DESIGNING VOCABULARY LEARNING MEDIA THROUGH ARTS AND CRAFTS FOR PRIMARY SCHOOL TEACHER TRAINING
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Abstract: Vocabulary in English is a common problem encountered in teaching and learning. This study aims to describe the steps of designing or developing vocabulary learning media using art and crafts. The purpose of this study is to teach primary school teacher training on the third-semester at Achmad Yani University Banjarmasin. This study used classroom action research. This method emphasizes on textbooks, journals and other relevant sources as sources of data and theoretical studies. The variables focused on here include the use of various art and craft activities in vocabulary teaching as independent and the success level of the students to present and participate in their learning English vocabulary.
Keywords: vocabulary learning, vocabulary teaching, art and craft activities.

BACKGROUND
Vocabulary is one of the most important components in English, because a person's ability to speak and read in English depends on how much vocabulary he has mastered. Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Wehmeier, et al, 2005). Vocabulary is very influential on how someone will understand a reading and understand other people's speech in English, because the more a person memorizes and understands vocabulary, the easier it will be for him to understand speech and reading skills in English.

Many kids are bored in learning process and have nothing there that makes them want to go. The important thing that can support the success of the learning process is the media. Media is a tool or means or device that functions as an intermediary or channel or bridge in communication activities (delivery and receiving of messages) between the communicator (message sender) and the communicant (message recipient). While learning or teaching (a term that is more widely known), is an effort to teach students Teachers can unlock a child's ability for art through media.

The implementation of Arts and Crafts as a new and dynamic method of teaching English, improving language ability. The arts can make students understand the world in which they live. It is a central part of the human experience. The arts help develop capacities and attitudes central to learning and to life Engagement in attending to or creating a work of art develops the imagination, which Maxine Green tells us is "the capacity to see things as if they could be otherwise". Surely this is a crucial capacity for those who will shape the future. Imagination makes empathy possible because to understand another we must be able to imagine living their life.

Art can make students think critically, pose problems and make decisions, central capacities in all of learning. Students who participate regularly in the arts improve self-confidence. We believe the creative process has a positive, transforming effect. It teaches hope: when people are engaged in creating, they learn that the dimensions of their lives are without limits. Because, the arts are vehicles for students’ growth in self-confidence, respectful relations with others, and development of learning skills. The students see themselves as capable of doing work that is personally satisfying and publicly acknowledged. Because serious work in the arts requires persistence, students develop self-discipline and come to understand what it means to make multiple revisions to achieve high standards. Many art forms are collaborative, students often develop the crucial ability to work on a common project with others. It is because of these relations between the arts and the development of self-esteem that so many arts educators say that the arts save lives. Arts learning helps us move from the pedagogical model of teacher-as-
expert to the pedagogy of "making" where the classroom has the feel of a studio doing original, beautiful work; where the learner is engaged in a collective process that asks them to take increasing responsibility for what is happening. The arts provide languages for shaping and expressing our understandings. Most educators agree that the arts can engage diverse learners and provide them with opportunities to share what they know. The arts help develop intellectual skills. To work in the arts, students are required to notice carefully, analyze and interpret diverse texts, think critically, pose problems, make decisions and generate multiple solutions. The development of these capacities makes students better learners. The arts contribute to social and emotional growth.

**METODOLOGY**

**Context and settings**

This Classroom Project was implemented at Achmad Yani University. The project took place in the morning with one class in the second semester, on Tuesdays from 9:00 to 11:30 a.m. The institution is located on A yani Street. It has around 20 students (males and females).

**Participants**

The participants were the first semester, between the ages of eighteen and nineteen years old, twenty females and ten males.

**Design**

The design stages include several planning for the development of teaching materials including the following activities: (1) The preparation of teaching materials in vocabulary learning will be developed based on facts, concepts, principles and procedures, allocation of learning time, indicators, (2) Designing scenarios learning or teaching and learning activities with a learning approach in order to increase students' enthusiasm for learning. (3) The selection of teaching material competencies is very necessary because the material given to students must be in accordance with the competencies to be achieved. For example, for learning vocabulary for elementary school students, it is not allowed to use teaching methods for high school, (4) Designing vocabulary learning materials.

**Planning stage**

Arts and crafts have always been an effective tool for teaching and learning among students, Pinter (2006). This practice required materials for craft activities such as paper, glue, markers, and some other things students usually have on their pencil case.

**Implementation stage**

The implementation was done in three sessions of ninety minutes in a week. The main objectives of the implementation phase are: (1) guiding students to understand the teaching materials delivered along with the use of the media they want to use when teaching vocabulary, (2) ensuring that students will understand how to make a learning media using art and crafts, (3) the teacher ensures that by using art and crafts, the ability and number of vocabulary mastered by students will increase. The equipment is enough to craft materials, color pencils, glue, etc.
Lessons need to have a variety of activities to keep interest and attention alive. Different activities needed to be prepared in advance for each class. There are enough craft materials, color pencils, glue, etc.

**Description of the Art and Craft Activities Implemented**

In this section, the art and craft activities are implemented to teach the vocabulary items in lesson plans for three weeks. According to the syllabus of English for Primary School Teacher, there are numbers, fruit, and animal. So, we designed our art and craft activities according to their curriculum.

**Day 1**

**Subject:** Number

**Time:** 90 Minutes

**Linguistic aim:** To learn numbers 1 to 10

**Vocabulary:** one, two, three, four, five, six, seven, eight, nine, and ten

**Materials:** a piece of fabric, scissors, glue, paper

**Activity:** Students cut a pattern from the fabric. They cut some fabric into the number pattern. They glue in the back of the design number to stick into the fabric that makes up the book. So, each student has a book of numbers. Everybody tried to read all of the numbers in English one by one. At the end of the class, they presented the handicrafts.

**Day 2**

**Subject:** Fruit

**Time:** 90 Minutes

**Linguistic aim:** To learn the name of the fruit

**Vocabulary:** carrot, eggplant, broccoli, paprika, and etc.

**Materials:** a flannel, scissors, glue, paper, pictures of mammals, crayons, and markers

**Activity:** Fruit crafts made by flannel were presented; after that, learners chose a favorite fruit from the samples and they made a fruit using flannel. We were on the floor in a semi-circle shape, and I gave instructions while showing them the materials and the activity they were about to start: “for this activity you need scissors, flannels, crayons, glue, markers, and recycled paper. If you do not have enough materials on your pencil bags, there is a material box in the middle of the semi-circle. You can take what you need and share with your classmates”. While students were making their crafts, I was making a big one. After twenty minutes of working on their projects, I told students to asking their friends about the name of fruit and switch their results each other. I tried to describe the characteristic of fruit in front of students.

**Day 3**

**Subject:** Animal

**Time:** 90 minutes

**Linguistic aim:** To learn the mammals

**Vocabulary:** an alphabet in English A-Z

**Materials:** a piece of fabric, scissors, glue, paper, pictures of mammals, crayons, and markers

**Activity:** Flashcards about mammals were presented; after that, learners chose a favorite animal from the samples and they made masks. We were on the floor in a semi-circle shape, and I gave instructions while showing them the materials and the activity they were about to start: “for this activity you need scissors, paper, crayons, glue, markers, and recycled paper. If you do not have enough materials on your pencil bags, there is a material box in the middle of the semi-circle. You can take what you need and share with your classmates”. While students were making their masks, I was making a human mask. After twenty minutes of working on their projects, I told students to imitate the sound of the animal that was represented on their masks. Then, I shared my mask and explained the name of mammals.

**DATA ANALYSIS AND RESULTS**

The selection of media must also be in line...
with the teaching materials to be conveyed to students.

In this stage, the main activity is to analyze the need to develop teaching vocabulary through art and crafts in the learning objectives and how to make it. The development will be carried out if the model/method used previously is no longer valid or irrelevant to the needs of students, the learning environment, and technology. The analysis at this stage will answer several questions such as how to design a class with art and crafts as learning media and improve students’ motivation when they tried to contribute to the art and craft activities.

At this point, Students should know that children have to introduced to art and craft activities in English class, it would be fun to combine these sort activities with English learning because of the age-related natural tendency. This positive motivation hinted us about the childrens readiness to accept these activities in English class. They were presented the options of listening, speaking, reading, writing, pronunciation, vocabulary learning, and grammar. They found vocabulary, grammar, and pronunciation sequentially the most challenging parts of learning English. As can be inferred from this result. Vocabulary is an important part since almost all of the students have a positive attitude towards learning English.

DISCUSSION AND CONCLUSION

A great number of studies has been done on the influence of motivation and attitudes upon the learning process and it is generally acknowledged that there exists and interrelationship between a child’s disposition towards a certain subject and his level of achievement (Strong 1984; Gardner 1985; Crookes & Schmidt 1989; Ellis 1994; Schumann 1997). In the area of English Language Teaching, particularly where young learners are concerned, the teaching materials developed in recent years are carefully designed to promote the pupils’ motivation by tackling subjects that appeal to their age group as well as by proposing highly stimulating tasks involving their favourite activities. Art and craft activities are, of course, have been part of these efforts.

As also mentioned before, art offers us plenty of opportunities for self-fulfillment in the classroom thanks to its large number of materials and processes enabling students to choose appropriate ways for communicating their ideas, feelings, thoughts. Participation in the art related activities also ease coordination between hands and mind, assist development of psychomotor, emotional, and cognitive skills. Art activities to be implemented in the classroom setting are limitless and full of possibilities for exploiting each child's creative imagination. Craft activities make students participate in the production of some work, and most of the products will be very similar. Craft activities could be made more suitable for children if the materials and designs for decoration are selected by the children rather than dictated by the teacher.

However, art and craft activities, when they are integrated, both free and guided, develop children’s eye-hand coordination and fine motor skills, and should be a usual characteristic of E.L.T. classes of young learners. Making and creating new things, for example, a finger puppet or a postcard, through English, will bring the language alive and make it satisfying for young learners while also making it fun (Holderness and Hughes,1997). Following the proposal Cameron (2001) put forward that vocabulary learning is best attained via actions that learners take to help themselves understand and remember vocabulary. The implementation of art and craft activities within the classroom allows an invitation to be extended for children to share the themes found in the playground of their minds. As teachers allow for child/teacher-initiated activity of this sort, a sense of responsibility and agency in the learning process is enhanced for the learners. This is very well articulated by Paley (1990, p.42) as "We are never in error when we use the children's own language and imagery to help further their design". Children utilizing ordinary stationary and materials, along with essential peer and teacher interactions, can expand the conceptual accomplishments in their vocabulary learning process. Moreover, this will guide teachers into a meaningful tapping of the emerging, developing ideas of childhood. The findings reveal that art and craft activities contribute to the vocabulary teaching and learning process to a great extend.

Limitations of the Study

While the present classroom action reserach successfully supported the effect of the implementation of art and craft activities in vocabulary teaching in order to enhance their children’s vocabulary development in English, certain limitations of the study should be mentioned. First of all, the number of participants for this study was small. While the results were clear, it would give a greater results if we have a larger sample of subjects. So, the activities were limited based on the materials available to students immediate environment. This negatively effected the variety of art and craft activities implemented. With better
logistic and material support, such activities could yield much better student performances.

**REFERENCES**


