

CHAPTER IV

FINDING AND DISCUSSION

This chapter is to find and discuss the description of data analysis. The data obtained are expected to be able to answer research questions mentioned in the first chapter. They are the creative techniques in teaching vocabulary, the implementation of the creative techniques, and the advantages of the implementation of the creative techniques in teaching vocabulary at Sabilussalam kindergarten.

4.1 The creative techniques in teaching vocabulary at Sabilussalam kindergarten.

4.1.1 Finding

Based on three observations, the researcher found some creative techniques. Those were the Drill technique, Singing Song technique, game technique, questioning technique, Role play technique. The researcher included into the table form as follows:

Table.1. The creative teaching techniques which were used by teacher at Sabilussalam kindergarten in teaching vocabulary.

Observation 1	Singing song	Drilling	Guessing Game	Skit Role play
Observation 2	Guessing	Singing song	Drilling	Group Role

	Game			play
Observation 3	Singing song	Guessing game	Drilling	Guessing game

4.1.2 Discussion

4.1.2.1 Singing Song technique

The researcher found Singing song technique was implemented after the teacher introduced new vocabulary to students, in teaching new vocabulary, and repeat vocabulary which had been taught. Sometimes the teacher used this technique spontaneously when the students made noise and broke when the students bored.

In teaching vocabulary, the teacher used this technique with some gestures, sound from clapping the table and hip hop song in teaching vocabulary. According Cremin (2000:4), the teaching creatively involves teachers in making learning more interesting, effective, using imaginative approach in the classroom. Based on the statement, this technique was interested because the teacher implemented this technique used gestures, movements and sound from clapping the table also hip hop style. This technique was effective because it can help to increased student's interest and motivated them to learn the target language. Imaginatively, the teacher asked student to sing with some gesture.

The Singing song technique included creative technique already exist and generally used by all teacher. While, the Singing song technique which was

used by teacher in teaching vocabulary at Sabilussalam the teacher combined this technique as clap the table and hip hop style. In the same manner as Daryanto's view (2009:145), the meaning of creativity is founding something to produce new something with something already exist.

4.1.2.2 Drilling technique

Drilling means listening to a model, provided by teacher, or a tape or another student, and repeating what is heard, Tice (2014:1). In drilling technique which was found in teaching vocabulary at Sabilussalam kindergarten, the teacher as model combined two activities such as listened and repeated by using hip hop style, gestures, and questions to connect between new vocabulary and understanding.

This technique was used by teacher in parts of the teaching process. The teacher used this technique to introduce the new vocabularies. This technique was used to pronounce correctly and helped them memorized and understood the meaning of the words. It appropriated on Scott and Ytreberg's view (1990: 22), that listen-repeat activities would give the children a chance to get the feel the language through sounds, stress, rhythm, and the intonation.

According to Daryanto (2009:145), the meaning of creativity is related to founding something concern thing that produce new something with use something already exist.

Based on the statements, this technique can be called as creative technique in teaching vocabulary because in drilling creative technique, the teacher combined the listened and repeated using hip hop style, gestures, guess in teaching vocabulary.

According to Cremin (2000:4), there are some characteristics of creativity in education as involving: posing question, making connections, being imaginative, exploring options, engaging in critical reflection/evaluation. Based on the statement, this technique included part of creative characteristics in teaching vocabulary above. For example, this technique combined some gestures as exploring options imaginatively, also combined some questions and guess to make connections in the introducing new vocabulary, to make student's pronounce the word correctly and help them to memorize and to understand meaning of the words.

Additionally, Cremin (2000:4) states that teaching creatively involves teachers in making learning more interesting, effective, using imaginative approach in the classroom. This technique made a teaching vocabulary more interesting because the teacher covered teaching vocabulary used hip hop style that combined with gestures, questions and guess. The teacher not only drilled and repeated new vocabulary to young learner but the teacher mentioned new vocabulary using hip hop style to make student motivated to learn vocabulary.

According to Horner and Riff (2004:1), creativity involves thinking and behaving imaginatively, purposeful, original and value. Based on the statement above the drilling technique which was used by teacher in teaching vocabulary at

Sabilussalam can be called creative technique because the teacher combined this technique using questions and guess. Both of them were used by teacher to make links with knowledge and responded in different ways. Hip hop style which was used by teacher in drilling technique to motivate student in repetition word. Additionally, creativity involved purposeful where was the drilling technique used by teacher to help student in pronunciation.

4.1.2.3 Role play technique

There were two kinds of role play which was used by teacher in teaching vocabulary at Sabilusssalam kindergarten. Those were the Skits role play and Group role play.

4.1.2.3.1 The Skits role play

The teacher usually used this technique spontaneously when the student didn't focus in vocabulary learning process. Additionally, this technique was used by teacher to ask student showed their performing a familiar person to explore their vocabulary. For example: the teacher asked student to perform their favorite superhero, or person in daily activity, grandmother, grandfather, police, etc.

Tompkins (1998: 8) states that the Role playing/simulation is an extremely valuable method for second language learning. It encouraged thinking and creativity, lets students developed and practiced new language and behavioral

skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Based on the statement above, the teacher used this technique not only to make student felt enjoy in learning vocabulary but also to motivate and encouraged the student to explore their vocabulary in daily activity indirectly. Besides that, this technique can stimulate their imagination. Cermin states that the teachers should be able to make learning more interest, effective, innovative, imaginative in the classroom (2009:4).

4.1.2.3.2 The Group role play

For the group role play, the teacher named Dora's adventures. There were two groups worked collaboratively in Boot's team and friends. The teacher was as a map who gave instruction before the Boot and Dora (student) worked in team to explore the media that have been prepared by teacher. By working as a group, the student can learn the actions and dialogues also built their imaginative. Besides, this technique was used by the teacher to develop student's vocabulary in the context. Also the teacher developed their imagination in role play.

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the statement above was related to role play technique in teaching vocabulary at Sabilussalam Kindergarten to motivate and encourage the student to explore their vocabulary in daily activity indirectly. Besides, they felt enjoyable to learn vocabulary because this technique encouraged them to explore their idea and their creativity. However, the purpose of this technique which was used by the teacher not only built their imagination and creativity but it can also help student to explore their vocabulary in daily activity. In the same manner as what Horner and Ryf (2007:1) states that creativity involves thinking and behaving imaginatively, all of imaginative activity must purposeful

Whereas, according to Cremin (2000:4), teaching creatively involves teacher in making learning more interesting, effective, and the using of imaginative in the classroom. This technique can be called creative technique because this technique makes learning vocabulary more interesting and imaginative. Two groups worked collaboratively in Boot's team and friends to adventure where was the teacher prepared media and instruction to make connection in teaching vocabulary. Cremin states that the Collaborative is one of creative English practice include encouraging collaboration and making connection (2000:5). The teacher was as map in giving instruction before the Boot and friends (student) worked in team to explore the media that had been prepared by teacher. By working as a group, the student could all learn the actions and dialogue also built their imaginatively. Besides that, this technique was used by teacher to develop student's vocabulary in the context meaning and their imagination in role play.

4.1.2.3.3 Game technique

Halfield (1990:5) states that a game is an activity with rules, a goal and element of fun. He also explains that the emphasis in the game is on successful communication rather than on correctness of language.

In this research, the teacher used Guessing game to teach vocabulary creatively. The teacher combined the using of performing instructions, actions, and responses. The teacher asked one of students to stand up in front of class. Then teacher gave the instruction through whisper key word vocabulary verb to student. After that, the student responded teacher using action and gave clues to his classmates to guess vocabulary verb in front of class. If one of classmates could guess, so he got turn to give guessing in front of class. This technique can help student active to learn vocabulary in communicative learning. According to Halfield, the guessing games can take one of the following forms: The player with the information deliberately withholds it, while others guess what it may be. (1990: 8)

This technique is the same as the whisper game but the differences of them are in practicing. In practicing whisper game, the teacher made group in line and gave whisper vocabulary word to one student then asked him to whisper to other student until the end group line. To last student must mention the vocabulary word which has been whispered.

There are some reasons why this technique can be called as creative technique. The first, game can motivate to learn and built fun atmosphere in learning process. The second, teaching children is very different with adult, so need creative teaching technique in learning process. The third, the children's world is the play world. The fourth, through game, the children can improve their vocabulary. Besides, they can explore their vocabulary through their creativity in daily activity.

This technique combines the performing instructions, actions, and responses. It's called creative technique because according to Cremin (2000:4), the teaching creatively involves teacher in making learning more interesting, effective, and imaginative in the classroom. Based on the statement, the teacher covered teaching new vocabulary or vocabulary word had been mastered in the games. So the learning processes were more interesting for the students. Besides, it was effective because in implementation of this technique, the teacher asked student to perform actions to their friend and the teacher also active in learning process.

4.2 The implementation of the creative techniques in teaching vocabulary at Sabilussalam kindergarten.

Based on the observations above, the researcher found the implementation of the creative techniques in teaching vocabulary at Sabilussalam kindergarten. They were the implementation of Sing song technique, Drilling technique, Role play technique and Game technique which were used by the teacher in teaching vocabulary to the students at level B.

4.2.1 The implementation of sing song technique

4.2.1.1 Finding

Based on the three observations above, the researcher found some steps when the teacher implemented sing song technique in teaching vocabulary at Sabilussalam kindergarten. To be easy in next discussion and to be clearly in finding, the researcher took the data into description form as follows:

Firstly, the teacher introduced vocabulary by using some gestures. Secondly, the teacher repeated vocabulary lyric again using gesture. Thirdly, the teacher went around of student to drill student's pronunciation until well one by one. Fourthly, the teacher gave instructions to clap the table as music instrument hip hop song. The teacher gave examples how to clap the table nicely. Fifthly, the teacher asked student to perform how to clap the table one by one until well. Sixthly, the teacher asked student to sing song together using hip hop music and perform gesture. Finally, the teacher asked student to make circle and gave some simple questions related to gesture that showed by teacher. The teacher gave simple questions still using performed hip hop style and gesture.

The teacher used this technique after the teacher used drill technique to teach new vocabulary. Song creative technique was used by the teacher to teach next new vocabulary or after repeated vocabulary which had been taught.

4.2.1.2 Discussion

According to Millington, there are three steps to implement Song technique in teaching vocabulary. Those are the preparation stage, the core stage,

the follow-up stage (2011: 138). The preparation stage is giving the goal of the task was singing the song in the core activity stage. It is useful to activate the vocabulary and to form basic sentence structures in the preparation stage. Core stage is to involve the students and maximize interesting, it will be advantageous to sing the song several times in the core. While, follow-up stage is to build on the successful completion of the core stage. In other words, the students have sing the song and now must be encouraged to use the vocabulary in the song.

The explanations above appropriated to the sing song technique which is used by teacher in teaching vocabulary at Sabilussalam kindergarten. In the same manner as what Millington stated, the preparation stage is given the goal of the task is singing the song in the core activity stage in the preparation stage (2011:138). One way of activating vocabulary the teacher introduced vocabulary through some gestures and guess. Then the teacher repeated vocabulary lyric again using gesture. After that, the teacher went around to drill student's pronunciation until well one by one.

In the same line, core stage is involved the students and maximize interesting, it would be advantageous to sing the song several times. So, to involve the students and maximized interest in the core stage, the teacher gave instructions to clap the table as music instrument hip hop song. The teacher gave examples how to clap the table nicely. The fifth, the teacher asked student to perform how to clap the table one by one until well. Sixthly, the teacher asked student to sing song together using hip hop music and performed gestures.

Additionally, to end activity classroom, the teacher asked student to make circle and gave some simple questions related to gesture that showed by teacher. The teacher gave simple questions still using performed hip hop style and gestures. In the same manner as what Millington's states that the follow-up stage should attempt to build on the successful completion of the core stage. In other words, the students had sung the song and now should be encouraged to use the vocabulary or sentence structures from the song. (2011: 138)

Besides, according to Cremin (2000:5), the element of creative English practice include are : profiling & purpose, fore grounding potent affectively, engaging text, fostering, play and engagement, harnessing, curiosity and profiling agency, encouraging collaboration and making connection, integrating reflection, review, feedback and celebration, taking time to travel & explore, ensuring the creative involvement of the teacher.

Profiling and purpose means that creative activities which are done in classroom must have clear purpose. In the same manner as the teacher used sing technique combined some gesture, hip hop style and clap the table in teaching vocabulary purposed to help students express their idea and built their creativity and made learning interest and effective. The implementation of this technique appropriated to Cremin's states that teaching creatively involves teachers in making learning more interesting, effective, using imaginative approach in the classroom. (2000:4)

Besides that, in teaching vocabulary creatively includes encouraging collaboration and making connection, integrated reflection, review, feedback and

celebration. In the same manner as the teacher went around of student to drill student's pronunciation until well one by one. Also the teacher gave instructions to clap the table as music instrument hip hop song. The teacher gave examples how to clap the table nicely. Then the teacher asked student to perform how to clap the table one by one until well were as reflection

Additionally in teaching vocabulary creatively includes encouraging collaboration and making connection. In the same manner as the teacher asked student to sing song together using hip hop music and performed gesture. Then the teacher asked student to make circle and gave some simple questions related to gestures that showed by teacher also gave simple questions still using perform hip hop style and gestures as reviewing and feedback in learning process.

4.2.2 The implementation of the Drilling technique

4.2.2.1 Finding

Based on the result of observations, the researcher found some steps how did the teacher implemented the Drilling technique in teaching vocabulary at Sabilussalam kindergarten. To be easy in next discussion and to be clearly in finding, the researcher concluded into description form.

Firstly, the teacher gave some interest question to make connections vocabulary word with understanding meaning word. Then the teacher introduced vocabulary using some gestures. Secondly, the teacher drilled and repeated student one by one using hip hop style and some gestures. The transcription can be seen as follows: (The teacher showed gesture and sang combined hip hop style

and repeat a new word. The teacher showed movement a person was swimming). Thirdly, the teacher went around of student to drill student's pronunciation until well one by one. Finally, the teacher gave some questions related to gesture that showed by teacher.

The teacher implemented drill technique after introduced new vocabulary through sing song then the teacher drilled new vocabulary in song lyric to help student pronounce well. Additionally, the teacher used drilling technique when the student cannot answer the guessing and the questioning which was given by teacher.

4.2.2.2 Discussion

Tice (2014:2) states that there are some steps to implement repetition drilling technique in classroom activity. Firstly, make sure you give clear, natural sounding and consistent models. Secondly, use movement or gesture to help them visualize the language they are practicing. Thirdly, helping learners focus on correct pronunciation and intonation and is also attention-grabbing.

Based on the statement above, there are three steps to implement Drilling technique in teaching vocabulary at Sabilussalam Kindergarten. Firstly was as preparation stage, the teacher give some interest question to make connections vocabulary word with understanding meaning word. Then the teacher introduced vocabulary by using some gestures.

However the first and second steps in the explanations above are appropriated to the steps which were used by teacher in implementing drilling

technique, the teacher drilled and repeated student one by one using hip hop style and some gestures. The transcription can be seen as follows: (The teacher showed gesture and sang combined hip hop style and repeated a new word. Then showed movement a person was swimming). In the same manner as what Tice states that drilling technique makes sure you give clear, natural sounding and consistent models. (2014:2)

Tice states that the third of step drilling technique is helping learners focus on correct pronunciation and intonation and is also attention-grabbing (2014:2). In the same manner as the third step used by teacher in teaching vocabulary at Sabilussalam kindergarten, she went around of classroom to drill student one by one until their pronunciation well. Finally, the teacher gave some questions related to gesture that showed by teacher.

Then the teacher introduced vocabulary using some gestures. It is shown that in teaching vocabulary creatively, the teacher stimulates student to help built their imagination and making understanding to meaning of word. According to Creemin (2000;157), the teacher need to some suggestions to teach English creatively, one of them is stimulate imagination making significant connections.

Secondly, the teacher drilled and repeated student one by one using hip hop style and some gestures. The transcription can be seen as follows: (The teacher showed gestures and sang combined hip hop style and repeated a new word. The teacher showed movement a person was swimming). It is appropriated to

Cremin's view (2000; 157), that the teacher need to some suggestions to teach English creatively, one of them is using a range of learning styles.

Thirdly, the teacher went around of student to drill student's pronunciation until well one by one. Finally, the teacher gave some questions related to gesture that showed by teacher. It is appropriated to Cremin's view, the element of creative English practice integrating reflection, review, feedback and celebration (2000:5).

4.2.3 The implementation of the Role play techniques

4.2.3.1 The Skits role play

4.2.3.1.1 Finding

Based on the observation, the researcher found two types Role play techniques which were implemented by teacher in teaching vocabulary at Sabilussalam Kindergarten.

The first was the implementation of the Skits role play. There were some steps used by teacher to implement Skits role play. Firstly, the teacher asked student to make circle and sing song together. After that, the teacher introduced herself as robot, grandmother, bat man . Then the teacher asked student introduced their self as robot. The teacher and student collaborated to explore new vocabulary especially verb. Then, the teacher gave instructions and asked student to explore one by one, in this step the teacher gave some questions to connect vocabulary word into understanding meaning of the words. Finally the teacher gave guess

through the showing of gestures as robot and asked student to guess teacher's movement.

4.2.3.1.2 Discussion

Kodotchigova suggests steps for creating a successful role play. The first step is selecting an appropriate situation. The second step is designing role play based students' language skills. The third step is predicting the language needed. The fourth step is Factual preparation. The fifth step is assigning the roles and Follow-up. (2000:2)

Based on the statement above, there were some steps used by teacher to implement skits role play in teaching vocabulary at Sabilussalam kindergarten. Firstly, the teacher asked student to make circle and sing song together. After that, the teacher introduced herself as robot. Then the teacher asked student to introduce their self as robot. The teacher and student collaborated to explore new vocabulary especially verb. Then, the teacher gave instructions and asked student to explore one by one, in this step the teacher gave some questions to connect vocabulary word into understanding meaning of the words. Finally the teacher gave guess through the showing of gestures as robot and asked student to guess teacher's movement.

The first step is selecting an appropriate situation. This step for creating a role play was to choose an appropriate situation. To make appropriate situation, the teacher asked student to make circle and sing song together.

The second step is designing role play based students' language skills. At this stage, the teachers needed to come up with ideas on how situation may develop. So, the teacher introduced herself as robot. Then the teacher asked student to introduce their self as robot. Both of them introduced their self used Robot's gesture.

The third step is predicting the language needed. After the appropriated role play was selected, the teacher should adjust the language to the students' language proficiency level. In this stage, the teacher and student collaborated to explore new vocabulary especially verb, for example, walking, running, swimming, jumping, etc.

The fourth step is Factual preparation. This step deals with giving instructions, information, and clear role description to the students. Then, the teacher gave instructions and asked student to explore one by one, in this step the teacher gave some question to connect vocabulary word into understanding meaning of the words.

Finally is Follow-up: Once the student finish performing the role play, a teacher should spend some time on evaluation. In this stage, teacher gave the guessing trough the showing of gestures as robot and asked student to guess teacher's movement.

Based on the explanation above, the some steps are appropriated to Cremin's view (2000:5), the elements of creative English practice include are: Profiling meaning & purpose, Fore grounding potent affectively engaging texts,

Fostering play & engagement, Harnessing curiosity and profiling agency, Encouraging collaboration & making connection, Integrating reflection, review, feedback and celebration, Taking time to travel & explore, ensuring the creative involvement of the teacher.

These steps have Profiling meaning & purpose because it purposes to improve their vocabulary, to review vocabulary which have been learned, and to explore their creativity also to help students learn vocabulary in context. Besides that, in the implementation of this technique, the teacher included fostering play as element creative where the teacher asked student not only perform action their favorite super hero but the teacher also asked student to pronounce and practiced their vocabulary in super hero's style. Additionally, Integrating reflection and review were showed by teacher used some guess and interest questions, feedback and celebration used giving gift to the students.

4.2.3.2 The Group role play

4.2.3.2.1 Finding

There were some steps which used by teacher to implement group role play technique. Firstly, the teacher gave instruction and told scenario of Dora's adventure. Secondly, the teacher asked student to stand up and made a line, the teacher divided student in two groups. Then teacher motivated student and gave instructions about the Dora's map and student role as both and Dora. Thirdly, the teacher asked student to walk in line and the teacher asked student to sing together using some gestures. Fourthly, the teacher was as Dora's map who gave

instruction that the student meet a gutter then the teacher gave instruction to jump up. Fifthly, the teacher still described the situation to student, the teacher still describe to build their imagination. The teacher gave instruction to pass a river. So teacher gave question “what do they do it we are in a river?”, “Are we like a fish”? the teacher asked student too swim and showed gestures as fish.

Then, the teacher still gave instructions and built their imagination. Then teacher pointed the box as river stones than the teacher asked student to jump again to go to the forest. In the forest the teacher had been prepared some imitation tree and some imitation fruits. The teacher gave instruction to eat the fruits. After that, the teacher asked student to do practice “drinking” gesture. The teacher asked student to sleep, then the teacher would gave instruction to get up after student listened song which was sung by teacher. Finally, in the end of activity which was done by the student the teacher gave additional activity trough some guess and interest question which appropriated the topic.

4.2.3.2.2 Discussion

To discuss the implementation of group role play technique, the researcher also conducted to the role play steps from Kodotchigova (2000:2). The first step for creating a role play is to choose an appropriated situation. The second step is designing role play based students’ language skills. The third step was predicting the language needed. The fourth step was Factual preparation. The fifth step was assigning the roles and follow-up.

Firstly, the teacher gave instruction and told scenario of Dora's adventure. It was appropriated to step based on the statement above because this step purposed to select an appropriated situation.

Secondly, the teacher asked student to stand up and made a line, the teacher divided student in two groups. Then teacher motivated student and gave instruction about the Dora's map and student role as Boot and Dora. This step also appropriated to the statements above because this stage the teacher designed role play based students' language skills. The teacher asked student to explore their vocabulary which had been mastered in speaking skill. This skill teacher still focuses to vocabulary only.

Thirdly, the teacher asked student to walk in line and the teacher asked student to sing together used some gestures. The third step was predicting the language needed. After the appropriated role play was selected, the teacher should adjust the language to the students' language proficiency level.

Fourthly, the teacher gave the factual preparation to the student. This step deals with giving instructions, information, and clear role description to the student and assigned the roles. It is accordance to the teacher's step where the teacher as Dora's map gave instruction that the student would meet a gutter then the teacher gave instruction to jump up.

Fifthly, the teacher still described the situation to student, the teacher still described to build their imagination. The teacher gave instruction to pass a river. So teacher gave question "what do they do it we are in a river"? "Are we like a

fish”?, the teacher asked student to swim and showed gesture as fish. Then the teacher was motivated and built their imagination. Then teacher pointed the box as river stones than the teacher asked student to jump again to go to the forest. In the forest the teacher had been prepared some imitation tree and some imitation fruits. The teacher gave instructions to eat the fruits. After that, the teacher asked student to do practice “drinking” gesture. The teacher asked student to sleep, then the teacher would gave instruction to get up after student listened song which sing by teacher.

Finally is Follow-up: Once the student finish performing the role play, a teacher should spent some time on evaluation. In the end of activity which done by student, the teacher gave some guess and interest question which was appropriated the topic.

4.2.4 The implementation of Game technique in teaching vocabulary at Sabilussalam Kindergarten

4.2.4.1 Finding

Guessing game is creative game because the teacher combines using the performing action and instruction. This technique used by teacher after introduced new vocabulary verb. The teacher gave instruction to student to whisper verb vocabulary to each student then the student performed action which whispered in front of class and the each student guess the action. This technique could help to learn vocabulary in communicative learning.

There are some steps to implement Game creative technique in teaching vocabulary. Firstly, the teacher introduced new vocabulary and vocabulary that taught before new activity using song and gesture. Then, the teacher gave some instructions to start this game. After that, the teacher chose one student to stand up in front of class and the teacher whispered vocabulary word, then the student performed action or gesture in front of the class and the other student could guess the gesture. Then the student who gave the guessing in front of class could choose his other friend to give gesture after get instruction and whispered from the teacher. The game would be end after all student got turn to make gesture and performed in front of class.

4.2.4.2 Discussion

Halfield states that a game is an activity with rules, a goal and element of fun. He also explains that the emphasis in the game is on successful communication rather than on correctness of language. (1990:5)

Based on the statement, the researcher focused to guessing game in teaching vocabulary. Haldfield (1990: 8) states that guessing games can take one of the following forms: The player with the information deliberately withholds it, while others guess what it may be.

Guessing game technique which is implemented by teacher purposes to improve and reviewed vocabulary verb have been taught and mastered. Certainly, it is accordance to Halfield, “the game purposes to describe how things act/ action, exponent to adverb. This technique used to every day actions topic or essential vocabulary verb as required by students”. (1990:24)

In the same line, Halfield (1990: 25) also explains how to use this game in teaching language. This game may be played in group, three or four. Student took top cards without showed it to other or waited to get key word from the teacher. Then they should give to other clue to help the guess to the adverb. The other should try to guess the adverb.

Based on the statement above, Hal field explains some steps to implement Adverb guess. However those steps same and related to implementation of guessing game in teaching vocabulary at Sabilussalam kindergarten. But in Sabilussalam kindergarten, the teacher implemented this technique to teach vocabulary verb.

Additionally, according to Cremin (2000:5), the element of creative English practice includes : profiling & purpose, fore grounding potent affectively, engaging text, fostering, play and engagement, harnessing, curiosity and profiling agency, encouraging collaboration and making connection, integrating reflection, review, feedback and celebration, taking time to travel & explore, ensuring the creative involvement of the teacher.

Based on the statement above, the profiling which means purpose referred to creative activities which had clear purpose. In the same line as this technique implemented by the teacher motivates students to learn and build fun atmosphere in learning process. Besides that, learning vocabulary through game can improve their vocabulary. Also they can explore their vocabulary through their creativity in daily activity. While, fostering play and engagement referred to the teacher developed children's vocabulary using game technique because the playing game was important in their world. In the same line the teacher also included "harnessing" as element of creative English practice through interesting questions, made guessing, made student eager to ask question also gave occasion to explore their idea in collaboration and making connection. The student also included integrating reflection, reviewed, feedback and celebration elements before finishing classroom activity. However the teacher still ensured the creative involvement.

4.3 The advantages of the implementation of the creative teaching techniques in teaching vocabulary at Sabilussalam kindergarten.

4.3.1 The advantage of the implementation of Sing song technique in teaching vocabulary at Sabilussalam kindergarten.

4.3.1.1 Finding

Based on the interview, the researcher found that this technique can help student to learn vocabulary in fun atmosphere. Besides that, the children more

active and easy to learn or to memorize vocabulary have been learned. The transcript as bellow:

“Kalo teknik menyanyi, anak lebih mudah memahami arti vocabulary karena tiap menyanyi ada gerakanya, mudah menghafal dan menghafalnya lama tidak mudah lupa, saya ajak klotekan dengan nyanyi ala hip hop anak jadi senang , meknikmati dan termotivasi dalam belajar, anak lebih aktif sehingga kalo anak termotivasi dan ikut aktif maka pmbelajaran lebih efektif dan itu saya jadikan kegiatan rutinitas saat mengajar vocabulary”.

Besides that, the sing song technique also made fun atmosphere but make it easy to memorize because the teacher included repetition in song lyric. The transcript can be seen at bellows:

“ Menurut ibu apakah anak-anak mengenal dan mudah memahami vocabulary dengan teknik yang ibu ajarkan? “Ya, Saya ajak menyanyi tujuanya tidak hanya membuat murid senang, dan semngat dalam belajar, tapi ada pengulangan disitu. Biasanya nyanyi saya sisipkan setelah mengajar vocab baru. Vocab baru yang sudah saya kenalkan saya susun menjadi lagu Agar anak mudah mengingatnya”.

4.3.1.2 Discussion

Based on the finding above, the researcher concludes that the implementation of sing song technique in teaching vocabulary have some advantages. Firstly, it can help student to memorize words easily. Secondly, it can help student to understand meaning word based on context. Thirdly, it can help motivated students to learn vocabulary more effectively. Also the sing song technique not only make fun atmosphere but also made it easy to memorize

because the teacher included repetition in song lyric. According to Millington (2011:134), the song can help learners improve their listening skills and pronunciation, can be useful in the teaching of vocabulary and sentence structures. He also explained that in teaching vocabulary, Song can provide the opportunity for vocabulary practice.

Based on the characteristic of young learners that the children more active and difficult to focus to do something. According to Cameron (2007:15), young learners are easily distracted: they cannot focus on one thing. Besides that, this technique can stimulate all five senses.

4.3.2 The advantage of the implementation of drilling technique.

4.3.2.1 Finding

Based on the interview, the researcher found that this technique can help the students to pronounce the words well, and helped student to memorize easily. The transcript can be seen as follows:

“Apa kelebihan dari teknik-teknik kreatif ibu dalam mengajar vocabulary pada anak-anak? hmm kelebihannya itu..misalnya drilling gunanya untuk memperlancar pronounce mereka, supaya nyaman dan anak tidak merasa terpaksa belajarnya saya drilling pake gaya orang nyanyi hip-hop supaya mereka termotivasi”

Besides that, the drilling technique not only to help students pronounce well but also to make easy student in memorizing words. The transcript can be seen as follows:

“Menurut ibu apakah anak-anak mengenal dan mudah memahami vocabulary dengan teknik yang ibu ajarkan? Iya karena pada tiap teknik yang saya pakai saya sisipkan pengulangan baik langsung maupun tidak langsung. Misal : dengan teknik drilling, anak juga tidak hanya memperbaiki pronounciationnya, tapi tiap saya drill ada pengulangan dengan gesture juga, dengan pengulangan anak mudah ingat vocabularynya.”

4.3.2.2 Discussion

The researcher concludes that the implementation of drilling technique in teaching vocabulary have some advantages. Firstly, this technique can help the students to pronounce the words well, and help student to memorize easily. Although the children was motivated in learn vocabulary but some of them difficult to focus when teacher asked them to pronounce new vocabulary which had been taught. So, the teacher gave question to student to focus in learning. The part of script can be seen as follows:

T: [the teacher introduce new vocabulary using drill repetition to students one by one]

T: do you like swimming? apa kamu suka swimming?

S: suka...

T: Coba sekarang kita pratekan swimming,
Swimming yo..swimming, swimming yo..yo..

T/S: it's swimming, it's swimming...yo..yo. swimming, swimming, swimming, yoyoyo..

T: everybody please sit down? Coba lihat, bu guru sedang apa?
(guru menunjukkan, tiduran)

S: tidur....

T: sleeping

S: sleeping

T: coba lagi, it's sleeping, it's sleeping, yoyo yo..
 (The teacher drills word "sleeping" one by one with use gesture)
 S: (noise)
 T: everybody be quiet
 S: ssssst
 T: siapa yang suka swimming di hari minggu?
 S: saya
 T: Candra where do you swimming..?
 S: Banyu biru bu...

However, Tice (20014:1) states that for the learners, drills can:

- Provide for a focus on accuracy.
- Provide learners with intensive practice in hearing and saying particular words or phrases.
- Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.
- Help students notice the correct form or pronunciation of a word or phrase.
- Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction.
- Help memorization and atomization of common language patterns and language chunks. This may be particularly true for aural learners.

4.3.3 The Advantages of The implementation of The Role play technique.

4.3.3.1 Finding

Based on the interview, the researcher found that this technique can help students to explore and learned the roles and responsibilities with other, such as a

super hero, policemen, soldier, etc. Besides that, when the students performed their action or watched their classmate's performance, so indirectly they listened and saw action, created movement, used expression and built their imaginative.

The transcript can be seen as follows:

“Kalo role play and game lebihnya sama bedanya anak lebih aktif, mudah mengekspresikan apa yang mereka pahami dan kuasai dari vocab tanpa rasa canggung, karena mereka tidak hanya termotivasi tapi lebih percaya diri. Teknik ini melibatkan 5 indikator perkembangan anak usia dini, social, emosional, kognitif, motorik kasar, motorik halus. Game keuntungannya lebih ke meningkatkan vocabulary sebanyak-banyaknya. kalo role play lebih condong mempermudah anak belajar dalam sebuah konteks. Teknik-teknik ini sangat sesuai dengan kebutuhan murid saya, karena mereka terkadang sulit dikendalikan, mereka anak yang sangat aktif, sehingga kurang focus dalam belajar, jadi saya mengkombinasi beberapa teknik yang ada dan saya sesuaikan dengan kondisi dan kebutuhan mereka.”

4.3.3.2 Discussion

Based on the finding above, the researcher concludes that the implementation of role play technique in teaching vocabulary have some advantages. Firstly, this technique can help student to express their idea, their understanding, and their vocabulary. Secondly, this technique can motivate students to learn vocabulary effectively. Thirdly, this technique develops their sense and make easy to learn vocabulary in the meaning of word. Additionally, this technique is accordance to active students.

In the same manner as what Magos and Politi (2008:100) state that the use of the role-play technique in teaching a second language helps learners acquire knowledge, new skills and attitudes. Additionally, the role-play contributes to the improvement of significant skills, particularly participation in conversations and the ability to handle everyday situations requiring communication.

However, role play was really useful for both the students and the teacher. Y. Huang (2008:2) states that the role play is not only help students have more opportunities to "act" and "interact" with their peers trying to use the English language but also it can improve students' English speaking, listening, and understanding. In Sabilussalam kindergarten, students learned to use the language in a more realistic, more practical way.

4.3.4 The advantages of implementation game technique.

4.3.4.1 Finding

Based on the interview, the researcher found out that this technique helped students to explore and learned the roles and responsibilities with other, such as a super hero, policemen, soldier, etc. Besides, when the students performed their action or watched their classmate's performance, so indirectly they listened and saw action, created movement, used expression and built their imaginative and improved their vocabulary which had been mastered. The transcript can be seen as follows:

“Kalo role play and game kelebihannya sama bedanya anak lebih aktif, mudah mengekspresikan apa yang mereka pahami dan kuasai dari vocab tanpa rasa canggung, karena mereka tidak hanya termotivasi tapi lebih percaya diri. Teknik ini melibatkan 5 indikator perkembangan anak usia dini, social, emosional, kognitif, motorik kasar, motorik halus. Game keuntungannya lebih ke meningkatkan vocabulary sebanyak-banyaknya. kalo role play lebih condong mempermudah anak belajar dalam sebuah konteks. Teknik-teknik ini sangat sesuai dengan kebutuhan murid saya, karena mereka terkadang sulit dikendalikan, mereka anak yang sangat aktif, sehingga kurang focus dalam belajar, jadi saya mengkombinasi beberapa teknik yang ada dan saya sesuaikan dengan kondisi dan kebutuhan mereka.”

Additionally, the game technique not only to review vocabulary word which had been taught but also it helped student to express their vocabulary which had been mastered. The transcript can be seen as follows:

“Menurut ibu apakah anak-anak mengenal dan mudah memahami vocabulary dengan teknik yang ibu ajarkan? Game saya gunakan untuk meriview vocab yang sudah sayan ajarkan. Disitu juga ada pengulangan kan. Dengan game anak mengekspresikan vocab yang sudah mereka kuasai.”

4.3.4.2 Discussion

Playing game is an important and natural part of growing and learning. Children like playing games, and they can learn a lot from them. Paul states that through games, they can learn things in a fun away. As they enjoy the activities of game, the children will not be afraid to speak English and will likely use it as a natural part of the game (2003:15).

In the same manner as the advantages of the implementation of the game technique in teaching vocabulary at Sabilussalam kindergarten have some

advantages. This technique helps students to explore and learned the roles and responsibilities with others, such as: performance as a super hero, policemen, soldier, etc. It is accordance to Paul's view above because children liked playing game. So, the children can learn vocabulary creatively through game.

Besides, when the students performed their action or watch their classmate's performance, they listened and saw actions, created movement, used expression and built their imaginative and improved their vocabulary which had been mastered.

Based on the explanations above, it concludes that game is an activity which is liked by children, because children's world was playing world. Cameron states that Piaget's concern is with young children function in the world that surrounds them, and how this influences their mental development. The child is seen as continually interacting with the world around him/her, solving problems that are presented by their environment. (2005:2)