**CHAPTER II**

**REVIEW OF RELATED LITERATURES**

It consists of the discussion about the young learner, the definition of vocabulary, kinds of vocabulary, technique of teaching vocabulary, presenting of teaching vocabulary, media as teaching aids, audio visual aids for teaching vocabulary, teaching English vocabulary using motion pictures, motion pictures for young learner, the effect of using motion pictures on vocabulary achievement and previous study.

**A. The Young Learner**

 Young learner is student who is six to thirteen year old. In the world, Many years ago, parents sent their children in elementary school when were six years old. In this world, when they were nine years old, students enter to fourth year class (Suyanto, 2010:15).

 According to Scott and Ytreberg (1990:1), the young learners are between five and ten or eleven years old. This means that the most vital years in a child`s development. All contribute positively to that development. There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. As the teacher is the only one who can see how far up the ladder your individual young learner are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

**1. Characteristic of the Children**

According to Scott and Ytreberg (1990:7) Children of ten are relatively mature children with an adult and childish side. Some characteristic of ten years are: they can tell the difference between fact and fiction, they ask questions all the time, they rely on the spoken word as well as the physical world to convey and understand meaning, they are able to make some decisions about their own learning, they have definite views about what they like and don`t like doing, they have a developed sense of fairness about what happens in the classroom and begin to question the teacher`s decisions and they are able to work with others and learn from others.

 Based on the characteristic eight to ten years, the writer can conclude that young learner don`t study by themselves. They must get instruction from their teacher. In ten years old, they can differ what they like and don`t like for doing something. If they don`t understand about the lesson, they effort to ask questions to their teacher. Therefore, young learners of fourth year students have good characteristic and the teacher must teach them about what happen in the classroom.

**2. The Developed Period of the Children**

 According to Piaget (1896:10), the children`s thinking does not develop entirely smoothly: instead, there are certain points and moves into completely new areas and capabilities. These transitions as taking place at about 18 months, 7 years and 11 or 12 years. The topic of this study is students of the ten years and the writer explains briefly about the period of concrete operation. In this period, children develop a system for explaining their world. However, they can comprehend the relation from both perspective that is own and that of his brother. He has more organized, systematized understanding of this relation.

 Not only has the concrete operations child developed an understanding type of this relation among brothers or sister but he also constructed several other types of relations. Concrete here means that children at the age can not think about anything which is not real. Young learners at the stage are beginning to extend his thought from the actual to the potential.

 According to Scott and Ytreberg (1990:6) eight to ten years old have a language with all the basic element in place. This refers to children’s general language development. When it comes to learning a foreign language, there is still lot we do not know. There are many similarities between learning ones` mother tongue and learning a foreign language in spite of the differences in age and the time available. So far nobody has found a universal pattern of language learning which everyone agrees with them. Much seems to depend on which mother tongue the young learners speak, on social and emotional factors in the child`s background. What is clear here is that most eight to ten year olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

 The period from five to ten sees dramatic changes in children, but we cannot say exactly when this happens because it is different for all individuals. At around seven or eight, things seem to fall into place for most children and they begin to make sense of the adult world as we see it. Think about young children telling jokes. Ten year olds laugh because everybody else does, but they don`t always understand the joke. If they are asked to re-tell the joke it will be nonsense. Ten year olds think jokes are funny and they learn them off by heart. Ten and eleven year olds remember jokes and can work out the punch line from the situation. The system of language and the understanding of it seem to fall into place for many children in the same way. A child learning to speak a foreign language soon begins to say a few meaningful utterances. When they want to say something, they manage to say it using only the few familiar words that have acquired (Bowen, 1970: 149).

 From the explanation above, the writer can conclude that the developed period of the children has different thought for all individuals. Usually, ten years old have general language to speak by themselves or to other students. Ten years old think jokes funny and they can study very well. Therefore, if children want to say something, they will manage what they speak correctly.

**3. Purpose of Teaching English for Young Learners**

Teaching English in the primary school is intended to improve the quality of the result of instruction, and the function is to prepare the children for further education in the secondary school (Cahyono and Widiati, 2004: 258). Moreover, English in the primary school as a local content is intended to teach student understand simple oral and written expression in English. Therefore, the objective of teaching English in the primary school is to develop basic respective skills in oral and written in English. The young learners should learn to understand and to speak the foreign language with reasonable accuracy and fluency in the situation within young learners of their age group normally speaks. To make accuracy and fluency get better, the young learners must do more practice especially about vocabulary. In accuracy practice, errors are not usually dealt with immediately, but, as much as possible, the teacher helps the learners to correct themselves. Influence practice, errors are not usually corrected during activities, although the teacher may bring some errors to the learners’ attention afterward. Therefore, the young learners of elementary school program should develop in young learners’ ability to read and write what they have learned in vocabulary.

 The statement above can be concluded that the purpose of teaching English for young learners is to prepare the young learners for their education in the secondary school. The teacher can help the learners to correct their error vocabulary in English. Therefore, young learners must do more practice especially the vocabulary to develop their achievement in vocabulary.

**4. The Teacher of Young Learners**

 The teacher is the most vital single factor in teaching English for young learners of any curriculum area. The teacher has to select and organize the course content and the material of instruction, to create a friendly environment, to stimulate and maintain interest, to plan varied activities and to give young learners a feeling of achievement of success and which determine whether learning will take place (Wijayanti, 2008:13). A teacher takes a very important role in a teaching and learning process. He also says that an EYL teacher is a teacher who teaches English to young learners (Suyanto, 2010: 14).

In the light of those characteristic, it can be concluded that good teacher at this level need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources. They need to work with their students individually and in groups developing good relationship. They need to plan a range of activities for a given time period, and be flexible enough to move on the next exercise when their students getting bored.

Teacher is who effort for develop their ability and transfer their knowledge to another people. Teacher is always doing it because for show the purpose of national education (Umbara, 2005: 73).

Therefore, the writer can conclude that the teachers always give young learners` achievement for success. A teacher is someone who takes very important role in teaching learning process. Teachers always give their experience to young learners.

**B. The definition of vocabulary**

 According to Murcia (2000: 78), Vocabulary is an obvious area for language variation. Some vocabulary variation is due the age of the speakers and in many languages a special vocabulary gets used only with young learner. According to Nunan (1991: 128), that vocabulary is more than list of target language words. It means in learning vocabulary students will be taught the meanings and functions of words. They will know how to build some words to become meaningful sentences in the spoken or written form.

 Therefore, vocabulary is often supposed as identification with word. It can be looked in some discussion about vocabulary in many language books and most of dictionaries. For clarification, the writer will give some definitions concerning vocabulary.

**C. Kinds of vocabulary**

According to Harris (1969: 48) the first decision that must be made is whether to test the student`s *active* and *passive* vocabulary that is the words they should be using in their speech and writing or those they will need merely to comprehend, especially in their reading. There are two kinds of vocabulary:

 1. Active vocabulary is used in oral and written expression by the students. The word that the students understand well enough they use the words effectively in both speaking and writing.

 2. Passive vocabulary is deals with words the students will recognize understand in a context that helps them recall the word meaning. The students usually apply passive in listening and reading materials.

 Vocabulary is important to reading comprehension. Readers need to know meaning of the word they are reading in order to comprehend the text. (Dannel, 1976: 35), vocabulary can be divided into: Firstly, a listening vocabulary obviously includes all those words which your child hears, however, though he may know what the word means when he hears it. Secondly, a speaking vocabulary is consisting of the words he actually uses in his conversation. This groping for words can cause him to be uninterested in conversation. Thirdly, a writing vocabulary is more extensive than the speaking vocabulary. When you climb writes a composition or a letter, he has more time to choose the word he wishes to use. This vocabulary includes the speaking vocabulary plus all the words he knows through reading. Fourthly, a reading vocabulary includes all the words he has seen in his reading. He is able to recognize these words by sight, having seen them before. He can define many of these words, but he does not necessary use them in his conversation.

 Therefore, all these vocabularies need work and improvement. To gain fluency, your child must be able to transfer from one vocabulary to the other effectively. For example, the word must be understood when it is read. Then is part of your child`s active vocabulary. Transfer requires much help and practice.

**D. Technique of Teaching Vocabulary**

According to Nunan (1991: 117) at the level of classroom action, teacher also looks at techniques and classroom exercises and activities for teaching learning. The acquisition of an adequate vocabulary is essential for successful second language use, without an extensive vocabulary teacher will be unable to use the structures and functions may have learned for comprehensible communication. Technique is a useful way of learning new vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its meaning. When using this technique several things are important (Nation, 2001, 60).

According to Harmer (1991: 153-154) for many years vocabulary was seen as incidental to the main purpose of language teaching-namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not main focus for learning itself. Recently, however, methodologist and linguistic have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. Teacher should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure.

 Especially at young learner levels the technique are students have to work out rules and meaning for themselves rather than being given everything by the teacher. This certainly true of vocabulary learning where students will often be asked to discover for themselves. At young learner levels we can assume that students already have a considerable store of vocabulary. Rather than teach them new words we can show them example of word in motion pictures, and ask them to use their previous knowledge to work out what words can go with others. Technique used with vocabulary materials allow students to activate their previous knowledge and to share what they know. Teachers know that learners will select the words they want to learn. Teachers know that the words they have acquired seem to move between active and passive status, and we know that involvement with words is likely to help students to learn and remember them.

 In the learning process, teachers sometimes ask students to say each word after the teachers say it. The students enjoy saying the words as soon as they hear it. Listening, speaking and seeing the words, all of these may be aids for leaning, but it need much time. Baker and Westrup (1988: 15) suggest some technique of teaching vocabulary at beginner learner. They are demonstration, motion picture and explanation. Demonstration can help the learner connect the form of words with its meaning by presenting the form and meaning together. So that the learner knows they are connected to each other, we can do this technique by showing on object or cut out figure, by showing gestures, which is suitable for the material and by reforming the action in front of learner. We can help the student connect the form of word with it is meaning by presenting the form and meaning together, so the learner knows they are connected to each other.

 This study in technique of teaching vocabulary divided into five techniques, they are: firstly, classroom exercise and activities for teaching learning process. Secondly, a useful way of learn new vocabulary. Thirdly, using vocabulary materials allow students to activate their knowledge. Fourthly, select the words for young learners want to learn and fifthly, teacher ask young learner to say each words after the teacher says them.

 Based on the techniques above, the writer can say that above is very good. The technique can motivate young learners to study vocabulary. When the teacher uses some techniques, young learners will be easy to develop their knowledge.

**E. Presenting of teaching vocabulary**

According to Thornbury (2002: 75) a motivated and self-directed learner might be able to acquire a large vocabulary simply by using these resources. However, many learners sign up for language courses in the expectation that, at least some of the time, they will be presented with language, rather than having to go pre-planned lesson stages in which learners are taught pre-selected vocabulary items. Of course, incidental vocabulary teaching can occur at other times of the lesson, as when a text or a discussion throws up unfamiliar vocabulary. Teacher will be mainly concerned with ways vocabulary can be formally presented in the classroom.

 The teaching vocabulary has assumed its rightful place as a fundamentally important aspect of language development. Teacher can help the learner connect the form of a word with its meaning by presenting the form and meaning together. The learner knows they are connected to each other. Therefore, young learners themselves have never questioned the important of vocabulary. Most they attempt to function in the target language, find that can get by more readily by learning vocabulary. Another aspect of vocabulary learning is that, the ability to learn vocabulary appears to get easier (Byrne, 1983: 188).

 Therefore, the writer can conclude that teacher when teach vocabulary will be presented with good language. By presenting of teaching vocabulary, teacher can help the young learners to get easier in the classroom.

**F. Media as Teaching Aids**

 As foreign language which is not used everyday in the society, English is regarded difficulty to learn. To minimize the difficulty of understanding words, teacher must know the approach, strategy, method of teaching that can be used to make the students interest in the lesson.

**1. The Definition of Media**

 Media is one of the components of teaching. Teacher can teach the student by using media. It makes the student easy to study and not be bored with situation in the classroom or out side the classroom. Media is any extension of man which allows him to affect other people who are not in face to face with in. thus, include letters, television, film and telephone and even the roads and railways as there are extensions by which man can communicate with another. It is also carrying the messages to the students (Munadi, 2008: 2).

 The statement above can be concluded that media is something that someone or teacher used to make easy on transferring the material or the subject to the student. It include or thing around.

**2. Kind of Media**

 The important of media cannot be separate on teaching process kind of media in teaching now. In this chapter, the writer useaudio visual media is the function of two kinds of media. They are audio media and visual media. The audio visual media needs mechanic electronic to show the message of audio visual message. The example for this media is motion pictures, television, VCR and film. There is one kind media more. It is called by media that is based on computer technology. The materials of information are saved in the digital form. It is also used the screen to show the materials that are given to the student. Based on the development of technology, media is divided into two categories. They are traditional media and modern media: firstly, traditional media such as: dynamic visual media, there are: motion pictures, film, television, and video. Secondly, modern or modern technology media is media based on microprocessor.

**G. Audio Visual Aids for Teaching Vocabulary**

 As we know that use of visual aids is to help the teacher in teaching learning process. In this case, the writer would like to discuss some definition of audio visual aids as follow:

**1. Audio Visual Aids**

 In teaching learning process audio visual aids are used by the teacher. The role of teaching aids is to complete the materials and teacher`s explanation. So it can not be separated from the teacher learning process. Audio visual aids suggest in the first instance things brought into the classroom, motion picture and film will help the teacher to do his job better (Munadi, 2008: 134),

 The statement shows that audio visual aids are useful in the teaching learning process. Motion visual aids like wall motion pictures, televisions and films help the teacher to transfer the message or information to the student easily. They also stimulate a situation in which the students would be really involved in a natural process in receiving a teaching material. There are many kinds of audio visual aids used in teaching learning process and the teacher should have ability to use them. In order to make audio visual aids better known, the writer would like to discuss something important related to audio visual aids. Its details are shown in the following discussion.

**2. The Definition of Audio Visual Aids**

 Audio visual aids are all aids that can be seen and stimulate thinking to express ideas. There are many definitions of audio visual aids. One of them is anything which can be seen while language is being spoken.

 According to Munadi (2008: 56), audio visual aids are something that people can look at to help them understand, learn, and remember, such as: a motion pictures, films or photographs. As we know that audio visual aids can be serve as media for sending the message or information from the resources to the receiver. In this case functions of the teachers are as resource and the student as receiver.

 Therefore, the writer can conclude that audio visual aids also served as tools for visualizing concepts which are important for the students in receiving the materials. The role of audio visual aids involves the presence of the teaching learning process.

**3. The Advantage of Using Audio Visual Aids**

Audio visual aids are very useful in language classroom. The use of audio visual aids is to motivate the student and give them more experience in the teaching learning process. The language teachers can not do his job better without audio visual aids. Based on the above quotation, it can he conclude that teaching aids are very important to the success of teaching learning process. The use of audio visual aids is to complete the presentations of teaching materials in teaching vocabulary (Dale, 1946:295).

 Audio visual aids have some benefits both teacher and students: firstly, to the teacher such as: audio visual aids can brighten up the classroom and bring more experience and interest into language teaching, audio visual aids provide the situation (context) which light up the meaning of utterance used and audio visual aids can help in giving information of any kinds of another about the background of literature. Secondly, to the students such as: audio visual aids could stimulate the student to express theirs idea and audio visual aids can be applied easier and help the student understand the context of the text well.

**4. The Criteria of Audio Visual Aids**

 As we know that the use of audio visual aids is to help the teacher in teaching learning process. However before taking audio visual aids in the classroom activity make sure that: it is big enough to be seen, it is unambiguous as simple as it can be for the purpose it has to fill) unless ambiguous is deliberate and productive and it is presentable.

 According to Dale (1935:301), it is essential that every student could see the motion pictures well. The teacher has to make sure that audio visual aids are big enough. So the appropriate details can be seen from the back of classroom, by propping it up on the table where you would formally stand and looking at it from the most distant part of the room.

 Based on the statement above, the writer can concluded that moreover audio visual aids should also be unambiguous and presentable. Therefore, the student could catch the meaning implied in the visual aids easily if those visual aids could represent something clearly.

**H. Teaching English Vocabulary Using Motion Pictures**

According to Burton (1952:521), motion picture is picture be active and begin from all of creator life or to blow life in the object that don`t alive. Mention of picture be active because when make it use picture that sequence and can manipulation it so that look likes picture be active. This motion picture used to motivate the student and to give them more experience in learning process.

 Motion pictures have useful role in language classroom. The role of using motion picture in teaching is available to teachers anywhere or illustrations which have been kept simple so the students can be copied easily. The activities can be integrated into all stages of the teaching process and advice is given on how to adapt the ideas to suit different teaching environment. Maintains that motion pictures are one constant aspect of children`s books. Reviews research on whether motion pictures hinder or facilitate the development of reading skill in young children. Provides suggestions on when and where motion pictures might provide instructional support (Deboer, 1970:302).

 Similar to the above statement Hamalik (1985:81-82) mentions some functions of motion pictures are concrete. There are some reasons of using motion pictures: firstly, that characteristic of picture is concrete. Therefore, the students can look at the materials being described, secondly, that is can solve time and place limitation, thirdly, that it can solve the capacity/ shortage of the five senses, fourthly, that it can be used to explain something, fifthly, that easy and cheap to get and the last, that is easy to use both for individual and group students.

 Besides the motion pictures in teaching can give some support in producing language skill and promoting them, the role of motion pictures in teaching learning process as follow: motion pictures can motivated the student and make them want to pay attention and to take part, motion pictures contribute to the text in which the language is being used and the motion pictures can be described in objectives way or interpreted or responded to subjectively (Hamalik, 1989:90).

 Therefore, the writer can conclude that effect interesting motion pictures have a strong effect on the subject, which is anticipated. Besides, interesting motion picture is very suitable to attract our eyes to see directly and also motion pictures can help the student to understand the materials presented by the teacher.

**I. Motion Pictures for Young Learners**

 Based on the characteristic of the young learner, so the teacher must be careful to choose, use, apply and develop kinds of technique or media in teaching. Teacher must be active demonstrate, give example, move the hand or foot with face expression based on the situation and condition. Kind of media that can be used by the teacher for young learner or elementary students is motion pictures. Today there are many English commercial books that is written by using many approaches, one of them is written based on the language structure, some of them also based on the activity. So that the teacher should have skill to choose or take the material and media that appropriate with the learner need. One of the skills that should be made by the teacher can developed the material by him self. How makes cheap, simple are the way to make the effective media (Hamalik, 1989:21).

 In teaching learning process of course have many advantages, some advantages of using motion pictures are : to improve to understanding and sympathy in classroom, to change significant of students environment, show relations between lesson and students interest, to bring fresh and variation for students experiences and learn, make the result of learning more sense for students increase, the students became interest in learning process, materials of learn more clear meaning, method of learn will variation by speech of words from teacher and the students can many doing in activities study because not only listen, but anywhere activities such as: monitoring, doing, demonstrations and soon (Azhar, 1990:75).

 From some description above so the writer concludes that advantages by using motion pictures are: by using media the information and material or message becomes clean, media can increase and motivate the student to learn and make interaction with another student and also with their environment, by using motion pictures the limitedness of place, time and five senses can be solved and by using motion pictures the student can get some experience about everything around them.

**J. The Effect of Using Motion Pictures on Vocabulary Achievement**

 Teacher can apply them in the teaching English in order to make the student understand at the lesson more easily. In the teaching learning process, the object can not take in to find the classroom or show to the student. Therefore, it is wise for the teacher to find the complementary ones, such as motion pictures.

 Teacher must creative when choose media for young learner. Motion pictures are imported to help the students to expect the experience or understand some things places, object, people, etc. It is suggested that the teacher use motion pictures and teaching learning process.

 It means teaching learning by using motion pictures they save the time and energy. Motion picture can be used by teacher and students whatever the emphasis of the syllabus they are following. The example given in this based can not care all possibilities and for that reason it might be of value and interest to show how ones picture can be used as a reverence a stimulus in order to promoted very language teaching emphasis. Not all motion pictures can be used as media in learn. They learn must find motion pictures that fulfill the children should as good motion pictures on the order hand. Motion pictures should certainly be subjected to some practical criteria, for easement of their value, but such criteria should apply to all activities whether they involves motion pictures or not. In other words, teaching using audio visual aids by motion pictures has a positive effect on the student`s vocabulary mastery (Suyanto, 2010: 39).

 Obviously, every activity that consist the use of motion pictures has some effects. On the other side, these kinds of activities are helping teacher to introduce the meaning, give believable setting as motion pictures, create a sense of a real place and real event, make the meaning clear and memorize easily. Motion pictures may also add fun, related the activity into an event. Meanwhile, using motion pictures in teaching learning process the young learners can be creative. Teacher may need the right techniques, therefore that they can maintain the students` attention to intend objectives of the lesson. Using motion pictures in teaching learning process absolutely needs time to preparing the material or implementing in the classroom (Boysson, 1999:146).

 According to Munadi (2008:9), the useful of motion pictures for the students are developing vocabulary, making them interested and not getting problem from the motion pictures. When students observe motion pictures, they will talk more to interact better with the motion pictures. Students can make relationship to develop new ideas. Therefore, the motion pictures in fact can make people understand about audio visual media. Students are getting some educations when they study vocabulary by using motion pictures. Motion pictures can help the students to response their knowledge in vocabulary. The student can study hard because they feel interested in studying vocabulary by motion pictures.

 Based on explanation above, it can be concluded that the effect of motion pictures in teaching learning process is very important for students especially of fourth year students. It will be easier to understand some materials about vocabulary. Therefore, motion pictures are good media for transferring some words in teaching vocabulary.

**K. Previous Study**

 A motion picture is an effect on vocabulary development. It was concluded that in learning environments where motion pictures is unavailable to EFL students and instructors, use of motion pictures from home and even as a supplement to traditional classroom techniques helps motivate and enhance EFL students' learning and acquisition of English vocabulary.

 All the students found the motion pictures in vocabulary course useful and fun, and considered it a new way of leaning English vocabulary and doing homework. It heightened their motivation and raised their self-esteem. It created a warm climate between the students and instructor and among the students themselves. The exercises helped clarify difficult points and helped the students review for the in-terms. They could use the motion pictures course any time and as many times as they needed. It made the class material easier.

 Finally, the present study recommends that online instruction be extended to other language courses and other college levels. Students of different young learners in courses focusing on the same skill such as vocabulary building, reading or writing can share the same motion pictures course together with their instructors. To encourage the students to participate, the teacher has to motivate them and rules for using the motion pictures course should be made clear. The effects of motion pictures in vocabulary make the students enjoy by using it and helped them learn.

 **Generally, the finding showed that the students performed in teaching English was better when the motion pictures were used during the teaching learning process. Based on this study, it can be concluded that the motion pictures contribution relation to give beneficial effect to improving students’ achievement in vocabulary. Therefore, the researcher wanted to know the students achievement before and after being taught by using motion pictures.**