CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some reviews of relevant theories and studies that are about: Teaching English to Children, Teaching Vocabulary, Miming Game, and Previous studies.

A. Teaching English to Children

1. The Characteristics of Young Learner

Teaching young learner is not as easy as teaching adult. As stated by Pinter (2006: 17), adult learners can rely on a number of useful resources when they learn a new language, it is different with young learner they will pick up and learn the second foreign language if they are having fun and if they can work out messages from meaningful contexts. Before deciding to become a teacher of young learners, we should fully recognize that the children are not miniature of the adults. As a teacher we must be able to determine what strategy is the most effective. Furthermore, teachers have to find the strategy to keep children to concentrate to the teaching, to make them enjoy the lesson and to have fun and amusement. Because young learners are more active and they always like to ask questions. Young learners often learn more indirectly than directly from everything around them, by seeing, hearing, touching and interacting. They also show enthusiasm and curiosity about their surrounding.

Rixon (1999) states that young learners are those learners aged between 5 years old to 12 years old. There is a big difference between what a five year old child can do and what a child of ten can do. Scott and Yteberg (1990: 1) divide the characteristics of the children into two main groups, the first group is five to seven year olds and the second group is eight to ten year olds. The five to seven years olds are all at level one, the beginners stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for the same time, so there are both level one and level two pupils in the eight to ten age group.

Based on Scott and Yteberg (1990: 1-2), children from five to seven year olds usually do at their own level:

1. They are 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 the think.

5. They canuse logical reasoning.

6. They canuse their vivid imaginations.

7. They can use a wide range of intonation patterns in their mother tongue.

8. They can understand direct human interaction.

In addition, Scott and Yteberg (1990: 3-4) give the general characteristics of childeren at eight to ten year olds:

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 learning.

6. They have definite views about what they like and don't like doing.

7. They have a developed sense of fairness about what happens in the calssroom and begin to question the teacher's decisions.

8. They are able to work with others and learn from others.

From each characteristic, we know that in foreign language classroom, the latter are more ready and have more language awareness than the former. As an english teacher, he or she should be able to understand the students characteristic in each level. Therefore, they are easy to choose the strategy which is used to teach both of them.

Considering the characteristics of young learner, Scott and Ytreberg (1990: 5-6) state what should be done by an English teacher in his teaching to children as follows:

1) Words are not enough

Do not rely on the spoken word only. Younger learners do activities in the form of visualization, movement, and involve the senses.

2) Play with the language

Through fun activities like playing, children have great ability to absorb language. It is required for giving situation to the children to play or to have experiments with language they learn, for example playing with words.

3) Language as language

Most eight to ten years olds already have awareness in their own language. The spoken word is often accompanied by other clues to meaning – facial expression, movement, etc. As a teacher should make full use of these clues when they start to learn reading and writing. Because reading and writing are extremely important for the child's growing awareness of language and for their own growth in the langugage.

4) Variety in the classroom

Since concentration and attention spans of the children are short, variety is a must (variety of activity, variety of pace, variety of organization, variety of media, and etc.). The varieties in the learning activity will help the children to keep their attention to absorb the materials given.

5) Routines

Children benefit from knowing the rules and being familiar with the situation. Children like something familiar with them.

6) Cooperation not competition

Most children like to have other children around them, and sitting with others encourages cooperation.

7) Grammar

Foreign language is not dependent on whether they have learnt the grammar rules or not. So, as a teacher you should note the structure, functions, and grammar items which you want your pupils to learn as well as those they already know, but your actual teaching should only include the minimum of grammar taught as grammar, and then for the older children only.

8) Assessment

It is always useful for the teacher to make regular notes about each child's progress.

Based on the explanation above, we can conclude that teaching young learners are different from adult. Understanding their characteristics can help the teacher to develop method and a system of work that he or she will use in the process of teaching and learning. The teacher should know and be aware of some characteristics in order to choose the best technique and media in helping the children to learn.

2. Teaching English at Elementary School Students

English languange is one of the subject that have been taught in elementary school. This subject became one of the difficult subject for young learner, because it is different from their mother tongue. As stated by Halliwel (1992: 4) in the early stage of their mother tongue development children excel at making a little language go a long way. Even though it has been taught since in kindergarten or before they entering elementary school. Since in kindergarten young learner have been given the basic of english language, such as introduce about number, days, months and colour. And in elementary school they will give more knowledge about english language. Teaching students in elementary school is not easy. It is not only about how to teach students but it is about how to make them understand with the lesson.

Brumfit (as citedin Kusumayanti 2010) says that there are a number of reasons for teaching English at elementary level:

> (1) The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic or others; (2) the need to link communication to the understanding of new concepts; (3) the need for maximum learning time for important languages. The earlier you start the more time you get; (4) the advantage of starting with early second language instruction so that later the language can be used as a medium of teaching.

According to Brumfit, the reason of teaching English in early age is to learn other cultures and to get maximum learning time. Another reason stated by Gordon (2007: 66) children who are as young as two years old have the ability to quickly figure out what a

word means after hearing it just once and then immediately remember the word. It means that the best time to learn language is in the early age. Elementary School is the best place to start teaching and learning English.

According to Freeman and Long (1991: 154), people planning language teaching programmes want to know the optional timing for such programmes. Should foreign langugages be introduced in the elementary school. As stated by Pinter (2006: 32), children start learning English were not to make friends or into a new school and culture, but they learning English as a school subject. However, learning language earlier is effectively done as they are less distanced from the golden age when they acquired their mother tongue naturally. Many people believed that when a child is introduced to a second language at an early age their chances of becoming more proficient in the target language will be higher. By this theory, it can be seen that it will be effective if someone learns a second language in early age.

From the theories above we can know that the best learning English languange is in early age. Therefore since elementary school students are taught English lesson. The objectives of teaching english in elementary school is the students know and able to memorize many vocabulary, because vocabulary is the first step that should learn by young learners before they have to learn Listening skill, Speaking skill, Reading skill, and simple Writing in english.

B. Teaching Vocabulary

  1. Definition of Vocabulary

Vocabulary and word can be defined in a number of ways based upon the particular aspect of which is approached. Vocabulary is defined as "all the words in a particular language", Wehmeier, et al. (as cited in Cahyono and Widiati 2011: 107). Furthermore, Kusumayanti (2010) defines Vocabulary is one of the vital elements in constructing meaningful communication. Without knowing the words needed to convey their ideas and feeling the learners can not speak and write well.While Richard (2001: 4) states that vocabulary is one of the most obvious components of language and one of the first thing applied linguists turned their attantion to.

In addition, Sener (2015) states that vocabulary refers to the words used in a language. It can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning. According to Cahyono and Widiati (2011: 107) vocabulary, in addition to grammar and pronuntiation, is one of language elements considered necessery for language vocabulary.Furthermore, according to Zimmerman inCoady and Huckin (1997: 5) vocabulary is central to language and of criticalimportance to the typical language learning.

From the definitions above, it can be conclude that vocabulary is the most important to learn for young learners. Because it is the first

step to learn English language and it is also the total number of words which are needed to communicate ideas and express the speakers means.

2. **Kinds of Vocabulary**

According to Harmer (as cited in Khoiriyah 2013: 9) in the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary To make clear the writer explains both of them as follows:

a. Active vocabulary

The active vocabulary means stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

b. Passive vocabulary

The passive vocabulary means the words that the students recognize and understand them they occur in a context or student need someone to say something that helps them recall the word meaning. The student usually finds passive vocabulary in listening or reading materials. They will find the meanings of word when the real the words in a text and will know the meaning of the unknown word on the text.

In addition, Haycraft, quoted by Hatch and Brown (1995: 369), divides two kinds ofvocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understandwhen they are used in the context, but which they cannot produce. It isvocabulary that the learners recognize when they see or meet in reading textbut do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words which the learners understand, canpronounce correctly and use constructively in speaking and writing. Itinvolves what is needed for receptive vocabulary plus the ability to speak orwrite at the appropriate time. Therefore, productive vocabulary can beaddressed as an active process, because the learners can produce the words toexpress their thoughts to others.

3. Teaching Vocabulary to Children

One of the factor in teaching languange is unsuccesfull vocabulary. Without know any vocabulary students will difficult to speak and write well. In teaching vocabulary for children, the teacher must be able to decide which is vocabulary that have familiar with young learners. Allen (1983: 9) stated that there are five facts about vocabulary lesson that can be aware:

1. Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.

2. Teaching such words will require special skills because students often feel their native-language words for familiar objects and persons are all they really need.

3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class.

4. When a student feels no real need to learn something, a feeling of need must be created by the teacher.

5. To creat in students' minds a sense of personal need for a foreign word, it is not enough to say, "Here is a word to learn." "Here is what the word means." "The word will be useful to you someday."

Vocabulary mastery in elementary school especially at fourth grade students still in the level of receptive use. They able to identify the words when they meet them but they are not able to produce or use the words speaking or writing. Lado (as citedin Kusumayanti 2010) gives some steps in vocabulary learning, namely: (1) listening the words, (2) pronouncing the words, (3) understanding the meaning, (4) making illustration in the form of sentence, (5) doing practice in expressing the meaning, (6) pronouncing the words in loud voice, dan (7) spelling the words. Based on this theory, the fourth grade students are able to master vocabulary in listening the words, pronouncing the words and spellling the words.

Young learners often put words together with what they can see, hear or with what they can touch. But as said above they also need to know other aspects of the words they learn. The fourth grade students are able to master vocabularies in the form of listening the words, pronouncing the words and understanding the meaning of the words. Thus, it can be conclude that memorizing vocabulary is not enough without learn pronouncing the words and understand the meaning of the words.

C. Miming Game

1. The Nature of Miming Game

Learning English language is not easy. Because it is not our language and our culture and it also has differences between the writing and the pronunciation. English language is difficult to learn especially for young learners. But if learn the language by something pleasure it will be easy. In this research the researcher use miming game to improve students vocabulary. Because learning vocabulary through game is one effective and interesting way that can be applied in any classroom. Besides of that game also help the teacher to make teaching and learning process more easy.

Game are good to help students in mastery vocabulary. Students usually difficult to memorize the vocabulary but by using game they will remine it. The reashercher knows that students at

elementary school will be bored if they study English without any strategy. They need some games to make them more interest to study, because there are still children and every child like to play everytime. Therefore, the researcher used miming game to improve students in mastering vocabulary.

Miming game is one kind of guessing game besides guessing pictures, and guessing sentences. The different of miming game is, it only used the gesture to speak. Alqahtani (2015),teaching gestures appear in various shapes: hand gestures, facialexpressions, pantomime, body movements, etc. They can either mime or symbolisesomething and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand.

Mime can be defined as the art of silent recreation. According to Lamda (2012), mime is the 'art of silence'. The reason for this silence is not based on a hatred of words or simply the pleasure of telling a story without words; the mime artist can speak what words cannot say and might proclaim in a gesture what a writer may take pages to tell.

According to Pinter and Doff (as cited in Hartini 2012), one of the most effective guessing games is miming game where one child comes forward after the teacher secretly gives him a word, phrase or sentence and mimes an activity and his group or the whole class try to

guess what he really means. Goleman (1996) adds that children always enjoy fantasy, imagination and movement, and he claims that learning does not take place in isolation from children's feelings. Children will remember and learn faster when they are happy, relaxed and unthreatened, therefore teachers have to create a conducive and pleasurable atmosphere, so that what they learn can have a lasting effect on them.

2. The Design of Miming Game

Miming game is a simple game which can be used in many level to learn and practice vocabulary. This game is not new again for students at elementary school, because they often play this game in their daily activity such as king and queen game. King and queen is one kind of miming game. The game is very good to improve students in mastering vocabulary, because the students will guess about what is their friend do. This game can play with group or individual. According to Lamda (2012), learners at grade fourwill be able to demonstrate that they can create a believable character through mime, create relationships with other characters and engage with the imaginary. Their movement will be clear and co-ordinated, with the application of developing technical skills.

Example the clues of miming games according to Triono (2012):

a. The teacher acts out something like action or animal and it as clue for students.

Teacher : (act out like snake)

It is a snake!

b. The students do the game with a pair

Student A : (act out like monkey)

Student B : it is a monkey!

And etc.

c. The students do the game with a group

Student A : (act out like cat)

Student B : what is it?

Student C : it is a cat?

And atc.

Group I : (act out like ducks)

Group II : what are they?

Group III : they are ducks

And etc.

Thus all the strategies that use in miming game according to Triono (2012). This game is simple and easy to operate in classrom. It also can increase students interest to learn english language. In doing a miming game, learners feel very excited, imaginative, enjoyable and communicative when performing their task by acting out, describing the structure learned. A Leaner feels excited because he has to perform an activity related to the present material learned, that he knows, but his friends do not. He has to use his imaginative skill,

because his job is to describe an activity by acting out or miming an activity without saying a single word to his friends in a team in a certain period of time that has been agreed upon. More over they enjoy doing acting out a role.

From that strategy the researcher have more knowledge about Miming Game. To apply Miming Game the researcher has different strategy. These are the strategy of miming game:

1. First, divide the class in small group, one group consists of three or four group.

2. Next,the member of group choose the leader in every group.

3. Then, the first group send the leader to come infront of the class and give him/her the vocab.

4. Finally, he/she mime the word. and then the members and the other groups try to guess it. In addition the teacher should to limit the time maybe about 5 seconds. The group which can guess correctly they will get the point.

D. Previous Studies

There are some previous study had been done, and they are different problem and object with this study.

The first previous study is done by Triono (2012) under the title The Effectiveness in Using Miming and Bingo Games As Media

Towardsthe students's Vocabulary Mastery of Six Graders of SDN 4 Sungai Siput. He did the study because many problem in mastering vocabulary one of them is the students difficult to memorize it, because they are foreign words. He assumed teaching vocabulary by using games because he want to know how far the effectiveness in using miming and bingo games toward the students vocabulary mastery and to make the students more interesting to learn English vocabulary.

The second research is done by Fisafarina (2014) under the title Using Mime Game for Teaching Vocabulary for Seventh Grade Students of Junior High School 1 Bandar Batang in the Academic Year 2013/2014. This study is focused in improving students vocabulary by using mime game. The reason why the researcher used this strategy, because mime game is useful technique in improving students motivation with keeping their imagination. Based on the result, mime game is useful technique to teach vocabulary.

The next researcher is Sukma Dian Rini (2008) Faculty of Language and Arts Education, IKIP PGRI Semarang. She made a "Teaching English Using A Miming Games to the sixth year students of SDN Kramat Kudus in Academic year 2007/ 2008. She identified the difficulties faced by students. She used observation and interview as an instrument to collect data. The result of her study, the students has motivation to learn English using Miming game. Through this game the

students became active in the class. Their knowledge about English is better than before.

There were some different between this study and previous study. In previous study some of the researchers used Miming game to teach grammar, and used quantitative research as the research design, And also used Miming game to teach the students at junior high school. In this study the researcher also used the difference procedure to apply Miming Game. It has been explained in designing of Miming Game.

From the previous study the researcher has more knowledge about miming game. And it also can be used as motivation by the researcher to develop the strategy in order to be better. In this case the researcher uses miming game as media to improve students vocabulary. This research uses spesific game and specific material in order the researcher more easy to solve the students problem in memorizing vocabulary. So, the result of this research the researcher can find the best way in improving students vocabulary.