CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat- syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI
   KIRI) Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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Daftar Isi

CHORAL REPETITION TO TEACH VOCABULARY

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STKIP PGRI TULUNGAGUNG

Abstrak : Saat ini ada berbagai macam metode pengajaran yang kreatif dan interaktif untuk mengajar bahasa Inggris. Salah satu metode adalah pengulangan paduan suara (*choral repetition*). Ini adalah jenis teknik pengajaran bahasa dengan mengulang kata atau frasa setelah guru. Metode ini sangat sederhana karena tidak membutuhkan lebih banyak media dan efektif untuk diterapkan di sekolah dengan fasilitas terbatas. Pengulangan paduan suara efektif untuk mengajarkan kosakata karena siswa selalu memetik ulang kata-kata yang dibaca. Tidak hanya mengetahui artinya tetapi juga tahu cara bagaimana mengucapkan dan mengeja kosakata. Pengulangan paduan suara sering diterapkan dalam modifikasi oleh guru prasekolah. Guru memodifikasinya dalam lagu dan di akhir proses belajar, guru mengulangi kosakata yang dipelajari dalam lagu dan anak-anak mengulanginya setelah guru dan menyatakan artinya.

Kata Kunci : *Mengajar Kosakata,* ***choral repetition***

Abstract : Now days there are various kinds of creative and interactive teaching method to teach English. One of method is choral repetition. This is a kind of technique of language teaching by repeating words or phrases after the teacher. This method is very simple because it need not more media and effective to be applied at limited facilities schools. Choral repetition is effective to teach vocabulary because the students always reapeat the words they read. Not only knowing the meaning but also the way how to pronounce and to spell vocabularies. Choral repetition is often applied in modification by preschool teacher. The teacher modified it in song and in the end of learning process the teacher repeats the vocabulary learned in the song and the children repeat after the teacher and state the meaning.

Key Words: *Teaching vocabulary, choral repetition*

INTRODUCTION

English is considered as important language now days. English is also considered as a key to communicate with all people around the world.

English is not only taught formally at schools but also informally at English courses. English teachers play an important role in English language teaching, especially English as foreign language both in formal education institution and informal education institution. English teachers are required to create creative and effective teaching method.

Now days there are various kinds of creative and interactive teaching method to teach English.

One of method is choral repetition. This is a kind of technique of language teaching by repeating words or phrases after the teacher. This method is very simple because it does not need more media and effective to be applied at limited facilities schools.

Choral Repetition is one of English as foreign language teaching by repeating the word or phrase produced by teacher followed by the meaning. It is commonly used to teach vocabulary. Actually what vocabulary is? There are many definition of vocabulary. Vocabulary is list of words which have meaning. The function of word itself is to communicate verbally, to express what people think in their mind and to express their feeling (Manser, 1980).Vocabulary is the knowledge of word and the meaning. Pikulsky and Templeton (2004) in The American Heritage Dictionary written define vocabulary as the words that are used by person or group, and also understood by them. Based on the definition from the experts above, vocabulary can be defined as words in languages to communicate with others.

To understand what the interlocutors said, it is necessary to master vocabulary. A person is not able to express what he thinks if he doesn't know what word should be used. When he does not know the grammatical rule but he masters vocabularies, his interlocutors will still understand what he means. That is the reason why mastering vocabulary is more necessary than mastering grammar (Davies, 2008).

Vocabulary is a key in mastering language skills (Fardani, 2005). In writing skill, beside grammatical mastery, a person needs super eminent vocabulary mastery to express idea written. In speaking skill, a person needs good vocabulary mastery to express his idea orally. In listening skill, a person needs vocabulary mastery to understand the interlocutor. In reading skill, a person needs excellent vocabulary mastery to understand the text.

Teaching English as a foreign language is not simple. An English as foreign language teacher should recognize the situation of his class and the characteristic of his students. Different situation and students characteristics need different technique in English as foreign language teaching.

Many students feel hard to acquire vocabulary. Lack of vocabulary knowledge is an obvious and serious problem for many students who learn English as second language. students readily admit that they experience considerable difficulty with vocabulary, and most learners identify the acquisition of vocabulary as their greatest single source of problems (Meara,1980). Meanwhile, vocabulary is an area which has been neglected in foreign language teaching for a number of years. Vocabulary is a great problem, especially for the students in Asian countries. A large dictionary contains

about 128,000 "word families". The average college students turned out to know approximately 58,000 common „basic words", 17,00 rare „basic words" and 96,000 derivatives and compounds. The overall total comes to over 150,000. (Aitchison, 2003:7) Vocabulary is huge and its acquisition takes time, even for a native speaker.

There are various ways to teach vocabulary. Teaching vocabulary can use some aids or without aid, for example is choral repetition (Haycraft, 1978)

Ur (1991) argued that there are some techniques to test vocabulary mastery. The first is multiple choices. In multiple choices test, students do not need to know how to spell, how to pronounce, and how the words are used in context. They also do not need to now the word's connotation. This kind of test is time consuming to compose and tricky.

The second is matching test. Matching test only tests meaning mastery. Composing matching test is simpler than multiple choices test. The third is Odd one out. As matching test and vocabulary test, this kind of test also only tests the meaning. The fourth is writing sentence. Besides testing the meaning, this kind of test also tests the spelling and pronunciation skill. The fifth is dictation. Dictation test not only test the meaning, but also test the spelling and pronunciation. It is a relative simple test to administer and check. The sixth is gap-filling test. This kind of test tests the meaning, spelling, to some extent grammar and collocation. The seventh is translation. This kind of test may test all the aspect of an item, but it may be more complex to mark. The last is sentence completion. This kind of test only tests the meaning.

Choral Repetition in Vocabulary Teaching

Choral repetition is one of drilling technique. This technique is applied by repeating words together after the teacher (Haycraft, 1978). Choral repetition is when the teacher or a learner models language and the group of learners repeat it together. It sounds boring and just but it is actually the real language learning. It means it is often when some say something in foreign language for the first time, it sounds like something new and odd, but after hearing for several times, the students might understand how to pronounce the new word and memorize the meaning (Ted, 2010).

Johnstone et al. argue that repetitions serve several purposes. Repetitions can preface something and call attention to the prior; it may help memory, and it is used to forestall silence and to avoid ambiguity. Furthermore, Johnstone et al. state that the function of repetition in general is to direct the hearer's attention, which, according to them, accounts for the cognitive utility of repetition to learners.

For many language learners (and their teachers) repetition is highly valued, whether it is repeating

vocabulary, grammar conjugations, sounds or phrases. Choral repetition is a commonly used method of drilling. This method is ood because the students have an excellent model pronunciation immediately before they are asked to respond. In applying choral repetition, teacher could change the voice by whispering, shouting, high-pitched, low-pitched, happy, sad, fast, slow etc. By changing the voice, students can learn vocabulary funly and remember the new words easily.

Actually there so many strategies in teaching vocabulary. Besides games, students can learn vocabulary through reading and writing. But for students to understand and use new words, they also need to hear and say them. That is why, repeating after the teacher is important for students to be able to master the pronunciation and intonation of each vocabulary.

In Tulungagung, some teachers of pre-school modified the technique of choral repetition. They consider it is a simple methid to teach vocabulary to young learner. Teacher of pre-school students often modifies this technique by singing songs. The technique they use is the teachers sing the song first and then asked the students to repeat the song. The song is repeated not only second or three times, but event the song is sung everyday in a week. One song has one theme, for example transportation, job, etc. The song is sung with the meaning, so the students can memorize how to pronounce the words and know the meaning easily. Knowing the spelling is not important for young learner (under 5 year-old children) because they have not been taught to read and write. Song is used to introduce vocabularies because it is considered as a simple method. Children can memorize the lirycs easily. By memorising the lirycs, it means they memorize the vocabularies presented in the lirycs of the song.

This is the example or lirycs one of songs taught in pre-school. The theme of the song is animal. The intonation used in this song is intonation of *"Boneka abdi"*

> *Kucing* cat
> *anjing* dog
> *Kupu-kupu* butterfly
> *Ikan* fish
> *Tikus* mouse
> *Gajah* Elephant
> *Kelinci itu* rabbit
> *Jerapah* Girrafe
> *Onta* Camel
> *Sapi* Cow
> *Harimau* Tiger

In the end of class, the teacher asks the meaning of vocabularies have been learned through the song and the students answeer together. Each word is not only asked onece, it may be aske twice or three times.

This is the example how the teacher asked the students about new vocabulary:

Teacher   : *Kucing*
Students   : cat (answer togather)

Teacher	: *Kucing*
Students	: cat (answer togather)
Teacher	: *Kucing*
Students	: cat (answer togather)
Teacher	: *anjing*
Students	: Dog (answer together)
Teacher	: *anjing*
Students	: Dog (answer together)
Teacher	: *anjing*
Students	: Dog (answer together)

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By applying the modified choral repetition or drilling, the students master the vocabularies easily. They know how to pronounce and the meaning of the vocabularies. It is not only applied in one school. There are more than one preschools apllied the modified choral repetition.

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