. They could not answer because they do not like dolls. This means this theory is correct and successful although there were very several students still could not understand well.*

**Keywords:** *Teaching Animal Vocabularies, Doll, Media in Learning.*

### **Introduction**

English language plays a main role or English language gives a priority in a country as foreign language teaching, although the language might have no an official status. Then in a country where English Language plays an official role, English language can be used in media, government issues, to the court or laws and to the education system, for that nature English language become the second language, as a complementary of the first language or mother tongue (Crystal, 2003). In education therefore, language is the vehicle by which knowledge is jointly constructed, internalize and exchange verbal or symbolic utterances for communication (Mercer, 1994). Before learning all of English language system, a person must know English vocabularies. Knowing and learning them is not must be begun when we are adult, but it can be begun from early childhood. We can learn them through education institute, like kindergarten. Children can learn them from the easiest with teacher. We are as teacher, we teach them from early is very important, because it is as a first step to introduce English language to them. Therefore, we need media to help us in teaching. Through doll stories, speakers and reflective writing, preservice

teachers reflected on their own experiences and in some cases, took new interest in their own heritage.

Here we used animal dolls as a media in teaching kinds of animals. By using it as media, they can imagine, improve their interest in knowing them and building their EQ. Therefore, teacher and parents can give alternative in learning vocabularies. Generally, children like dolls. That can be chance in increasing their spirit. Learning with dolls as media can influence the development of their ability in learning process. The researchers began to teach animal vocabularies. The reason behind this research is the researchers want to make the students have interest in learning English although from the easiest thing. The researchers try to improve their English through teaching it with animal dolls. With that method, the reasearchers hope it will be very useful for students to improve and motivate their English language. Before we go to the discussion of this research, we provide theory which related to this research.

### Definition of media

Media is all of components in students environment which can stimulate students to study (Gagne: 1998).

### Research methods

The techniques of data analysis is qualitative method. It is done by comparing the results score of students' works. This is done with the stimulus from the researchers teaching the students animal vocabulary using dolls. The collection of the data is in table form. The qualitative data is showing the comparison of a student's result with others' results.

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In order to provide good analysis of the data, there are three points which involved in data analysis technique, as stated by Miles, Huberman and Saldana (2014) those are data condensation, data display, and conclusion, drawing, and verification. The clear explanation of those point is as follows.

### Research Results and Discussion

Kids who are in school can supplement their learning with fun educational toys. Giving them the opportunity to have fun while practicing the things they are learning in school will increase their retention of those things. Keep in mind that **kids learn best by doing**. Also, when children find an educational toy they really like, they will be more likely to play with it, reinforcing what they have learned. Another item to consider is that children can learn social skills from playing. When children are given educational toys, they give them a chance to bond with other children and to communicate with them. They are learning and having fun at the same time. We often look for ways to incorporate elements of play into our teaching. All play is good for learning, especially for kindergarten- aged children, but the types of play that we use are specifically designed to help students with the English language acquisition. In particular, we like to use stuffed animals, puppets, dolls, and figures to stimulate interaction in the target language. Little kids are natural role-players, and using toys is an excellent way to bring out certain words and ex-pression in English. We take a teddy bear out of the bag and we introduce the word **bear**. We point to the toy and intro-duce the colour. we say very clearly in English: —The bear is brown. Hello, bear. We repeat our greeting and then pass the toy around the circle so that each child can greet and pet the toy. Here are the pictures.



Figure 1. Animal Dolls



**Figure 2.** Animal Finger Dolls

In discussing the research, we use *Information Pick Up theory*. This theory is stated by J. Gibson (2004) He said that perception depends on information in the stimulus structure and it is not stated at the sensation influenced by cognition. He said perception is direct consequences from the environment characteristic and it doesn't include as sensoric process. This theory was developed as visual system. Then, he talked about theory implication to do research on moved or unmoved pictures. The relation between this research with this theory is animal dolls as the visual media can stimulate the students' imagination to study animal vocabularies easily. By showing the animal dolls and say the English names, they can imagine and remember the real shape and the name of the animals easily. After the researchers taught them, they gave five questions to everyone in the class. Here, we provide the data result how many students can understand ten animal vocabularies in thirty minutes.

No.	Name	1	2	3	4	5	Information
1.	Ani	✓	✓	✓	✓	✓	perfect
2.	Rina	✓	✓	✓	✓	✓	Perfect
3.	Robert	✓	✓	✓	✓	✓	Perfect
4.	Selvi	✓	✓	✓	✓	✓	Perfect
5.	Warda	✓	✓	✓	✓	✓	Perfect
6.	Wahyu	✓	✓	✓	✓	✓	Perfect
7.	Nita	✓	✓	✓	✓	✓	Perfect
8.	Ela	✓	✓	✓	✓	✓	Perfect
9.	Imron	✓	✓	✓	✓	✓	Perfect
10.	Yusuf	✓	✓	✓	✓	✓	Perfect
11.	Faruq	✓	✓	✓	✓	✓	Perfect
12.	Irsyad	✓	✓	✓	✓	✓	Perfect
13.	Maulana	✓	✓	✓	✓	✓	Perfect
14.	Siti	✓	✓	✓	✓	✓	Perfect
15.	Dimas	✓	✓	✓	✓	✓	Perfect
16.	Rohmah	✓	X	X	✓	✓	Imperfect
17.	Suci	X	✓	✓	✓	✓	Imperfect
18.	Alisia	✓	X	X	✓	X	Imperfect

19.	Kevin	X	✓	X	X	✓	Imperfect
20.	Alex	✓	X	X	✓	X	Imperfect

From that data we know that fifteen students of the class can understand the vocabularies perfectly, such as Ela, Imron, and Yusuf. They can answer five questions completely. But there are five students still could not answer perfectly, they are Rohmah, Suci, Alisia, Kevin, and Alex. They could not answer because they do not like dolls. This means this theory is correct and successful although there were very several students still could not understand well.

### Conclusions and recommendations

The conclusion of this journal is using a doll is easier to understand by students than using written form on the whiteboard, because they prefer visual form than written form. From that data we know that fifteen students of the class can understand the vocabularies perfectly, such as Ela, Imron, and Yusuf. They can answered five questions completely. But there are five students still could not answer perfectly, they are Rohmah, Suci, Alisia, Kevin, and Alex. They could not answer because they do not like dolls. This means this theory is correct and successful although there were very several students still could not understand well.

For the next researches, the researchers suggest for the next researcher to have the same research, but using different media, like teaching using video such as cartoon or kid's video in purpose to strengthening the long term memory of vocabularies.

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