

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses theories concerning the topics including the teaching English to young learners, the motivation of children, children language learning, the instructional media, visual aids, and using realia method.

#### **A. Teaching English to Young Learners**

English has position as a foreign language in Indonesia. It also becomes international language in the world. As an international language, English is very important to be learnt. Therefore, students in Indonesia, learn English from kindergarten to university education. From kindergarten, the children expected to focus in English language. Teaching English for young learners is different teaching English to adults or teenagers. The teachers have to make the children interested in learning English.

We know that children don't just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them. We know that seeing, hearing, and touching are just as important for understanding as the teacher's explanation. But we also know that children respond well to individual attention from the teacher and are usually pleased to receive teacher approval.

Children usually respond well to activities that focus on their lives and experiences. But a child's attention span – their willingness to stay rooted

in one activity – is often fairly short<sup>8</sup>. Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see the students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that the best teaching can also be extremely enjoyable.

When the teaching and learning process takes place, problems would appear to the teacher. They have problems of how to teach them in order to gain a satisfying result. The teacher should prepare and find out the appropriate techniques which are implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques and master the material in order to be understood by students, and make children interested in the teaching and learning process in the classroom.

The teachers should concern that teaching vocabulary is something new and different from the student's native language. They have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of young learners. The teachers need to prepare good techniques and suitable material in order to gain the target of language teaching to the children.

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<sup>8</sup> *Ibid.*, 2.

## **B. Importance of Vocabulary Learning In EFL Context**

### **1. Description of Vocabulary**

Vocabulary is a list of words in a language with their meaning. Vocabulary items fall into two principle categories, they are : (a) concrete words and (b) abstract words<sup>9</sup>.

#### **a. Concrete Words**

Concrete word is a word that the meaning can be perceived through one or more the five senses. The meaning of concrete word can be pointed out by means of Audio Visual Aids (AVA).

#### **b. Abstract Words**

Abstract word is a word that the meaning of which cannot generally be grasped by virtue pf the five senses. The notion of abstract word are like and enjoy, its can be shown by translation.<sup>10</sup>

In the context of learning English as a Foreign Language, the vital relief vocabulary is inevitable. This has been claimed by many linguists and experts in the field. Wilkins clearly “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed”. Coincidentally, Dellar. H and Hocking. D, Innovations in the same summary from Thornbury indicated that progress made from learning grammar most of the timewould be much less than that from learning vocabulary. To be short and concise, when comparing the importance of

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<sup>9</sup> *Ibid.*, 5.

<sup>10</sup> Saleh, Yuslizal. *Methodology of TEFL in the Context Book 1*. (Palembang : University of Sriwijaya, 2007).

grammar and vocabulary, both mentioned statement above show that most of learner's improvement was created when learner himself/ herself learned more words and expressions. It was also emphasized when it came to communicate that "you can say very little with grammar, but you can say almost anything with words"<sup>11</sup>.

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary, items "rather than words".

Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills<sup>12</sup>.

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<sup>11</sup> Thornbury, S. *How to teach vocabulary* (England: Pearson, 2007).

<sup>12</sup> <http://www.wisegeek.com/what-is-the-importance-of-vocabulary.htm>, accessed on November 25, 2012

Reading and discussing books is also an excellent way to build vocabulary. Parents can do this with both younger and older children. Studies have shown that parents who read regularly are more likely to have children who do so. Frequent verbal interaction with young children that emphasizes repetition and expansion of their communications helps cement words in their minds and exposes them to new ones. The importance of vocabulary training can make a difference in their ability to succeed in school and work.<sup>13</sup>

We know that teaching young learners is different in terms of preparing the materials and the organizing the activities. We need to make use of more concrete and colorful materials so that we can attract their attention and address their needs. When it comes to teaching vocabulary, we try to use as many different techniques as possible. We start with visuals (pictures, flashcards, images, filmscripts and etc), realia, drawings and etc. We sometimes need to make use of verbal expressions which requires preexisting knowledge. Since students are in the beginning of their language and the range of their vocabulary knowledge is limited, we need to make very simple explanations so that they can understand what we mean.<sup>14</sup>

The researcher wants to focus about our verbal expressions is that we sometimes need to use L1 when necessary. Since the audience is young learners, we should keep in mind that they are also in the process

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<sup>13</sup> *Ibid.*

<sup>14</sup> *Ibid.*

of learning their mother tongue. Therefore, we should be careful in selecting the words in L1 when we make an explanation. Students may not understand what we mean if they are not familiar with certain words or concepts. For this very reason, we should take young learners' developmental and contextual developments in vocabulary teaching, for it affects their grasping the meaning of our messages<sup>15</sup>.

## 2. Children Language Learning

Learning is the process of behavior change based on experience and training. Children are active learners. Children use their entire body as a tool for learning. Children's learning process is influenced by the environment. Not only the physical environment, but also the learning environment. This literature is about children characteristics in learning languages and the consideration toward the foreign language.

Scott and Ytreberg propose several characteristics of average children, which are relevant for language teaching<sup>16</sup>. In this case Scott and Ytreberg have divided the children into main groups throughout the book "The five to seven years olds". They are assuming that the five to seven years olds are all at level one, the beginner stage. The eight to ten years olds may also be the beginner, or they may have been learning the

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<sup>15</sup> <http://www.teachingenglish.org.uk/blogs/bluering/role-l1-teaching-vocabulary-young-learners>. Accessed on November 25, 2012

<sup>16</sup> Wendy A. Scott and Lisbeth Ytreberg, *Teaching English to Children* (New York : Longman, 1994) 1-4.

foreign language for sometime, so there are both level one and level two pupils in the eight to ten age group.

a. Five to seven years old

- 1) They can talk about what they are doing.
- 2) They can tell you about what they have done or heard.
- 3) They can plan activities.
- 4) They can argue for something and tell you why they think what they think.
- 5) They can use logical reasoning.
- 6) They can use their vivid imagination.
- 7) They can use a wide range of intonation patterns in their mother tongue.
- 8) They can understand direct human interaction.
- 9) They understand situations more quickly than they understand.
- 10) They use language skills long before they are aware of them.

b. Eight to ten years old

- 1) Their basic concepts are formed. They have very decided views of the world.
- 2) They can tell the difference between fact and fiction.
- 3) They ask questions all the time.
- 4) They rely on the spoken word as well as the physical world to convey and understand meaning.

- 5) They are able to make some decisions about their own.
- 6) They have definite views about what they like and don't like doing.
- 7) They have a develop sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- 8) They able to work with others and learns from others.

### **3. The Consideration Toward The Foreign Language Learning**

Spodek states the important considerations toward the foreign language learning according to the developmental areas<sup>17</sup>. Those are physical development, cognitive development, language development, emotional development, social development, development of values.

#### **a. Physical development**

Physical development affctcs the preschooler's muscular growth and general body build. Motor or physical development proceeds in predictable patterns. Children who are provided with adequate enviromental stimulation and practice gradually acquire thecapacity to control their body movements. Children need time to develop opportunities to explore, and freedom to experiment and test ideas and actions. Their personal drive to learn with motivate them, but they must be allowed to develop at their own rate.

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<sup>17</sup> Spodek, Bernard. Michael D. Davis, *Foundation of EARLY CHILHOOD EDUCATION* (London. Longman Publisher), 84-92.



**b. Cognitive development**

Cognition refers to an individual's intellect or thinking. The development of thinking skills is based on changes in the child mental structures. The ability of a child to coordinate various ways of thinking in order to solve a problem is a good measure of intellectual growth. The theoretical importance of cognitive concepts for symbolic mediators in psychological theory is similar to the fundamental role that genes play in biology or energy plays in physics.

**c. Language development**

As the children grow, their language production increases in quantity, range, and complexity. Children gradually make the transition from using sounds to communicate emotional expression, and from using movements and gestures to communicate personal purpose or desires, to communicating through appropriate elaborated language. Preschool children use their developing speech skills to engage in entertaining conversation.

**d. Emotional development**

Emotional development is related to children's overall development. Individuals adapt to the existence of emotions—joy, anger, and pain—through everyday experience. Children do not understand their emotions until middle childhood, when they actually acknowledge the experience of simultaneous positive and negative feelings. Individual differences in emotion can be considered by

focusing on those emotional stages and experiences that are enduring. For example, for individual's mood is affected by differences in personality development and personality structure.

**e. Social development**

Social development usually refers to the child's developing ways of adapting to society's rules of behavior. With young children this means learning about cooperating and taking turns. It is important to understand the element that creates optimum socialization. Socialization is learned, it does not simple result from maturation. Social development requires maturity and the opportunity to learn individual responses.<sup>18</sup>

**C. The Instructional media**

Instructional media is an integral part of learning in kindergarten. The availability of tools supporting the availability of learning the game of children in an effective and enjoyable, so that the children can develop their potential optimally. The characteristic of the instructional media are :

1. The media is only for children.
2. The function is to develop the potential of children.
3. Safe for children.
4. It is designed to encourage activity and creativity .
5. Containing the value of education.

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<sup>18</sup> *ibid.*, 15.

6. It is not dangerous.
7. It can develop fantasy<sup>19</sup>.

Media as any extension of man which 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<sup>20</sup>.

Instructional media are very useful for teaching English, especially for young learners. It looks like the tools which send from the teacher to to the student. In learning activity, media can help the teacher to convey the material to be more clearly and easily understood by students<sup>21</sup>.

The advantages of instructional media :

1. Help simplify thye processs of language learning and refining it.
2. Reduce the use of mother tongue or first language.
3. Improve the motivation of students.
4. Explain the new concept so that the children can undersatanding it without has difficulty and misunderstanding.
5. Improve the quality of learning English.
6. Make the learning process more interesting and interactive.

The teacher should make the learning process are interesting, does not make it boring, and make the children are spirit to learn English.

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<sup>19</sup> *Ibid.*, 2.

<sup>20</sup> Suyanto, Kasihani, *English For Young Learners* (Jakarta : Bumi Aksara) 100.

<sup>21</sup> *Ibid.*, 101.

#### D. Visual Aids

The lesson will be much easier and more exciting for the children if the teacher make full use of things and objects as well as language to get the meaning accross. Some materials are<sup>22</sup> :

##### 1. Puppets

It can be paper bag puppets, glove puppets, hand puppets or finger puppets. In addition to the actual puppets a simple 'stage' is very useful if the teacher wants to perform dialogues and sketches.

##### 2. Paper doll

These are very useful for teching clothes, but have quite a short life and have to be regularly replaced.

##### 3. English corner

The basics that have to be already are the board, the selves, etc, but encourage pupils to collect anything which is in any way connected with the English speaking world. The displays should not be permanent.

##### 4. Cardboard boxes

Collect shoe boxes and all other sorts of boxes for filing ones with lids are more useful. The boxes can be covered withpaper, decorated and labelled. Boxes can also be used as building bricks to make shops, houses, castles, forests, etc.

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<sup>22</sup> Wendy A. Scott and Lisberth. Ytreberg, *Teaching English to Children* (New York : Longman, 1994) 1-4.109 – 110

5. Picture cards

These can be drawing or cut outs from magazines, or perhaps photos. It is easiest to sort these according to size, really big ones for class work, and smaller ones for individual/ pair/ group work. Once we have sorted them for size, put them into themes or subject areas, like people, places, food, etc.

6. Card games

Almost all card games can be made into language card games and while you want to concentrate on games where some sort of language interaction is taking place, you can also play card games simply for relaxation.

7. Board games

The children and the teachers can make up all sorts of board games. Most children have played board games of some sort at home, and you can get wonderful language work out of making up the rules. The teacher can make board games for almost any subject<sup>23</sup>.

**E. Realia**

Realia is three-dimensional objects that can be brought into the classroom for teaching aids. Realia can be cups, boxes, toys, and plastic objects such as fruits, kitchenware, dolls, and, toy cars. Students can move and put realia on the floor or on the table when studying prepositions. Realia

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<sup>23</sup> *Ibid.*, 18.

is appropriate tools for children learning to describe an object, for examples, teachers can a box containing realia (realia box)<sup>24</sup>.

### **1. The advantages of using Realia**

As English teachers, the use of realia is only limited by imagination. It is possible to use realia to teach almost any subject. Using realia stimulates the mind, and is one way of encouraging creativity by involving the senses. The students interact with real objects and will keep them on their toes. Students have the chance to create excitement, and they will have fun. It also can practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone who speaks fluently and will help them get it right. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken<sup>25</sup>.

Realia breathes life into new vocabulary, and the chances of your students remembering the new words you have taught them increases. Take the word biscuit: the probability of remembering it becomes much higher after experiencing the taste, touch and smell of the object! Realia doesn't have to be limited to food or drink. Timetables,

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<sup>24</sup> Suyanto, Kasihani, *English For Young Learners* (Jakarta : Bumi Aksara) 110.

<sup>25</sup> [http:// Using-Realia-in-the-Classroom.html](http://Using-Realia-in-the-Classroom.html). Accessed on November 18, 2012

tickets, newspapers, clothes... in fact any object you can think of can be used as a teaching aid<sup>26</sup>.

## **2. Some Instructions for Using Realia**

- a. Bring in a number of objects from everyday life, such as fruit, utensils or articles of clothing. Sitting in a circle, pass one of the objects to the student on your left, saying the name of the object (for example: "tomato" or "sock") and then have the student pass on the object to the next one, speaking the word as well. Have your students keep passing on the object, repeating its name, until it comes full circle back to you. You may use photos of the objects instead of the actual objects themselves.
- b. Obtain or make some menus for use in practicing common ordering phrases. Review the phrases with your students, and then divide them into two groups. Now have them role-play a restaurant scenario using the phrases, with one group as the customers and the second as waiters. Switch the group's roles once the exercise is over. Do the same with a bus or train timetable to role play a train conductor and passengers.
- c. Use an object, such as a ball, to teach prepositions of place like "on, under, above." Place the ball on the table, and ask where it is. Elicit the reply "It's on the table," and so on.

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<sup>26</sup> *ibid.*

- d. Make photocopies of real maps. Divide the class into groups of two and hand each group a map. Have them use the maps to give each other directions.
- e. Write out an email and send it to each of your students or printout copies and give a copy to each student. Have them write a reply to the email to practice.
- f. Write or print out recipes for work on the imperative. Read out the step by step recipe instructions and have the students mime them as you read them out.
- g. Bring in photographs to practice description, prepositions of place or modals of deduction. Pair up your students and have them describe their photographs to each other.