

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about The Definition of Vocabulary, Background to the Teaching of Vocabulary, Some Techniques in Teaching Vocabulary, The Principle for Teaching Vocabulary, The Characteristics of Young Learners, The Correlation between English Poetry and Vocabulary.

A. The Definition of Vocabulary

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written form. When they do not know how to enrich their vocabulary, for example they often gradually lose interest in learning.¹

Vocabulary is more than the words.² A person's vocabulary certainly consists of words and meanings. The words in your vocabulary are those you understand and use.³ Vocabulary is the collection of words that an individual knows.

¹Endang Fauziati. *Teaching of English as a foreign language (TEFL)*. (Surakarta: Muhammadiyah University press, 2005), 155.

² David Nunan. *Practical English language Teaching*. (New York: McGraw-Hill, 1990), 121.

³ Le CeDeighton, *Word and Meanings* (New York: Harcourt Brace Javanese, 1997), 1.

Pawler and Syder have different definitions about vocabulary, they said that words are clearly vocabulary, but the groups of words like *absolutely fantastic, at once* can be said as vocabulary.⁴

From the statements above the writer concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication. It means that vocabulary is basic component of a language. Student who masters large vocabularies will have a great chance to improve their writing, reading, speaking and listening skills.⁵

B. Background to the Teaching of 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 of studies have proven that appropriate vocabulary instruction benefits language students especially school age learners. According to Mc Keon and Beck, "teaching vocabulary is important to use both formal and informal vocabulary instruction that languages student's cognitive skills and gives opportunities for the learners to actually use the words."⁶

The students use thinking skills such as analyzing which of two words would be better choice in a sentence. You also want to give learners opportunities to use them by planning games or responding to complex questions that include the words.

⁴ David Nunan. *Practical English language Teaching* (New York: McGraw-Hill, 1990), 130.

⁵ Ibid., 135.

⁶ Lines T Caroline, David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw Hill Education, 2006), 122.

According to David Nunan in practical English Language teaching Young Learners, teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meaning on their own. Useful words are words that children are likely to encounter- words that occur in a higher frequency. Useful words are also words that are of interest and intriguing to children. To a young learner interested in cooking the words recipe and ingredients could be very useful as well as meaning. To a young learner interested in machines, the words gear and lever could be very useful and meaningful.⁷

C. Some Techniques in Teaching Vocabulary

Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique. We have to learn vocabulary whenever we come into contact with a new language and try to use it. However, studying language causes some problems, because many students consider learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant. Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique. From explanation above, it means that techniques in teaching learning is very important and

⁷ Lines T Caroline, David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw Hill Education, 2006), 122.

the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process.

Ruth Gairns and Stuart Redman say, "There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork".

1. Visual Aids.

In this technique, a teacher can use paper of English Poetry and whiteboard. The teacher use paper of English Poetry and underline the words that we need. One of the visual aids is whiteboard. It is a writing the words and their meaning on the whiteboard.

2. Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the meaning of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

3. Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through English Poetry.⁸

⁸ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*., 73.

D. The Principle for Teaching Vocabulary

Learners' vocabulary is very important in language learning. One of the difficulties is focusing on vocabulary. The best way to avoid the difficulties is for the teacher should design asset of principle that can help the student to develop the vocabulary successfully. According to Lines Caroline, there are six principles for teaching vocabulary, they are⁸:

1. Teach vocabulary words before new activity

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

2. Teach how to use context clues appropriately

Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words. Conversely, point out that in addition to teaching how to use context clues, students also need to teach that context clues do not always help 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 context clues.

⁸ Lines T Caroline, David Numan, Practical English Language Teaching Young Learners (New York: McGraw Hill Education, 2006), 123.

3. Present multiple exposures to new vocabulary items

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich context. In other words, one shouldn't expect that a vocabulary word taught on Monday will be remembered on Wednesday. As part of the teaching repertoire, remember that a new word should reappear many times and in different situations for the next several of instruction. For example, if you are teaching children about rooms in a house. Monday you could bring in doll furniture for each room and have children guess what rooms the furniture goes in on. Wednesday, you could play difficult vocabulary games with picture cards featuring rooms in a house.

4. Give opportunities for deep processing of vocabulary items

Deep processing means working with information at a high cognitive and of personal level. Deep processing is having 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 a list of words and their personal is not adequate for students to integrate the vocabulary words into their personal vocabulary. Deep processing refers to using words in context which are especially meaningful to the learner.¹⁰

¹⁰ Lines T Caroline, David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw Hill Education, 2006), 123.

5. Teach students to use dictionary

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 children, 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 increase both their vocabulary knowledge and their use of context clues. For example, if children are learning about grapefruit, they will discover the grapefruit as being a fruit.

6. Have students keep vocabulary notebooks

Vocabulary notebooks provide 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. Children can easily record new words that they are learning.¹¹

This is a strategy that learners should be encouraged to do on their own. Many different approaches and activities can be used to help children develop their vocabularies. It is important to include

¹¹ Lines T Caroline, David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw Hill Education, 2006), 123.

vocabulary items that are part of the curriculum as well as provide learners with opportunities to work with items they find meaningful.¹²

E. The Characteristics of Young Learners

The children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, etc. they also prevail to the children's ways of learning language. This, of course, influences the ways of teaching them. To give the best quality of teaching English to the children, the teachers should know and understand them.

Peni states that in learning a language, young learners respond to the language, depending on what it does or what they can do with it rather than treating it as an intellectual game or abstract system. She supports it by saying that theories of the children's learning require that young learners be supported by moving from the abstract to the concrete and through being involved in activity. It can be understood that the children need activities that are more concrete rather than abstract and to be involved in those activities in order that they can learn the language well.¹³

When discussing who the young learners are and how they learn, teachers and parents 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

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

¹³ Peni rahmawati, *Young Learners Characteristics (TEYL)*.
(<http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/>), accessed on march 10, 2014)

learners have their own worlds which different from adult. Teachers and parents often notice that individual children enjoy different activities.¹⁴ Based on the explanation from multiple sources, Mustafa recommends some theoretical generalization about who the young learners are, and how they learn English optimally.¹⁵ In this case, there are some the characteristics of young learners for learning English. They are:¹⁶

1. Young learners are always active exploring their environments.

From this exploration, young learners are able to construct their understanding of how things work, include the language that they use as a system as well as possible as a tool for communication. For example, we can give each student a part of information necessary to find a location a map, to identify another member of their class, and so on.

2. Young learners tend to learn things holistically.

It means that the teacher has to encourage the students to do the activities that are useful in English. By doing this activities, the students will learn the language by acquisition. For instance, doing prayer in English before the lesson beginning, sing English songs before going home, etc.

¹⁴ Pinter, Annamaria, (2006) *Teaching Young Language Learners* New York: Oxford University Press.

¹⁵ Bachrudin, Mustafa (2003) *EFL for Young Learners: Course Material*. Bandung: UPI Macmillan

¹⁶ Endang Fauziati. *Teaching English as a Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University, 2005), 171

3. Young learners learn best when they make their own choices.

It means that we have also to combine activities that might be done by the students. Many activities done to make them have choices in learning and more understand but still focus in the same thing. The children must be given different format of learning activities that they can choose based on what they think are important and useful for them. So, it can make them interest, lively, and fun in English.

4. Young learners learn best as a community of learners in a non-competitive environment.

It means that young learners tend to do things and relate to others in a cooperative way unlike adults who can benefit from spirits of competition to boost up their motivation for achievement. For example knowing letters and sounds is a skill focused on kindergarten. We can check children on their letter-sound knowledge by asking them to recognize each letter and to give the sound for the letter.

5. Young learners learn best by talking and doing in a social context.

It means that the teacher allow young learners to be active participants in the learning process. By using the language for social communication in the group, young learners are able to acquire the language.¹⁷

¹⁷ Endang Fauziati. *Teaching English as a Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University, 2005), 171

6. Young learners like playing and learn things while playing.

The last characteristics of children are that they love playing, they do like playing. Children like playing and learn things while playing. The implication to language teaching is that games are effective ways for teaching language. By definition, a game is an activity with rules, a goal, and an element of fun. The emphasis in the use of games for language learning is on successful communication rather than on correctness on language.

Based on the explanation above, the young learners differ from adult in many ways. Consequently, teaching them requires different approach to different young learners.

The facts above about young learners have to be accommodated accordingly and activities in class should be in line with these facts. The teachers may also use their best judgment in deciding about the most suitable materials and techniques to make spirit their learners from different ages in different context.¹⁸

According to Scott and Ytreberg on the book of *Teaching English to children*, they said that children of eight to ten years old are relatively mature children with an adult's side and childish side. They have same characteristics as follow: their basic concepts are formed, they have very decided views of the world, and they can tell the difference between fact and fiction. They ask questions all of the time, they rely on

¹⁸Endang Fauziati. *Teaching English as a Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University, 2005), 171

the spoken words as well as the physical word to convey and understanding meaning. They are able to make some decision about their own learning. They have defined view about what they like and do not like doing. They have developed sense of fairness about what happens in the classroom and begin to question to the teachers' decision, they are able to work with others and learn from others.¹⁹

F. The teaching English through English Poetry

Using Poetry in the classroom is a great way to teach English. Because of the varied structure of its form, a poem can be used to teach basic concepts of grammar as well as the descriptive and critical writing. Poetry is also good tool to use to teach reading skills to kids. Through colorful words, vivid imagery and sensory descriptions, a lot of meaning and words can be packed into a couple of lines of verse. Poetry can teach students how to use words to express emotions. Using games to introduce the students to poetry is an effective way to teach poetry without boring the students.²⁰

In the poetry, there are two levels meaning. They are literal and symbolic. We must understand both the literal, sense of the poem and the symbolic or suggested meaning of the poem. It is, further, important to understand the nature of the relationship between the different "levels" of a poem's "meaning."²¹

¹⁹ Scoot Wendy A and Lisbeth H Ytreberg. *Teaching English Children*, (London: Longman, 1990), 3-4

²⁰ Zuliati Rohmah. *Teaching English Joyfully*. (Malang: Bintang Sejahtera, 2012), 95

²¹ Simon and Schuster. *How to Analyze Poetry*. (New York: MONARCH PRESS, 1966), 9