



DISASTER EDUCATION BASED ON MUHAMMADIYAH VALUES THE IMPLEMENTATION OF ENGLISH MULTI-METHODS IN DEVELOPING VOCABULARY OF CHILDREN AGED 4–6 YEARS AT EVFIALAND SCHOOL

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Abstract

This research aimed to identify the implementation of English multi-methods in developing vocabulary among children aged 4–6 years at TK Evfialand School using a descriptive qualitative method. The subjects of this research were classroom teachers and children aged 4–6 years. Data were collected through observation, interviews, and documentation. The data analysis process consisted of data reduction, data display, and conclusion drawing. The findings showed that the implementation of English multi-methods at TK Evfialand School was carried out quite well through the use of various methods such as singing, storytelling, TPR, drilling, games, role play, simple question and answer activities, and multimedia/video usage. Teachers also used learning media such as flashcards, storybooks, songs, videos, puzzles, and worksheets to support children's vocabulary development. The implementation of these methods made children more active, enthusiastic, and familiar with using simple English vocabulary in daily activities.

Keywords: Multi-Methods; English; Vocabulary; Early Childhood

INTRODUCTION

The golden age is considered a crucial stage in early childhood development, occurring from birth to six years old. During this period, children experience rapid growth in various developmental aspects, including physical, motor, cognitive, and language development. According to John W. Santrock (Santrock, 2002), children aged four to six years show significant brain development that nearly reaches the maturity level of adults. This condition indicates that early childhood is an appropriate period to provide educational stimulation in order to optimize children's developmental potential. At this stage, children also demonstrate high curiosity toward their surrounding environment. They learn through direct interaction, play, and daily experiences that allow them to explore new things. Therefore, children need appropriate stimulation so that all aspects of their development, including language ability, can develop optimally.

In early childhood education, language skills are generally developed from children's first language, namely Indonesian as their mother tongue. However, in the era of globalization, foreign language mastery has become an important element in the national education system (Yuliandini & Dhieni, 2022). Foreign languages are considered strategic in many aspects of life, including politics, economics, law, social interaction, and culture. Therefore, the government emphasizes the importance of improving foreign language competence to support the development of science and technology in the globalization era.

One of the foreign languages that should be introduced to children from an early age is English because English proficiency has become an essential requirement in many areas of life. As an international language or lingua franca, English plays an important role in education, business, and international communication (Crystal, 2012). Consequently, many countries, including Indonesia, have started introducing English learning at the early childhood education level so that children can develop global communication skills from an early age (Renandya & Widodo, 2016).

Vocabulary is one of the most important components in learning English. Richards and Renandya (Rahmadhani, 2015), state that vocabulary is a fundamental aspect that determines a person's proficiency in speaking, listening, reading, and writing. The more vocabulary children acquire, the better their communication skills become. In English learning, vocabulary serves as the foundation for

developing language skills. Children with broader vocabulary mastery will find it easier to express ideas and communicate effectively. Conversely, limited vocabulary may hinder communication processes. Therefore, introducing English vocabulary to young children should begin with simple words closely related to their daily lives and be delivered gradually. In addition, early childhood is widely recognized as the golden period for language acquisition, making it an effective stage for introducing foreign languages, including English (Fiya Mahardhika., 2023).

Vocabulary introduction also provides various benefits for children's development. It helps children communicate effectively, improves reading skills, and supports verbal and spatial development. Devinta further explains that introducing English vocabulary can facilitate children's communication skills, improve language competence, and help children remember and master new words. Thus, introducing English vocabulary at an early age can enrich children's vocabulary repertoire, increase their confidence in using English to express ideas, and support the development of other language abilities.

However, introducing foreign language vocabulary to young children cannot be conducted using conventional memorization techniques alone. Purwaningsih, Sari, and Purwandari (Purwaningsih., 2017) explain that introducing foreign vocabulary by merely asking children to memorize word lists is ineffective because it can make children feel forced and lose interest in learning. Young children are also unable to learn English independently; therefore, inappropriate teaching strategies may confuse children and reduce their motivation. Consequently, teaching English to young learners should differ from methods used for adolescents or adults. Teachers need to understand learning strategies suitable for children's developmental characteristics.

Nation, as cited in (Wulanjani, 2016), states that teachers should help children learn vocabulary through useful words and guide them in understanding word meanings according to children's ways of thinking. To make learning enjoyable, teachers need to use interesting teaching methods so that children can participate actively and happily in learning activities. According to Oemar Hamalik, as cited in (Fanani, 2014), methods are ways used to deliver learning materials in order to achieve curriculum objectives. Considering that young children enjoy playing and fun activities, teachers should implement learning methods appropriate to children's characteristics and developmental stages.

Various studies have discussed methods for teaching English to young learners, such as Total Physical Response (TPR), drilling/repetition, role play, asking&answer, games, singing, storytelling, multimedia learning, Communicative Language Teaching (CLT), and contextual learning approaches. These methods are considered effective in helping children acquire English vocabulary through meaningful and enjoyable activities. For example, Total Physical Response (TPR) is effective because it combines language with physical movement, allowing children to understand word meanings through direct experiences (Asher, 2009). Singing activities and language games are also proven to help children remember vocabulary longer because they involve emotion, rhythm, and playful activities suitable for early childhood characteristics (Brewster., 2002). Furthermore, storytelling and multimedia learning can increase children's attention and motivation because they provide more concrete and engaging learning experiences (Shin & Crandall, 2014).

Nevertheless, previous studies generally focus on the use of a single teaching method in English learning. Research discussing the implementation of multiple methods simultaneously in early childhood English vocabulary learning remains limited. In practice, teachers often combine several methods to accommodate children's diverse characteristics, learning styles, and needs. Young children tend to become bored quickly when learning activities rely on only one method. Therefore, learning activities require variation to maintain children's attention, engagement, and participation.

However, studies specifically examining how multi-method English learning is implemented and how it influences vocabulary development among children aged four to six years are still limited, particularly in the context of Indonesian early childhood education institutions. Most studies focus primarily on learning outcomes without deeply exploring how teachers combine various teaching methods in daily classroom activities and how children respond to these methods.

One educational institution actively implementing English learning is Evfialand School. This school is known as a national plus school that integrates national and international curricula, where English is intensively used in daily learning activities. Preliminary observations showed that teachers applied various methods in introducing English vocabulary to children, including Total Physical

Response (TPR), drilling/repetition, role play, asking&answer, games, singing, storytelling, and multimedia learning. The combination of these methods is intended to help children understand vocabulary through enjoyable, interactive, and meaningful learning experiences suitable for early childhood characteristics, in which children learn more effectively through play and concrete experiences.

This phenomenon indicates that the implementation of multiple English teaching methods at Evfialand School is an interesting topic to investigate further, particularly regarding how multi-method English learning supports vocabulary development among children aged four to six years. Therefore, this study aims to explore the implementation of multi-method English learning and its contribution to vocabulary development among young learners at Evfialand School.

RESEARCH METHODS

This study employed a descriptive qualitative design to explore the implementation of English multi-methods in developing vocabulary among children aged 4-6 years at Evfialand School. A qualitative approach was selected because the study focused on understanding classroom phenomena naturally through direct interaction with participants during the learning process. According to (Sugiyono, 2010), qualitative research is used to investigate social phenomena in depth, while Bogdan and Taylor in (Moleong, 2019) explained that qualitative research produces descriptive data in the form of written or spoken words and observable behaviors.

The study was conducted at TK Evfialand School, located in Serang, Banten, Indonesia, from December 2025 to June 2026. The school was chosen because it implements bilingual learning and integrates English into daily classroom activities using various teaching methods. The participants of this study consisted of children aged 4-6 years, classroom teachers, and English teachers. Children became the primary participants because they were directly involved in English learning activities, while teachers acted as key informants regarding the implementation of teaching methods and classroom practices.

Data were collected through observation, interviews, and documentation. Classroom observations were conducted during daily learning activities, including morning greetings, circle time, storybook reading, flashcard sessions, core learning activities, snack time, and going home sessions. These observations aimed to examine how teachers implemented multiple teaching methods, such as Total Physical Response (TPR), storytelling, singing, drilling/repetition, asking&answer, games, and role play, in introducing English vocabulary to children. Interviews were conducted with classroom and English teachers to obtain information regarding teaching strategies, challenges, and children's vocabulary development. Documentation, including lesson plans, worksheets, flashcards, storybooks, photographs, and learning media, was used to support and strengthen the research findings.

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing. Data reduction involved selecting and organizing relevant data related to the implementation of English multi-methods in vocabulary development. The data were then presented descriptively to identify patterns and relationships among the findings. Finally, conclusions were drawn and continuously verified throughout the research process to ensure the validity of the findings. To establish data trustworthiness, the researcher applied several credibility techniques, including prolonged observation, triangulation, member checking, peer discussion, and reference adequacy.

RESULTS AND FINDINGS

Based on the results of observations, interviews, and documentation conducted at TK Evfialand School, the implementation of English multi-methods in developing vocabulary among children aged 4-6 years was carried out through various learning activities integrated into daily classroom routines. The learning process was conducted during morning greetings, circle time, core activities, snack time, and going home sessions. Teachers consistently used simple English expressions and combined several teaching methods to help children understand vocabulary through meaningful and enjoyable learning experiences. The findings showed that children became more active, enthusiastic, and accustomed to hearing and using simple English vocabulary in classroom activities.

The implementation of English multi-methods at TK Evfialand School was supported by the use of various teaching methods such as singing, storytelling, Total Physical Response (TPR), drilling/repetition, games, role play, simple question and answer activities, and multimedia learning. These methods were not applied separately, but were combined according to classroom situations and learning objectives. Teachers also used supporting media such as flashcards, storybooks, songs, videos, puzzles, worksheets, and educational toys to attract children's attention and support vocabulary comprehension.

1. Singing Method

Based on classroom observations, the singing method was frequently used during morning greetings, circle time, and graduation practice activities. Teachers invited children to sing English songs while following simple body movements and gestures. During the activities, children repeated vocabulary through rhythm and repetition. Teachers also played supporting videos and music to make the learning atmosphere more interactive and enjoyable. The findings showed that children were more enthusiastic and actively participated during singing activities because songs helped them remember vocabulary more easily. Through repetition and rhythm, children gradually became familiar with English pronunciation and simple expressions.

2. Storytelling Method

The storytelling method was implemented through reading storybooks during classroom learning activities. Teachers read stories using clear pronunciation, simple language, and slow intonation to help children understand the meaning of words and story content. Teachers also showed pictures from the storybook while explaining vocabulary to help children connect visual objects with English words. During storytelling sessions, teachers used gestures, facial expressions, and voice variations to maintain children's attention and increase learning engagement. After reading the story, teachers asked simple questions such as identifying characters or objects in the story to evaluate children's comprehension. The findings indicated that storytelling activities helped children improve listening skills, vocabulary understanding, concentration, and confidence in responding to simple English questions.

3. Total Physical Response (TPR) Method

The Total Physical Response (TPR) method appeared in almost all learning activities. Teachers gave simple English instructions followed by direct physical responses from children. During observations, teachers frequently used commands such as "Sit nicely," "Raise your hand," "Stand up," "Line up," and "Wash your hands." Children responded by performing the actions immediately. The implementation of TPR was also visible during morning exercises, prayer activities, classroom transitions, and group learning sessions. Through this method, children learned vocabulary through direct movement and concrete experiences. The findings showed that TPR activities helped children understand vocabulary meanings more easily because they were connected to physical actions and daily classroom routines.

4. Drilling/Repetition Method

The drilling method was commonly used when teachers introduced new vocabulary using flashcards. Teachers pronounced vocabulary words clearly, and children repeated the words together several times. Repetition activities were conducted continuously to help children improve pronunciation and vocabulary retention. Teachers also corrected children's pronunciation gently and encouraged them to repeat unfamiliar words. Based on observations, drilling activities helped children become more confident in pronouncing English vocabulary and improved their ability to remember simple words used during classroom learning.

5. Games and Role Play Method

Games and role play activities were implemented during group learning and educational play sessions. Teachers used puzzles, matching games, educational play equipment, and simple role-playing activities to introduce English vocabulary in meaningful contexts. Children interacted with peers while following simple English instructions from teachers. Role play activities also encouraged children to imitate expressions and vocabulary related to daily life situations. The findings showed that games and role play created a more active and enjoyable classroom atmosphere, helping children learn vocabulary naturally through interaction and play activities.

6. Multimedia Learning Method

Teachers also integrated multimedia such as videos, animated songs, and audiovisual learning materials into classroom activities. Multimedia learning helped children understand vocabulary through visual and auditory stimulation simultaneously. Children appeared more focused and interested when learning activities involved videos and interactive songs. The use of multimedia also helped teachers explain vocabulary more concretely and attract children's attention during longer learning sessions.

In addition to the implementation of various methods, the findings also showed several supporting factors in applying English multi-methods at TK Evfialand School. One of the main supporting factors was the school environment, which consistently habituated children to hearing and using simple English expressions in daily activities. Teachers actively used English during classroom interactions, instructions, greetings, and learning guidance. The use of attractive learning media, active teacher involvement, and children's enthusiasm also supported the effectiveness of vocabulary development activities.

However, several obstacles were also identified during the learning process. Some children had different levels of language ability and learning speed. A few children still had difficulty focusing during classroom activities and needed repeated instructions from teachers. Pronunciation problems were also found among several children who still struggled to pronounce English vocabulary clearly. In addition, limited learning time and children's lack of confidence when speaking English became challenges during the implementation of multi-methods learning activities.

RESULTS AND DISCUSSION

The findings of this research indicate that the implementation of English multi-methods at TK Evfialand School contributed positively to vocabulary development among children aged 4-6 years. The use of various teaching methods created a more enjoyable, interactive, and child-centered learning environment. Children were not only exposed to English vocabulary through listening activities, but also through physical movement, visual media, songs, games, storytelling, and social interaction. This condition supported children's active participation and increased their interest in learning English vocabulary.

The findings are consistent with the theory proposed by (Asher, 2009), who stated that the Total Physical Response method helps children understand language through physical movement and direct action. In this research, children responded positively to simple English instructions delivered during classroom activities. The use of TPR helped children connect vocabulary meanings with concrete actions, making vocabulary easier to understand and remember. Similar findings were also found in previous studies showing that children learn foreign language vocabulary more effectively through movement-based activities and direct experiences.

The implementation of singing activities also supported vocabulary development effectively. Children appeared enthusiastic and actively participated when learning through songs and movement activities. This finding supports (Brewster., 2002), who explained that songs help children remember vocabulary because learning involves rhythm, repetition, emotion, and enjoyable experiences. Through repeated singing activities, children gradually became familiar with English pronunciation and daily classroom expressions. The use of songs also helped create a positive classroom atmosphere that encouraged children to participate confidently.

Storytelling activities also played an important role in vocabulary development. Through storybooks, pictures, gestures, and teacher expressions, children learned vocabulary within meaningful contexts rather than memorizing isolated words. These findings are in line with (Shin & Crandall, 2014), who stated that storytelling provides concrete and engaging learning experiences for young learners. Children not only improved vocabulary comprehension but also developed listening skills, concentration, and confidence in answering simple questions related to stories.

The findings further revealed that combining multiple teaching methods was more effective than using a single teaching strategy. Teachers adjusted learning activities according to classroom situations and children's characteristics, which helped maintain children's attention and reduce boredom during learning sessions. This finding supports previous studies indicating that young children require varied

and interactive learning experiences because they tend to lose focus easily when exposed to monotonous activities. Multi-methods learning allowed children to learn vocabulary through visual, auditory, kinesthetic, and social experiences simultaneously.

The use of multimedia and attractive learning media also contributed significantly to children's vocabulary development. Videos, flashcards, storybooks, puzzles, and worksheets helped children understand vocabulary more concretely through visual and auditory support. Mayer (2009) explained that multimedia learning improves comprehension because children receive information through multiple sensory channels simultaneously. In this research, multimedia activities increased children's focus, motivation, and participation during classroom learning.

In addition, the research findings showed that environmental support played an important role in the success of English multi-methods implementation. Teachers consistently used simple English expressions in classroom routines, making children more familiar with hearing and using English naturally in daily activities. Continuous exposure to English in the school environment helped children develop vocabulary gradually and confidently.

Nevertheless, several challenges were identified during the implementation process. Differences in children's abilities, lack of focus, unclear pronunciation, limited learning time, and children's low confidence sometimes affected the learning process. These findings indicate that English learning for young children requires patience, repetition, and continuous stimulation. Teachers need to adapt learning methods according to children's individual characteristics and provide supportive learning environments to encourage children's participation and confidence.

Overall, the findings demonstrate that the implementation of English multi-methods at TK Evfialand School was effective in supporting vocabulary development among children aged 4–6 years. The combination of various learning methods, supported by attractive media and consistent teacher interaction, helped children become more active, enthusiastic, and familiar with simple English vocabulary in everyday classroom activities.

CONCLUSION AND SUGGESTIONS

Conclusions

Based on the results of observations, interviews, and documentation regarding the implementation of English multi-methods in developing the vocabulary of children aged 4-6 years at Evfialand School, it can be concluded that the implementation of various English learning methods has been carried out quite well and continuously in daily learning activities. Teachers combined several methods such as singing, storytelling, Total Physical Response (TPR), drilling, games, role play, simple question and answer activities, and the use of multimedia to create a fun and interactive learning atmosphere. The use of varied methods and learning media such as flashcards, storybooks, songs, videos, puzzles, and worksheets helped children understand and remember English vocabulary more easily. The findings also showed that most children were able to understand simple instructions, repeat vocabulary, and respond to simple English expressions during classroom activities. In addition, the implementation of English multi-methods was supported by the school environment, consistent use of English by teachers, attractive learning media, and children's enthusiasm during learning activities. However, several obstacles were still found, such as differences in children's language abilities, lack of focus during learning, unclear pronunciation, limited learning time, and children's low confidence in speaking English directly. Overall, the implementation of English multi-methods at Evfialand School gave a positive contribution to the development of children's English vocabulary.

Suggestions

Based on the findings of this study, it is suggested that teachers continue to develop creative, interactive, and varied English learning methods that are appropriate to the characteristics of early childhood learners. The use of multi-methods should be maintained and improved because it can create a more enjoyable learning atmosphere and help children understand vocabulary more easily. Schools are also expected to provide adequate learning facilities and support the consistent use of English in daily activities to strengthen children's language exposure. In addition, parents are encouraged to support children's English vocabulary development at home through simple and enjoyable activities.

such as storytelling, singing English songs, and introducing daily vocabulary. For future researchers, this study can be used as a reference for conducting further research related to English learning for early childhood, particularly regarding the effectiveness of specific methods in improving children's speaking, listening, pronunciation, or communication skills.

ACKNOWLEDGMENTS

The researcher would like to express sincere gratitude to the principal, teachers, students, and all staff of Evfialand School for their support, cooperation, and participation during the research process. Appreciation is also addressed to the researcher's family, friends, and academic advisors who provided encouragement, guidance, and valuable suggestions throughout the completion of this study.

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