

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explain the result of reviewing some relevant theories related to the topic including teaching vocabulary, picture media, Total Physical Response (TPR) method, and previous study.

#### **2.1 Teaching vocabulary**

##### **2.1.1 Teaching Vocabulary for Young Learners**

Young learners are childhood. Young learners mean children who are at the basic level of education (aged 5 or 6 years) until the age of twelve. Young learners have special traits that distinguish them with adult learners. It is necessary to know and understand by teachers how to improve the quality of their learning process (Halliwel, 1992). In this age, young learners have limitation knowledge. So, the teacher must prepare the materials before teaching in the classroom.

In English language, vocabulary is the basic component to teach by the teacher in early stages. As stated by Cruse (2000), vocabulary is a collection of terms which have a meaning. In addition, Nunan (2005) stated that in the first stages of learning and the usage of second or foreign language, students are better to know vocabulary first than grammar. Students might not be able to communicate efficaciously or deliver their inspiration using the target language without studying vocabulary (Fachriyani & Syafe'i, 2018).

Teaching vocabulary to young learners not same with teaching to adult learners. Brown (2001:87) said that “to successfully educate young learners requires the right skills and intuitions that are different from those suitable for adult teaching.” Teaching vocabulary for young learners is more difficult than teaching vocabulary to adult learners because they effortlessly get bored., not concentration, and easily forget it. So, applying a good method in learning process can help the students to mastering vocabulary easily.

Cameron (2001) argue that there are 4 things teachers want to keep in mind when teaching English to young learners who are inexperienced beside their knowledge and skills. Teachers should pay attention to how their students learn and think. Also, they should be able to find what children are interested in and use it for language training. In addition, teachers should be directed to practice their young students' literacy in English and provide complete lessons orally. Last, but not least, teacher should know what the problems and difficulties while teaching the language (Bakhsh, 2016).

Young learners want to be aware of some factors of English language which include pronunciation, spelling, structure, and vocabulary. To master English skills, students have to realize the vocabulary of the language i.e. a listing of phrases with their which means as it supports their language (Linse, 2005). To write and speaking English, children are advised to learn one to two thousand words (Cameron, 2001). In this study, how vocabulary is learned will be briefly discussed and several methods and approaches on how to teach them will be proposed.

## **2.2 Combination of Teaching Method with Media.**

Vocabulary is the basic for language learners before they are able to speak or write directly into a sentence. It is not easy to understand other competencies without knowing the vocabulary, because vocabulary is a basic competency that students need to achieve in order to be able to improve other skills such as analysing, writing, listening, and speaking. To understand vocabulary wants creative ways for students to be easily examined and recognized.

Media is a tool or set used by teachers to spur a teaching system through the correct application of devices to the classroom. Therefore, the media is very important in teaching and getting to know the methods. The play techniques make a difference for children to build notebooks associated with "weather" and advance their vocabulary. Techniques that have been used by teachers should be combined with play activities, children tend to prefer play rather than learning. So, teachers can integrate between method and media as a way to get better in learning process (Tuti, 2019).

The selection of methods and media becomes the main basis of teachers in classroom learning. The problem that is often encountered by teachers is that there is no update in using methods and media in teaching. They are too monotonous in using media and methods to teach students. Many researchers find students have difficulty learning vocabulary. There are many studies that show that students have difficulty in learning vocabulary. Therefore, use of methods and media in teaching vocabulary is important (Ur, 1998; Nation, 1990; and Cross 1991).

## **2.3 Picture Media**

### 2.3.1 Definition of media

Media is one of the things that provides data between the giver and the recipient. In the process of teaching and learning, there are three types of media. They are visual, audio and video. (Indrasari, Novita, & Megawati, 2018). Media is “medium” which means “middle”. In generally, media can describe as a tool to bring out something to the receipted of message and ideas. Media is a tool that allows for humans who are not face to face or in distant circumstances. such as letters, television, movies and telephones and road and train events, because there is an extension by which humans can communicate with others (Vanesa & Setiawati, 2021). In learning process, media is important component that use by the teacher. So, it can be know that media is a tool which teacher used to provide materials and data to easily the students in learning process.

In learning process, teacher can use media to increase the students' motivation especially in mastery vocabulary. The use of media in teaching hoped can give some benefits and make learning process more effective and enjoyable.

### 2.3.2 Kinds of Media

The importance of media cannot be separated in teaching. Media selection, must be in accordance with the target of teaching. Generally, there are several forms of media. There are several media options for teachers to use in teaching and learning techniques (Vanesa & Setiawati, 2021).

#### ➤ Audio media

Audio media based totally on Sadiman (2005) is media that offers records to be conveyed in the shape of auditive symbols, each verbal and non-verbal.

Meanwhile, from Sudjana and Rivai (2003:129) Audio media as teaching materials are materials that contain messages in auditive form (vocal tapes or sound discs), which can stimulate the thoughts, feelings, attention and willingness of students so that the teaching and learning process occurs

➤ Visual media

Visual Media (Daryanto, 1993:27), means all teaching aids used in the learning process that can be enjoyed through the five senses of the eye. Visual media (images or parables) play a very crucial role in the learning process. Visual media can facilitate understanding and strengthen memory

Visuals have to do with looking. Visual media usually known as print media. Examples of visible media are images, modes, things, graphics or devices that can offer an actual visual experience to students. The advantage of visible media is that it can offer ideas, messages or events that turn out to be real.

The unique of visual media are text is actual in visible way, exceeded based at the room, texts and visual display one way verbal exchange and receipted. textual content and visible is proven statically, visual media depend on the language precept and visual perception, oriented to college students, the statistics can be arranged.

➤ Audio-visual media

Visible media combines audio and visible media, combining listening and seeing or seeing in changing messages. It should be better because it has audio and visual media properties. Visible audio media has several benefits. It can help and change the teacher's rules to be simpler. Audio media also offers beginners the opportunity to learn on their own and encourage beginners to learn more.

### 2.3.3 Definition of Picture

Marianne and Sharon (1998:93) said that picture are kinds of visual preparation substances that might be used extra successfully to increase and maintain motivation in learn English and to train or give a boost to language abilities. photos also can be used in diverse configurations to enhance gaining knowledge of and exercise.

Pictures can be found everywhere. They can be held either on a whiteboard or graph paper or even a cut-out. (Nagaraj, 1996).Bye the pictures, learners can show objects, places, and things from the area to beyond their own experience. Images can also display antiquity or depict the future. We realized that when we saw the picture, an idea would appear to describe it. (Jatmiko & Jauhari, 2018).

## **2.4 Total Physical Response**

James Asher is the developer of Total Physical Response language learning method at 1960. He argues that direct speech from students by combining commands, after which students will reply with gestures before they begin to produce a verbal response. Asher started TPR when he wonder why so many

humans have trouble acquiring knowledge of a second language temporarily almost no one has trouble learning their first language (Kennedy, 2000).

TPR is an instance of the comprehension method to language teaching. techniques in the comprehension method emphasize the importance of taking note of language improvement, and do now not require spoken output within the early ranges of learning (Asher, 1996). Total physical response is language teaching method that is involved command, speech, and physical movement. Basically, Total Physical responses consist of the command or instruction from the teacher and then the students imitate it. Example, if the the teacher says, “stand up”, the students will stand and or if the teacher says, “sit down”, the students will sit down (Tarigan, 2009:146). TPR learning language method will be successful if students and teacher are able to understand the material being taught.

Richards & Rodgers summarize TPR (in Tarigan 1989) are:

- 1) The student have a main player as a listener and performer.
- 2) The teacher play an actively position and are involved directly within the TPR.
- 3) TPR not use textbox. In this example, the instructor have to actively select and prepare an object.

## **2.5 Previous Study**

In the previous research, Izza (2016) in her thesis entitle The Effectiveness of Using Pictures in Teaching Vocabulary stated that using picture is effective in improve vocabulary mastery to young learners. She conducted the research at SMP Hasanuddin 5 Semarang. Based on the result, it was concluded that using

pictures is effective in the teaching vocabulary. She said that after conducting the method, the result of student's pre-test and post-test score were different significantly. It means that using pictures is effective in the teaching vocabulary at the seventh grade students of SMP Hasanuddin 5 Semarang

Stefani (2014) in her thesis "Improving Students' English Vocabulary Through Total Physical Response (TPR) Storytelling". The aim of this study was to find out whether Total Physical Response Storytelling can improve teacher's skill, student's activities, and students' grade in teaching and learning process. The researcher conducted observation in fourth grade students and the teacher. The result of this study showed that TPR storytelling suitable to teach young learners because it taught English vocabulary in a very fun way and the atmosphere encouraged students to be more active in class activities.

Furthermore, Septian (2018) conducted research entitled "The Use of Card Game and Total Physical Response (TPR) Method to Improve Deaf Students' English Achievement at SLB-B Pertiwi Ponorogo". This study is attempted to explain that card game and total physical response (TPR) can improve student's activeness in English class at SLB Pertiwi Ponorogo. The result of this study showed that in cycle 1 and cycle 2 have improvement significantly. It means that, the use of card game and total physical response (TPR) method at SLB-B Pertiwi Ponorogo can improve deaf students' English Achievement.

Based in the previous study above, there are differences with this study. Izza (2016) used picture to improve vocabulary mastery to young learners, Stefani (2014) used Storytelling to improve students' English vocabulary through Total



Physical Response (TPR), meanwhile, Septian (2018) use of card game and Total Physical Response (TPR) Method to improve deaf students' English achievement. But in this study, the writer used combination between TPR with picture media to improve young learners' vocabulary mastery.