

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, it is important to describe review of related literature to find the theories that could be the foundation of this study and in order to give a relevant knowledge in the field.

A. The definition of vocabulary

Vocabulary is more than word. A person's vocabulary certainly consists of words and meanings. The words in your vocabulary are those you understand and use.⁶

Therefore, a good vocabulary for speaking and reading is one of that permits us to say quickly and accurately what we have in mind. We might also say that a good listening and reading vocabulary is one that permits us to understand quickly and accurately what we hear and read. But you cannot possibly know all the meanings of all the words we likely to meet.

Vocabulary is the collection of words that an individual knows. Pawley and Syder said:

⁶ Lee C. Deighton. *Words and Meaning*. (New York: Harcourt Brace Jovanovich). Page 1.

Words are clearly vocabulary, but what about groups of words like *absolutely fantastic, at once, in a minute, portable TV, the United States of America*? If learners want to use language fluently and want to sound like native-speakers, they need to be able to put words together in typical combinations.⁷

It means that in vocabulary is basic component of language. The students who master largest vocabularies will have a great change to improve their writing, reading, speaking and listening skill. They will be enjoying dealing with English material. In contrast, one who does not master the vocabulary well will get bored and stress to deal with English material. According to Lee, everyone has different vocabularies.

First, the words use in speaking. In talking with friends and family, we probably use only a few hundred words. Of course, if we are speak one language at home and another school; we use a great many words. In school, we use several hundred technical words in discussing school subjects: *equator, atom, harmony, paragraph*, and so on. These familiar and technical words are your speaking vocabulary. You know their meanings so well that you do not hesitate to use them.

Second, have a writing vocabulary. These are the words we use in letters and in the writing you do. Writing vocabulary is probably somewhat large than speaking ability. We can use more different words in writing because you can take time to think them. Our speaking and writing vocabularies are the words that we use to state our meaning.

⁷ David Nunan. *Practical English Language Teaching*. (New York: McGraw hill, 2003).
Page 130.

Third, we have listening vocabularies. We listen in conversation. We listen to our teacher at school. We listen to speeches and entertainment on television and radio programs. The speakers use many of the same words that we use in speaking. But they also use words that we do not hear often and that we do not use ourselves. We understand enough of their meaning to make sense of what is said. These words familiar and unfamiliar are our listening vocabulary.

The last, our reading vocabulary is far the largest. It is also contains the words that we use ourselves. But it contains a very large number of words that we know only slightly. We know enough of their meanings so that we can make sense of the passage give we clues to the meanings. But we are not sure enough of the words to use them in our speech and writing.⁸

B. Teaching vocabulary

Vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting. A variety studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners. According to Mckeown and Beck (2003), "Teaching vocabulary an important to use both formal and informal vocabulary instruction that engages students'

⁸ Lee C. Deighton. *Words and Meaning*. (New York: Harcourt Brace Jovanovich). Page 1-2.

cognitive skill and give opportunities for the learners to actually use the words".⁹

The students use thinking skill such as analyzing which of two words would be a better choice in a sentence. An example would be having a child choose between the words *enormous* and *giant* in a sentence about sandwiches. We also want to give learners opportunities to use the words by planning games or responding to complex questions that include the words.

Caroline T. Lines, David Nunan in *Practical English Language Teaching* state that teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own.¹⁰ Useful words are words that children are likely to encounter—words that occur in a high frequency. Useful words are also words which are of interest and intriguing to children. To a young learner interested in cooking, the words *recipe* and *ingredient* could be very useful and meaningful. To a young learner interested in machines, the words *gear* and *lever* could be very useful and meaningful.

C. The principle of teaching vocabulary

Learners see vocabulary as being a very important part of language learning. One of the difficulties in planning the vocabulary component of a

⁹ Caroline T. Lines, David Nunan. *Practical English Language Teaching Young Learners*. (New York: McGraw-Hill, 2006). Page 122.

¹⁰ Ibid.

course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is the teacher should design a set of guiding principles that can be applied in a variety of teaching and learning situation.¹¹ Caroline stated that there are six principles for teaching vocabulary.¹²

1. Teach vocabulary words before new activities

When vocabulary words are taught before new activity, the students benefit in two ways. First, they are better able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that the students will actually acquire the target vocabulary words. This principle holds true for stories (oral and written), song and many other language-rich activities.

This portion of the lesson is focusing on the pre-teaching of vocabulary items that the learner will need when they read the book. The teacher also should bring something as a way to stimulate student interest in the words that the teacher was pre-teaching.

2. Teach how to use context clues appropriately

The students can benefit from learning how to use context clues and guessing the meaning from the context. This is strategy that the

¹¹ David Nunan. *Practical English Language Teaching*. (New York: McGraw hill, 2003). Page 135.

¹² Caroline T. lines, David Nunan. *Practical English Language Teaching Young Learners*. (New York: McGraw-Hill, 2006). Page 123.

learners can use when they encounter unfamiliar words. Conversely, according to Beck and McKeown that to teaching to use context clues, the students also need to be taught that context clues do not always help the readers to understand the meaning of unfamiliar words. Children need to be taught that there are times, especially when reading, when they will not be able to figure out the meaning from the context clues.

3. Present multiple exposures to new vocabulary items

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich context. When we teach, we should reappear a new word many times and in different situation.

Learners also benefit when there is multi-sensory vocabulary input. For instance, if we are teaching children about rooms in house, on Monday we could bring in doll furniture for each room and have children guess what rooms the furniture's goes in. On Wednesday, we could play different vocabulary games with pictures card featuring rooms in house. The next week, you might have puppet show where the puppets are moving into a new house.

4. Give opportunities for deep processing of vocabulary items

Deep processing means working with information at a high cognitive and/or personal level. Deep processing makes it more likely that information will be remembered. Part of deep processing is having students establish connections between new words and their prior

knowledge. Simply memorizing lists of words and their meanings is not adequate for students to integrate the vocabulary words into their personal vocabularies.

Deep processing is very important component of vocabulary acquisition and development. It is also closely related to reading and reading comprehension and to overall language development. Deep processing refers to using words in context which are especially meaningful to the learner. This can involve grouping words according to different characteristics or attributes. It can also involve relating the words to our learners' own lives. Personalizing vocabulary lessons will greatly help students' deep processing. For example, if we teach the above lessons on room in a house, we may want to end the unit by having students talk about or write sentences about the rooms in their houses.

5. Teach students to use dictionaries

According to Thornbury, the use of dictionaries as a tool for EFL and ESL instruction has come back into style. Young learners can benefit from using dictionaries. Very young learners, under the age of six, can use a picture dictionary where words are grouped into different categories. Children who are at the beginning stages of language and literacy development can also use picture dictionaries as a tool to help them to increase both their vocabulary knowledge and their context clues. For example, the students if children are learning about grapefruit, they can be

guided to a picture dictionary page topically arranged to include fruit. They will discover the grapefruit as being fruit.

Learners with English-language literacy skills can also use dictionaries where the words placed in alphabetical order. As a teacher, it is important to teach children how to use different dictionaries. For example, most students need to be told that the first meaning given in a dictionary is the most common. In addition, the students who use the electric dictionaries need to be cautioned regarding their limitations.

6. Have students keep vocabulary notebooks

Vocabulary notebooks provide the students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning. Children who are in the beginning stages of language and literacy development can create their own picture dictionaries while older learners can make more sophisticated notebooks and dictionaries. Young learners can be given old address books written with the Latin letters. They are already perforated with tabs for most of the English language letters. Children can easily record new words that they are learning.

D. The characteristics of young learner

The children have their own characteristic, which are different from adults. The characteristic cover their ways of thinking, and their attitude. This is also influence when they are learning language. When they have different way in their learning, this is of course influence the ways when teaching them. To give the best quality of teaching to the children, the teacher should know and understand them.

According Piaget, children learn from the environment surround them by developing their thinking. Then, they interact with thing. Here, they conduct an action in order to able to solve the problem. Therefore, it is a process of learning.¹³ Piaget state that Elementary students at sixth grade are concrete operational stage (age seven to eleven). At this period, children begin to think rationally. They have logic operational which can be applied for the concentrate problem. The main characteristic of children is taking a logical decision when they face a contradiction between ratio and perception. During this period, they become more social in communication.¹⁴

We have divided the children into two main groups throughout the book; it is the five to seven years old and the eight to ten years old. We are assuming that the five to seven years old are all at level one, the beginner stage. The eight to ten years old also be beginners, or they may have been

¹³ Kasihani. *English For Young Learner*. (Jakarta: Bumi Aksara. 2007). Page 6.

¹⁴ Robert S Slavin. *Educational Psychology Theory and Practice Forth Edition*. (United State: Ally and Bacon. 1994). Page 39.

learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups.¹⁵

1. Ages 5 – 7 years old

In level one, the young learners have characteristics children those are:

- a. Having egocentric, it means that they like learning the topic about something which related to their own life. They feel happy when the teacher talking about their favorite color, their family and when the teacher displays their product in the class. By this, the students can remember easily the vocabulary which is learned.¹⁶
- b. Young learners sometimes have difficult in knowing what is fact and what is fiction. The dividing line between the real word and imaginary world is not clear.
- c. The students are active and imaginative, they prefers learn by using game, telling story and hearing song than the lecture. It causes they can motivate from the variety technique teaching learning process.
- d. Young learners are easily bored. They have short concentration and attention time. To solve the problem, teaching learning process should be variety.

¹⁵ Wendy A. Scott. *Teaching English to Children*. (London: Longman, 1990). Page 1-2.

¹⁶ Kasihani. *English For Young Learner*. (Jakarta: Bumi Aksara. 2007). Page 6.

- e. The children know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help the nurture a feeling of security.
- f. Young learners love to play, and the best way to learn when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is “real” work.
- g. Young learners are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for young learners. It is important to praise them if they are their enthusiasm and feel successful from the beginning. If label children failures, then they believe us.

2. Ages 8 – 10 years old¹⁷

This is level two. In this level, the children have different characteristics with the level two. The characteristics are as follows:

- a. Their basic concepts are formed. They have very decided views of the world.
- b. They can tell the difference between the fact and fiction.
- c. They ask question all the time

¹⁷ Scott, *Teaching English to Children*. Page 3-4.

- d. They rely on the spoken word as well as the physical world to convey and understand meaning.
- e. They are able to make some decisions about their own learning
- f. They have definite views about what they like and do not like doing
- g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- h. They are able to work with others and learn from others.

When discussing who the young learners are and how they learn, teachers and parents must know that every child has different unique. Pinter claims that even in the same context there are often significant differences between children within the same age range. These differences show that young learners have their own words which different from adults. Teachers and parents often notice that individual children enjoy different activities.

In this case, there are some the characteristic of young learners for learning English, they are:

1. Children respond the language well through concrete things (visual things) rather than abstract things,
2. Children need physical movements and real activities to stimulate their thinking,

3. Children will be enthusiastic if they are taught using fun activities or being involved in activities,
4. Children love to play and learn best when they are enjoying themselves,
5. Children learn well through something that is close to their culture,
6. Children like work together.

Based on the characteristic of young learners above, the things that we can do in our English teaching are: ¹⁸

1. Words are not enough

Do not rely on the spoken word only. Most activities for young learners should include movement and involve the senses. We will need to have plenty of objects and pictures to work with, and to make full use of the school.

2. Play with the language

Let the students talk to themselves. Make up rhymes, sing songs, and tell stories. Play with the language and let them talk nonsense, experiment with word and sounds: *let's go – pet's go, blue eyes – blue pies*. Playing with the language in this way is very common in first language development and very natural stages of foreign language learning too.

¹⁸ Scoot Wendy A. and Lisbeth H. Ytreberg. *Teaching English children*. (London: Longman. 1990). Page 5-6.

3. Variety in classroom

Since concentration and attention spans are short, variety is a must variety of activity, variety of place, variety of organization and etc.

E. Teaching media

1. Definition of teaching media

Teaching media are any instruments which are used to make communication more effective, so that teaching objective can be achieved totally. An interesting situation of learning a foreign language. In this case, using teaching media will influence the motivation of student's in studying that foreign language, for example, by using picture files, map, photograph and real thing. If this teaching media prepared accurately and set up carefully, the teaching learning activity will run well. Hopefully, it can motivate the students to study English.

According to Bruner (1966: 10-11), there are three main steps in studying, the direct experience (enactive), the pictorial experience (icinic), and the abstract experience (symbolic). In the second step namely the pictorial experience, besides just knowing the thing the student also try to study and understand the thing from the picture that they see.¹⁹

¹⁹ Azhar Arsyad. *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo persada, 2002), Page 7

Teaching media is one of the ways that can make the teaching process in EYL more interesting and can make the students be more motivated.

Teaching media are something that useful in teaching process directly or indirectly.²⁰ Teaching media can provide messages which can show on visual or audio way. Teaching media help teacher in transferring knowlegde to the young learner. Media as a quotation of Romiszowski (1981: 39) "... any extension of man allows him to affect other people who are not in face to face with him. Thus, communication media include letters, television, film, radio, printed matter and telephone". Those media can help young learner to give motivation in teaching process. So they can enjoy their study and do not make them bored in class.

There are many media that the teacher uses to teaching learning process beside textbook. And it is expected that this teaching media can make the situation in the class more exited.

Teaching media as compliments are used by the teacher to communicate with his students. These teaching media can be in the form of the thing or behavior. The teaching media are not mean to change the function of the teacher, but they are just complements which help the students to learn the lesson, so that they can reach the instruction objectives. The teaching media are also help the teacher to ease the

²⁰ K.E. Kasihani, Suryanto. *English for young learners*. (Jakarta: PT. Bumi Aksara, 2007), Page 100

teaching learning process such as helping the teacher to explain the lesson, giving examples and exercises.

When using media, we should not use the expensive media like TV, tape recorder etc. But we can use the simple things. We can include the teacher as one of the presentation media, the teachers spends much of their time transmitting information to the students. Teacher has order function to perform too, planing and evaluating the lesson.

The teacher can help the pupils to relate the previous and the lesson by reminding them of their experiences and showing the examples, or by using gesture, mime, facial expression or may be just doing what is show in the picture. Hopefully, it is enough to bring picture or order kind of representative of life.²¹

2. Function of teaching media

The researcher uses phonics song video as teaching media English to group B of kindergarten school. Using some video is suitable for the beginner. Teaching media can be used for teaching English that has four skills. The functions of teaching media are as follows:²²

²¹Andrew Wright, *Picture for language learning*, (New York: Cambridge University Press, 1989), Page 3-4.

²²Kemp. Jerrold E, *Planning and producing instructional media*, (New York: Harper and row publisher, 1980), Page 3-4.

a. The instruction can be more interesting

Teaching media, in example video can attract the students' interest especially those of kindergarten school. If they are interested, they will give much attention to what is taught or discussed. They will be curious to know about the lesson.

b. Learning becomes more interactive

Many activities can be created through applying video in the teaching learning process. A teacher can bring some video in the classroom and watch it in the classroom. This activities is relatively more interesting than the activity of listenig or writing the teacher's explanation.

c. The length of time required can be reduced

Most teaching media require a short time to transmit their messages. During the brief period, much information can be communicated to the students.

d. The quality of learning can be improved

If there is a good preparation of using teaching media, it will be possible for the teacher to create a good language learning process in which the students' participation is dominant. As a result, the students' knowledge and skills can be improved.

- e. The positive attitude of students can be enhanced

The positive attitude of students toward what they are learning and to the learning process itself can be enhanced. The students of kindergarten school are interested in media such as some video.

By using video media, students can be more motivated to study. So they can spent time effectively, for example the teacher can provide the teaching media such as, video, movie or real thing. So the students can get experiences and do some activities which have already been planned.

There are some reason that teacher should take the media in helping their teaching. The six importance of teaching are as follows:²³

1. Helping make simple in language learning process and perfecting it.
2. Decreasing the using of mother language.
3. Improving the motivation or the attention of the students.
4. Explaining the new concepts in order to the students can understand without big difficulties and and misunderstanding.
5. Improving the quality in teaching English process
6. Create the interesting and interactive situation.

²³ K.E. Kasihani, Suryanto. *English for young learners*. (Jakarta: PT. Bumi Aksara, 2007), Page 101

3. Kinds of teaching media

There are three kinds of teaching media according to Arsyad (2002) as follows:²⁴

a. Visual media

Visual media are teaching media that can be seen and can be touch by the students. Visual media is a media that can be transferred as a message or information in visual way. It means transferring messages from the teacher to young learner using eyes because messages transferring in visual symbols.

b. Audio media

Audio media are the kinds of media that can only be heard. This media can transfer message or information in audio way. It means transferring messages from teacher to the students using ears because messages transferring in audio symbols.

c. Audio visual media

Audio visual media are the kinds of media that can be seen and heard. This media combines audio media and visual media. The examples of the audio visual are video, TV, CAI (Computer Assistant Instruction) etc.

²⁴ Azhar Arsyad. *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo persada, 2002), Page 57

F. School Profile

TK AL-ITTIHAD Tanjungkalang was built in 2010 by YPI AL-ITTIHAD and the Headmaster is Mrs. FIDAYATUL KHOIRIYATI, S.Pd.AUD. The place of TK AL-ITTIHAD Tanjungkalang is Desa Tanjungkalang, Kecamatan Ngronggot, Kabupaten Nganjuk. The number of the students is 35 students. The age of the students is between 5-7 years old. There are 2 groups of study. The students at TK AL-ITTIHAD Tanjungkalang will start their study at 07.30 until 10 o'clock.

G. The Teachers' Qualification at TK AL-ITTIHAD Tanjungkalang

TK AL-ITTIHAD Tanjungkalang has three teachers. The headmaster is graduates from S1 PAUD at Universitas Terbuka and the other is graduates from S1 Hukum at Universitas Islam Kadiri and the one still continued the study in the university. All of the teachers are creative. It can be proof, they ever to be the winner of champion of teacher's creative.