



AN ANALYSIS OF THE THAILAND TEACHER'S WAYS IN USING LASAGNA MILKSHAKES SONG TO TEACH VOCABULARY FOR YOUNG LEARNERS

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Abstract

The purpose of the study was to know the way the Thailand teacher's uses Lasagna milkshakes song to teach vocabulary for young learners. This study employed descriptive qualitative design by using observation sheet and video recording as the instruments. The sample of the study was the sixth English teacher of Samakkee Islam Wittaya School. The finding of the study was that the English teacher used four ways to teach vocabulary: introducing, modelling, practicing, and applying. Therefore, the researcher concluded that the teacher used introducing, modelling, practicing, and applying the ways when she taught English by using Lasagna Milkshakes Song to students.

INTRODUCTION

English is one of the languages that is widely acknowledged as the lingua franca in many countries. In Thailand, English is used in the classroom. It is used by students of the sixth grade of Samakkee Islam Wittaya. In Thailand's educational system, English is very significant. The Ministry of Education of Thailand designated English as a foreign language learning topic in 2008. Thai pupils, on the other hand, are unable to communicate successfully in English. According to the findings of a study conducted by the Language Institute at Thammasat University in Thailand, Thai students studied English for a long period but failed. The lack of English proficiency among Thai students can be attributed to two factors. To begin with,

Thai students lack sufficient vocabulary. Finally, they understand the words but are unsure how to use them or in what conditions they should be used. All of the above is due to a lack of effort on the part of Thai students to practice or seek out more opportunities to do so. As a result, they are hesitant to communicate via words.

English language learning at Samakkee Islam Wittaya School, sixth Grade is recreational by using English songs from media. There was a question-and-answer session between teachers and students. After that, the teacher asked the students to write a song with meaning in their notebooks. To make students memorize those words more work.

Primary education is critical for the intellectual, emotional, and social development of students (Chou, 2014). The more holistic the learner is, the younger the youngster is (Adnyani & Dewi, 2020). In other words, the younger the learner is, the more he or she responds to language in terms of the language it conveys. Or what youngsters can say in language, which has the advantage of making a good impersonator feel at ease, bashful, and willing to participate in the activities provided by the teacher (Bawawa, 2020). These elements are quite inspiring (Davis & Fan, 2016). Also, because children may learn and understand multiple languages, promote pleasant experiences that should begin to improve English at a young age. The activities that will be taught should be intriguing, enjoyable, and interesting.

The English language teaching of Samakkee Islam Witthaya School, sixth Grade is in the form of teaching vocabulary through songs. Teaching students vocabulary through songs starts with having students listen to rough song lyrics (Sayakhan & Bradley, 2019). Songs used in the classroom when learning English for Grade 6 of Samakkee Islam Witthaya School are 'Occupations Song, Do you like lasagna milkshakes Song, and The feeling Song'. Students learn vocabulary can be trained by using vocabulary approach. According to Goering & Wei (2014), there are four elements of vocabulary approach. They are word connection, significance, context clues, and word-rich environment (Isnaini & Aminatun, 2021).

Word connection means connecting word by word. In word connection, the function of the teacher is as the creator of new words (Islami, 2019). The teacher should organize new words into a continuous theme. The teacher can use graphic organizer or picture of new words on the bulletin board. Significance means using and practicing the unfamiliar words (Lelawati et al., 2019). Some activities can be implemented by the teachers such as placing students with the non-target

language. The words meaning can be provided in a language that is acceptable for the students and used in conjunction with other resources (Pavia et al., 2019). The teachers can use picture or tale as the tool. Context clues mean using contextual clue tactics which supply only a line or two. The teachers can use narrative structure that functions as a set of context clues. The meaning of words can be explained from the narrative itself (Degrave, 2019). Word-rich environment means introducing new term of the words at least six times. The teachers can use it repeatedly. The teachers can treat the students to know unfamiliar words. The teachers are suggested to use a word wall. Those four elements are needed by teacher when he/she teaches vocabulary. The teacher may choose one of the best way to teach vocabulary. On the other hand, the teacher may use all elements to teach vocabulary.

Teaching vocabulary to young children differs from teaching vocabulary to adults. Young learners enjoyed playing the game and said that it helped them to improve their vocabulary (Dewi et al., 2022). Teaching vocabulary to young learners is preferable. According to Siddiqua et al., 2010), teachers should supply vocabulary in basic words, or simple words by using some steps: introducing, modelling, practicing, and applying. Teaching vocabulary depends on the teacher's need. Introducing means initiating the words in the early step. Teachers can explain new words clearly and precisely. Teachers can use visual or real tool in the classroom. Modelling means doing while mentioning. Teachers should do what the word says. Practicing means trying to do the same thing as a repetition. Teachers can instruct the students to do the words said by the teachers. Teachers should repeat words so that students may accurately repeat them and memorize them. Applying means engaging and guiding students to practice in the real-life situation. All ways are good; therefore, the teacher can use them.

RESEARCH METHODOLOGY

This research is as a qualitative research. A qualitative research is qualitative process of inquiry has the goal of understanding a social or human problem from multiple perspectives (Stahl & King, 2020). This study used a qualitative method to know the way the Thailand teacher's uses Lasagna milkshakes song to teach vocabulary for young learners. This study used descriptive analysis that explains

social phenomena (Latifnejad Roudsari, 2019). Qualitative data is to establish a detailed meaning of information. The sample of the study was one of the English teachers of Samakkee Islam Wittaya School. The English teacher teaches the sixth grade of Samakkee Islam Wittaya School.

The data for this study were collected through video recording and observation sheet, therefore, the video recording and the observation sheet were the instruments of this study. The video recording was used to record the teaching vocabulary while the observation sheet was used to cover the ways of teaching vocabulary used by the sixth-grade teacher.

The writer collected the data by giving checklist to the observation sheet. After that, the writer checked the ways used by the teacher to teach vocabulary by using song. Data analysis was done after the writer got the data. After the writer got the data of the observation, the writer then analyzed the result. The analysis was based on the theory about the steps of implementing vocabulary elements through song. The writer made a conclusion after the writer found the result. In this study, the researcher selected one of several schools to be a participant, After the writer got the school, the writer asked permission to observe the English teaching and learning process at sixth grade of Samakkee Islam Wittaya School. The writer found the problem based on the observation. Therefore, the writer asked permission to do research there. The school permitted the writer to do research there and the writer sent a permission letter to that school. Finally, the writer did research there.

RESEARCH FINDINGS AND DISCUSSION

The writer was as the observer who filled in the observation sheet. The observation sheet contains the theory of introducing, modelling, practicing and applying. Introducing means initiating the words in the early step. Teachers can explain new words clearly and precisely. Teachers can use visual or real tool in the classroom. Modelling means doing while mentioning. Teachers should do what the word says. Practicing means trying to do the same thing as a repetition. Teachers can instruct the students to do the words said by the teachers. Teachers should repeat words so that students may accurately repeat them and memorize them. Applying means engaging and guiding students to practice in the real-life situation. The result of the observation is explained in 4.1.

Table 4.1 The Observation Results

No	Aspect	Activities	Yes	
1	Introducing : Initiating the words in the early step	Teacher can explain new words clearly and precisely.	√	
		Teacher uses visual or real tool in the classroom.	√	
2	Modelling (doing while mentioning)	Teacher should do what the word says	√	
3	Practicing (trying to do the same thing as a repetition)	Teachers can instruct the students to do the words said by the teachers	√	
		Teachers should repeat words so that students may accurately repeat them and memorize them	√	
4	Applying (engaging and guiding and students to practice in the real-life situation)	Teachers engaging student to practice in the real-life situation	√	
		Teachers guiding students to practice in the real-life situation	√	

From the data above, in the introducing part, the teacher introduced and greeted students at the beginning of the lesson. She led the students to pray. She checked the students' attendance. She did not review the content of the previous meeting before she started the lesson. She explained the new words clearly and precisely. She used visual tool in the classroom.

In the modelling part, she was ready to use the teaching style by using pictures of cakes, jellies, fruits and vegetables in teaching. She used video in a clear sound to make students more interested in learning English vocabulary. She has provided good modelling part. In practicing part, she provided a pronunciation session for the students to listen to and the students followed her. In applying part, she encouraged students to apply the vocabularies from the song in the class with their friends. She has provided good participating part.

The researcher found that the way the Thailand teacher's used to teach vocabulary for the sixth grade students of Samakkee Islam Wittaya School in using Lasagna milkshakes song covered four ways. introducing, modelling, practicing, and applying. Introducing means initiating the words in the early step.

Teachers can explain new words clearly and precisely (Mejzini, 2016). Teachers can use visual or real tool in the classroom. Modelling means doing while mentioning. Teachers should do what the word says. Practicing means trying to do the same thing as a repetition. Teachers can instruct the students to do the words said by the teachers. Teachers should repeat words so that students may accurately repeat them and memorize them. Applying means engaging and guiding students to practice in the real-life situation.

The result of the study was correlated with the previous studies done by Goering & Wei (2014); Ilinawati & Dharma (2019). They had good results on the research. It is same with the research that vocabulary can be improved through the use of songs (Ma'rifat, 2017). English song of Lasagna Milkshakes Song was used to know the Thailand teacher's way to Teach Vocabulary for Young Learners.

CONCLUSION AND SUGGESTION

The researcher concluded that the way the Thailand teacher used to teach vocabulary for the sixth grade students of Samakkee Islam Wittaya School in using Lasagna milkshakes song covered four ways. introducing, modelling, practicing, and applying. The teacher could use introducing, modelling, practicing, and applying well. The teacher used them in each activity. The researcher suggests for the teacher to apply the ways when she teaches vocabulary for different topic and media. The researcher suggests for the further researchers to think about the different topic when they want to do the similar research.

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