**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter concerns with some basic theories related the study. These have been used to determine the research, the data collection and data analyses during the study. This chapter consists of seven sections. First, teaching, second section is teaching English to young learners, third is teaching vocabulary, fourth is game. I expect that this study will give the readers a wider or further understanding about this thesis.

1. **Teaching**

Alvin W. Howard, gave more complete teaching definition. Alvin said: “teaching is an activity that tries to help, to guide someone to get, to change or to develop skill, attitude, ideals, appreciations and knowledge.[[1]](#footnote-2)

In this definition, teacher should try to bring good behavior changes or to change students’ attitude. That’s a proof that teacher has to decide in making or formulating the goals.

Teaching is a guidance of learning activity. It is a purposive activity. It means that the activity associated with purpose. So, teaching is conducted to reach and directed to the goal of learning process. The concept of teaching is understood as process that is intrinsically and inseparably bound up with learning. Teaching was done by teachers, telling and showing student how, complementing the learners when they did poorly. Teachers simply taught the way that they had been taught as children, youth or apprentices.

Teaching is exerted the creation of situation that possible to learning process persisted. This system of teaching consist of components with influence each other: The instructional purpose which would be reached. Teaching is an organized activity to helps students in learning. The essence of teaching looked as a process, that is, the process which done by teachers in caused learning activity of students. Teacher has first role and in direct and create situation to learning process, and the result of the process is change ownership, but also influence attitude interest, appreciation, and real behavior.

Teaching is complex behavior. To interpret it in simple terms lead to misunderstanding. This, in fact, is what is done by many non-educators, and result in distorted nations about the role of teacher and the needs of school. More tragically, some teacher are also guilty of this kind simplistic if well-intentioned, thinking as reflected an classroom approaches that disregard professionally endorsed pedagogy and rely on unexamined traditional practice and personal intuition. Their concept of teaching is more like to be a bag of tricks that a synthesis of sound principles.[[2]](#footnote-3)

Teaching is learners’ behavior.[[3]](#footnote-4) In teaching instruction should be based on the most effective strategies, methods, techniques and behavior as determined by current research and learning theory.

Teaching is, in the final analysis, a personal invention. Individual teacher, meanwhile, are as different from one another as everyone else in the population is. For example, a teacher who has a highly developed sense of humor may banter with students and use quips, the overall effect of which can be quite positive.[[4]](#footnote-5)

The Theory of Teaching

Based on Muhaimin, there are some theories in teaching;[[5]](#footnote-6)

1. Association Theory (Herbart)

Teaching based on this theory is by giving lesson materials to the children so that they have responses or knowledge as wide as possible. The goal of this theory is to think; it is to make relation and new response. The steps are, preparation, presentation, do the comparation and association of lesson materials, formulation and conclusion, application.

1. Capacity Theory

Based on this theory, human’s spirit includes of some capacities; to recognize, to taste, to imagine, to observe, to save and to produce, to passionate, to remember and to think. Thus, by the definition based on the theory is giving any lessons to the children by training their capacity. The goal is the children’s capacities are trained. Then, to know that they are trained, they are given some questions about the lesson materials that have been taught and give some certain tasks to them as evaluation for the result of their learning.

1. Totality theory (Gestalt)

Definition of teaching based on this theory is to make clear and to detail totality into clearer the parts. Based on totality psychology is that human to imagine a whole thing, it is the stimulus that touches human is responded the whole, not the part of the stimulus. By giving lesson material to the children, they can get definition, acquisition, skill, attitude, behavior and the improvement of psychological development because of experience.

* 1. **Teaching English to Young Learners**

Young learner means children who learn English when they are still young. English young learners are a reliable and consistent measure of how well child is doing in the skills of listening, speaking, reading and writing.[[6]](#footnote-7)

The young Learners are primary school from the age between 6-12 years old. They can be divided into two groups that are: younger group (6-8 years old) and older group (9-12 years old). According to their level, they are called as students of lower classes (1, 2 and 3 years students), and upper class (4, 5 and 6 years student) .Scott and Yterberg divide them into two groups; they are level one or beginner level (5-7 years old) and level two (8-10 years old). The group of level two also called beginners level if they are just beginning to learn English at that age.

Basically, that needs to be remembered as one of the important goals in learning English in Elementary school is growing interest in learning English. In order to achieve these objectives we need to understand the characteristics of children so we can choose methods and materials appropriate for their learning.

There are the characteristics of young learners according to Kasihani as follow:[[7]](#footnote-8)

1. Generally, children in the age of 5-7 years old are egocentric. They like to connect what they learn or they do with themselves.
2. The young learner in the *Level One* (5-7 years old) difficult to distinguish about the concrete and the abstract.
3. They are more imaginative and active. They like to learning through games, stories and songs, so they will be more motivated to learn English.
4. They are easy to feel bored. They have short concentration and attention so the teacher must be varied.
5. Their life is full of color and happiness.
6. They like story and game. Through stories and games, students can be trained to better focus on the overall context.
7. At the age of 8-9, they are able to cooperate and study with their friends.
8. At the age of 8-10, they have a realization and readiness in language.
9. The children like the conversation instrict to interact and talk about what they have.
10. Last but not least, the important thing to remember that the students of elementary school are the active thinker.
    1. **Teaching Vocabulary**
       * 1. Vocabulary

Definition

It may be helpful to first meaning conceptual (meaning) vocabularies. This refers to numbers of words to which individual adult or child can attach one or more meanings.[[8]](#footnote-9) Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.[[9]](#footnote-10) Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.[[10]](#footnote-11)

Kinds of Vocabulary

According to Soenardi Djiwandono, vocabulary mastery distinction into two kinds:[[11]](#footnote-12)

1. Active- productive vocabulary

The vocabulary which is part of active-productive mastery is called active vocabulary. It can be used by the language user naturally and without any difficulties to show him/her self.

1. Passive- receptive vocabulary

The vocabulary which is part of passive-receptive vocabulary mastery is called passive vocabulary. The language user uses it to understand other people spoken and doesn’t able to use it in their spoken naturally.

1. Teaching Vocabulary

According Harmer in maselbahri Teaching Vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language.[[12]](#footnote-13)

Many people say that “Teaching English to Young Learners is full of fun.”[[13]](#footnote-14) In Teaching children, teacher has to use performance to teach vocabulary to them, because the children in literacy level are performance , it means that when the teacher teaches vocabulary to his students the teacher know their characteristic so that the teacher can choose suitable techniques or methods which make the students enjoy and active in learning vocabulary in the classroom.

According Chodijah: 2000 there are some technique the English teacher for young learners, such as:[[14]](#footnote-15)

a. Presentation

The teacher is as a model in the class. Teacher uses the English language clearly and simply in the exact context beside that the teacher as information in the class so they can manage that class. To avoid the students boring, this method present for about 10- 15 minute.

b. Exercise stage

The purpose of it is increase the student confidence to useful the new language pattern that they get form the condition that was created. Rule teachers are managers in the class and corrector to correct the students mistake the technique that can use and drills.

c. Application stage

The teacher gives the motivation to the students for use the new language, so they will be creative. This stage use for game or role- plays material learners full of fun.

Besides, there are some techniques that can used to make the class interesting, they are:[[15]](#footnote-16)

1. Listen and Repeat.

The teacher says something and the students only listen. Then, the teacher says again and asks them to repeat what the teacher says. To introduce new words, the teacher can use *flash cards* in this activity.

Example: Teacher: “Listen and repeat! It’s a dog

Students: It’s a dog

1. Listen and Do

The teacher says something and the students listen carefully. Then, the students do what the teacher says. The students respond it by doing what their teacher says.

Example: Teacher: “Stand up, please!”

(The students stand)

Teacher: “Open your book”

(The students open their book)

1. Question and Answer

The teacher starts to ask something and give sample of the answer. Then, the students imitate; after that the teacher asks something and the students answer the question. Before answer the question, the students must listen and understand the question.

|  |  |
| --- | --- |
| Question | Answer |
| Are you sleeping?  Are you studying? | No, I’m not.  Yes, I’m. |

1. Substitution

The teacher loose one part of sentence and asks the students to substitute with other similar word. The teacher can use media: flash cards, flip cards, poster, or regalia.

Example: It’s a dog

Horse

1. Draw and Color

This technique can be done after the students know some words, things, and colors, such as *rabbit, carrot, orange, and green*. Both the picture and the color are matched to student’s interest and the context or real life.

Example: “Draw a carrot! It’s orange”

(The students draw and color the picture)

1. Listen and Identify

In English, practicing to identify sound is the important thing to do because of wrong pronunciation will have different meaning. In this activity, the teacher gives two similar sounds by using interesting way, for example by using “*minimal pairs*” for *vowel* and some *consonant.*

Example:

1. (2)

*Eat* *it*

*Pen pan*

The students identify *one* when the teacher says “*eat*” and identify *two* when the teacher says “*it*”.

1. See Differences

The students try to observe and find out the differentiations of two things or pictures. This activity is useful for the student’s accuracy.

Example: *Find five differences between picture 1 and picture 2!*

1. Group Discussion

The teacher gives the problem to the group, and then they discuss about it. It helps the students to more active.

Example: The teacher tells the fact of some events and then the students must give the result or the end based on their imagination.

1. Cooperative learning

Every students learn together, they must work together to give the reports or the tasks that are given by the teacher.

Example: The students fill the puzzle or make a draft of animal in the zoo.

1. Modeling and Demonstration

Modeling and demonstration are the strategy to give example to the students about how they do, learn, and make something.

Example: *Teacher: Show me your tongue!*

*Ok, now pull it slowly when you say three/èri/, thank /èæçk/.*

Then the teacher practices them in *minimal pairs three-tree: thank-tank.*

1. Concept mapping

This activity is used to lead the students hook some concepts or things that are known with other concept. The teacher can use it to connect something new with known thing.

Example: *Concept: Vegetable*

*Question: What is vegetable?*

The teacher guides the students by giving the definition of vegetable’s name.

“*A vegetable is a plant, or part of a plant, we eat.”*

*Can you name some vegetable?*

(The students mention the vegetable’s name by using brainstorming).

* 1. **Vocabulary Mastery**

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to ‘know‘ a word if they can recognize its meaning when they see it.[[16]](#footnote-17) It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

In learning vocabulary automatically we have to know the meaning of words it self and can use it in sentences. Vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest ‘equivalent’ in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.[[17]](#footnote-18)

Meanwhile, for Indonesian learners who learn English as one of foreign language that is taught in school, they have limited words or vocabulary that they know or understand of the language. So, they experience low development in expanding the vocabularies.

* 1. **Game**
     + 1. General Concept of Game

Game is form of play or sport with rules. Ismail said that game is an activity done by someone to get pleasure and joy after conquer others’ ability.[[18]](#footnote-19) According to Suyadi, children’s world is the world of playing. It means, the children’s learning is by playing itself, at school or even at home. Maybe for adult, playing game is not something serious. But, it is for the children. All the games are played by them seriously.[[19]](#footnote-20)

According to Heinich, gaming provides a playful environment in which learners follow prescribed rules as they strive to attain a challenging goal.[[20]](#footnote-21) It is a highly motivating technique, especially for tedious and repetitive content. The game may involve one learner or a group of learners. Games often require learners to use problem-solving skills or to demonstrate mastery of specific content demanding a high degree of accuracy and efficiency.

One common type of instructional game is related to learning about monetary. The player with the highest profits is the winner.

Freeman and Munandar say that there are some benefits of game:[[21]](#footnote-22)

1. As the energy distributor. The children have more energy they are free from many kinds of pressure.
2. As a media to prepare their adulthood. By playing games, they can prepare their future.
3. As the next generation of human image. By playing games, children pass the same growth steps of human history (recapitulation theory).
4. To develop the lose energy. Playing game is a medium to refresh the body and mind after working for hours.
5. To get compensation for anything children don’t get. By doing this activity, children satisfy their hidden and pressured wants.
6. Playing game also can release their feeling and emotion that cannot they express in the real life.
7. Give stimulus in making good personality. Personality keeps growing and for the normal growth, it needs stimulus. Playing game gives stimulus to grow.

Playing game has an important role in developing children almost in all developing fields, such as physic-motoric, language, intellectual, affective, social and emotional;[[22]](#footnote-23)

* + 1. Motoric ability

When the children play a game, they train themselves to combine their thought and movement to be balance. According to Piaget, children born with reflect ability, then they combine two or more reflect movements, and finally they can control their movement.

* 1. Cognitive ability

Based on Piaget (1962), children learn to understand the knowledge by interacting through the surrounding objects, playing game gives chances to them to interact with the object. They have chances to use their senses like touching, smelling, seeing and listening to know the characteristics of the object.

* 1. Affective Ability

Every game has the rule. The rule will be introduced to them little by little, step by step till they can understand well. By that, playing game will train them to realize of the existence of the rule and the importance of obeying the rule. It’s the first step of affective development.

* 1. Language Ability

When they play the game, they also communicate by using children language. It means that they learn language indirectly.

* 1. Social Ability

When they are playing, they interact each others. The interaction teaches them the way to response, to give and to accept, agree or disagree with others’ opinion. It will omit egocentric feeling of the children and develop their social ability.

1. Monopoly Game

Monopoly game is the one of game in which the players compete to collect money as much as possible. The players take a turn by flipping the dice and move around the game board based on the number of the dice. The players will through partition of question that will be answered by the players.[[23]](#footnote-24)

There are some steps in playing monopoly and learning vocabulary as well:[[24]](#footnote-25)

1. Step 1

Keep in mind that the ultimate goal is not only to have the most money and assets at the end of the game, but also to get more vocabulary.

1. Step 2

Make sure that the teacher has all the pieces. The box should contain a game board, two dice, play money, 32 houses, 12 hotels, 11 tokens, a stack each of Chance and Community Chest cards, and a Title Deed card for each property. All the commands of the card are written in English.

1. Step 3

Lay the board out with the Chance and Community Chest cards face down on their respective spaces.

1. Step 4

The players choose their favorite token. Put all of the players' tokens on Go.

1. Step 5

Select a player to be the Banker. This person takes care of the money, buildings and Title Deed cards.

1. Step 6

Distribute the money. Each player gets two $100, two $200, two $500, two $1000, two $2000, two $5000, two $10000, two $20000, two $50000 and one $100000.

1. Step 7

Have each player roll the dice to see who goes first. The highest roll wins, and plays moves to the left.

1. Step 8

Roll the dice and move that many spaces.

1. Step 9

Buy a property from the Bank, if he/she wishes, when he/she land on it. If he/she opt not to buy a property on your turn, the Banker may auction it to the highest bidding player. Bidding can start at any price and anyone may bid on the property.

1. Step 10

Pay rent if he/she land on a property owned by another player. He or she must remember to ask for it before the player after you throws the dice.

1. Step 11

Take a card if he/she land on Chance or Community Chest and follow the instructions. The instructions are written in English so that the students are not only playing but also studying vocabulary. They have to try to find the meaning of the instruction to know the instruction. The teacher needs to write down the vocabularies on the blackboard so that the students can easily to remember their meanings.

1. Step 12

Keep the dice if he/she roll doubles - once their turn is over, he/she may roll again.

1. Step 13

Go to Jail if he/she roll doubles three times in a row.

1. Step 14

Collect her/his salary of $20000 from the Bank every time he/she pass or land on Go.

1. Step 15

Get out of Jail by any of these methods: Use a Get out of Jail Free card; pay a $5000 fine before you roll the dice on either of his/her next two turns; or roll doubles on the dice during any of the three turns following his/her incarceration (he/she doesn't get to take another turn). However, if he/she doesn't roll doubles by the third turn, he/she has to pay a $5000 fine.

1. Step 16

Win the game by snapping up all of the property on the board, ruining the other players and acquiring more money and assets than anyone else.

1. Step 17

Teacher evaluates the words by asking the meaning of the words in monopoly game.

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3. Ibid…..4 [↑](#footnote-ref-4)
4. Ibid…., 5 [↑](#footnote-ref-5)
5. Muhaimin, *Strategi Belajar Mengajar* (Surabaya: Citra Media 1996) p.58 [↑](#footnote-ref-6)
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15. Ibid. . . . p,88 [↑](#footnote-ref-16)
16. <http://www.scribd.com/doc/18475644/Vocabulary-Mastery>, accessed in August 2010 [↑](#footnote-ref-17)
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18. Andang Ismail, *Education Games,Menjadi Cerdas dan Ceria dengan Permainan Edukatif,* (Yogyakarta: Pilar Media, 2006), p. 16 [↑](#footnote-ref-19)
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20. Robert Heinich, *Instructional Media and Technologies for Learning,* (New Jersey: Merrill Prentice Hall, 2002) p.19 [↑](#footnote-ref-21)
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22. Slamet Suyanto, *Dasar-dasar Pendidikan Anak Usia Dini,* (Yogyakarta: Hikayat Publishing, 2005) p. 119 [↑](#footnote-ref-23)
23. http;//dossuwanda.wordpress.com/artikel/pembelajaran-dengan-model-permainan-monopoly-pakem/ Accessed in March 2010 [↑](#footnote-ref-24)
24. <http://www.ehow.com/how_12711_play-monopoly.html> Accessed in April 2010 [↑](#footnote-ref-25)