

CHAPTER II

REVIEW OF LITERATURE

In this chapter the writer describes about teaching media, word and picture on the wall, vocabulary mastery, young learners and previous study.

A. Teaching English to Young Learners

Teaching English to young learners need a very much understanding of the characteristics of the learner, skillful in managing the classroom and good ability in the language.

Young learner are very special: they are in their period to get the ability in a second language. There is a golden age for learning a language. Tahta wood and Lowenthal (1981:45) in Suharsih Siti thesis state that children will be better in language learning before the age of 8.

Teaching English as foreign language to young learners requires that teacher have a through understanding of young learners development, needs and characteristics. It needs a skill full teacher to be involved in the teaching learning process. There are three assumption of a skill full teacher, they are;

1. Use whatever helps students learn
2. Adopt a critically reflective stance towards their practice
3. Do a constant awareness of how students are experiencing their learning and perceiving teacher actions

The need of young learners to interact with other should bring the classroom into communicative and meaning full atmosphere. Classroom management is a key to skilled teaching and enhance learning by optimizing time on task. It is the teacher responsibility to create a welcoming and safe classroom which offer a rich learning environment and the goal of teaching and learning can be achieved.

B. Teaching Media

1. Definition of Teaching Media

Yudhi Munadi (2008:6) stated media means as thing for connecting teacher and students to get the material. Through media teacher easy to deliver the material that also easy understands to the students. Sometimes communication between teacher and student are less, the teacher should work hard to make the communication well like choosing the appropriate media.

The general media means that the ability to record, save, conserve, reconstructed, and transport event or object. The prior purpose of media that is effectiveness the instructional communication process so that achieve the purpose what she/he want.

2. Function of Teaching Media

The function of teaching media are generally as follow (1) to clear the material up in order not be so verbal that students can easily catch the explanation. (2) to overcome the limitation of time and sense. (3) to attract the students attention to follow the lecture. (4) to grow students spirit up. (5) to enable students to learn by himself based on his capability and intention. (6) to enable direct interaction between students and environment. (7) to make similar between experience and students perception in receiving message.

Media has many functions, Yudhi Munadi (2008:6) stated function of media focuses in two stages that are analyzing function base on media and base on usefulness. Analyzing function base on media divided into five functions, (1) instructional media as source of learning; (2) semantic function, and (3) manipulative function. For the second function base on usefulness divided into two functions, (4) psychological function, and (5) socio-cultural function.

Based on limitation above, it can be defined that teaching media is something which can be used to deliver the message (material) from sender (teacher) to receiver (students)

3. Types of Teaching Media

There are three types of teaching media which are audio, visual and audio visual.

a. Audio media

Audio media is a tool to convey message to be delivered in the form of auditory symbols, verbal and non verbal. Sujana and Rivai (2003:129) in Nurjulaiha Siti state that audio media for teaching is a material that contains a message in the form of auditory which can stimulate the thought, feelings, concerns and willingness of the students so that teaching and learning occur.

There are some function of audio media. Sudjana (2005:129) in Nurjulaiha Siti adds audio media utilization in teaching functions mainly used in: (1) teaching music literally (poetry reading) and documentation activities (2) foreign language teaching, whether it be audio or audiovisual (3) teaching through radio or educational radio (4) the packages studied for different types of material. The kinds of audio media are radio education, audio tape recording, recording, telephone, compact disc (CD).

The advantages of audio media are (1) cheap price and variety more than tv program (2) it's easy to move (3) can be used in conjunction with radio recorder, so it can be repeated or played back (4) can stimulate active participation of hearing students, as well as to develop imagination as writing drawing and so on (5)

students can focus like reading poetry, literature, music and language drawing.

b. Visual Media

What you see is what you get (Bill Gates). Visual media is all the props used in the process of learning that can be enjoyed through the eye senses.

There are some kinds of visual media: images or photos, sketch, diagram, graph/chart, cartoons, poster, map and globe, flanel board, bulletin board etc.

Visual media serves to channel message from the source to the receiver. The message will be delivered poured into visual symbols. In addition, the function of visual media is to attract attention, serving to clarify ideas, illustrate or embellish fact that may be quickly forgotten if not visualized.

c. Audio Visual Media

Audio visual media is a media that can be seen and heard. Audio visual is a media intermediary or the use of materials and absorption through sight and hearing do as to establish conditions to enable the pupils to acquire knowledge, skills or attitudes.

There are some kinds of audio visual media: (1) audio visual media movement such as television, video tape, film and audio media (2) audio visual silence such as filmstrip, voice, sound

slide, comic voice (3) media audio semi motion such as media board (4) media visual motion such as silent film.

4. Kinds of Teaching Media

There are so many instructional media are used in teaching that starting for the simplest or cheapest ones to the most complex ones, without the need of the electricity, up to the most expensive ones which needed the electricity.

In Ruis Nuhung, vernon (1996) sates that there are six kinds of media, they are:

a. Drawing or Teacher Mode Drawing

This media can be constructed and supported the topic, which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

b. Still Picture

This media can be shown into the real objects or events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or event, for example: photograph, bulletin board material, brochure, etc.

c. Audio Recording

Recording is a mode of magnetic, on disc or on motion picture soundtrack. This is reproduction of actual event of sound

effects. Sound is presented in sequence in which the actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

d. Motion Picture

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Object or event may be in normal motion and edited from abbreviating or high lighting. It can be silent or having song. All types of audio video electronic system can be appeared on a cathode ray tube or TV monitor.

e. Real object, Simulation and Models

This category includes people, event, objects and demonstration. Real object as contrasted with other media are not substituted by the artificial objects or events. They are, in fact, life, often in its natural setting. There are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual events or process as possible. A model is a replica of reality. It is often in scale and may be in miniature, exact size or an enlargement.

f. Program and Computer-assisted instruction.

Program the example of computer-assisted instruction are sequence of information which are designed to elicit predetermined

response. The most common example are programmed text books or instructional program prepared for computers.

C. Word and Picture on The Wall Media

1. Definition of Word and Picture on The wall

Word and Picture on The Wall is considered as an effective approach in teaching vocabulary. Cronsberry (2004: 1) defines that word wall is a group of words that are displayed on wall, bulletin board, chalkboard, or whiteboard in a classroom. It is often used in the elementary grades for multiple purposes, and research has demonstrated the effectiveness of this tool (Hall & Cunningham, 1999)

According to Erin (2011), Interactive word wall showcase well-selected words; they help teachers build a foundation for student content vocabulary comprehension. They also support word-learning strategies by highlighting root words, suffixes, prefixes, and their meanings.

According Brabham and Villaume in Nadiroh thesis, word wall serve many purpose. Teachers can use them to facilitate word analysis; provide models of commonly misspelled words, or to build vocabulary for a unit of study. In his book, Word Savvy Max Brand discusses additional purposes for using word walls. First, word wall support student's vocabulary development. In the content area classroom, word wall can be used to develop academic vocabulary. Word wall provide example word, which highlight difficult concept. Many teacher create word wall that support student's learning of high frequency word. Students are able to

include words that are important to them. And finally, word wall provide a space for students to sort and categorize word and phrases.

2. The Advantages of Word and Picture on The Wall Media

According Cronsberry (2004) there are some advantages of using word and picture on the wall in teaching and learning English. The advantages of using word and picture on the wall are:

- a. To support the teaching of important general principals about words and how they work.
- b. To foster reading and writing.
- c. To promote independence on the part of young students as they work with words in writing and reading.
- d. To develop a growing core of words that become part of reading and writing vocabulary.
- e. To provide reference for children during their reading and writing.
- f. To improve student's vocabulary.
- g. To make the students enjoy and not bored with the material.
- h. To make the students practice English for communicate and to create using language.
- i. To create variety of word and picture media using teacher's own word.
- j. The teacher can choose the vocabulary topic or grammar item from a large database of exercise. All exercise in interactive

and simple in learning English such as matching word, word association and missing letter.

3. The Strengths of Word and Picture on The Wall

According to Crowsberry (2004) word and picture on the wall is used by many teachers because it has many strengths, they are:

- a. Word and picture is very simple, cheap, and very easy to do.
- b. It does not need a long time to be given.
- c. The students easy to remember.
- d. It can be done by using many variation.
- e. It make the students more impressed and interested to learn English.

4. The Goal of Word and Picture on The Wall

- a. Support the teaching of important general principles about words and how they work.
- b. Foster reading and writing.
- c. Provide reference support for children during their reading and writing.
- d. Promote independence on the part of young students as they work with word in writing and reading.
- e. Provide a visual map to help children remember connection between words and the characteristics that will help them for categories.

- f. Develop growing core of words that become part of reading and writing vocabulary.

D. Vocabulary Mastery

1. Definition of vocabulary

Wallace (1988:112) states that vocabulary is the vital element of the language. This is relevant that the students of elementary school must have adequate vocabulary at the early age. However, mastering vocabulary needs some efforts to be seriously done, Fries (1974: 45) classifies vocabulary into four types; content word, function word, and substitute word which is, then, divided into some sub-types. Indeed, content word is classified into noun, verb, adjective, and adverb. In this case, noun and verb are considered as the closest vocabularies for the students at the elementary school which is expected enabling to be mastered.

Vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected that learners have to increase their vocabulary by around 1000 words a year (National: 1990:22). Similarly, based on the competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 word every year so that in three years students have mastered their vocabulary around 4000 words (Clark, D.M, & Fairburn C.G. 1997)

2. The Important of Vocabulary

Vocabulary is an important factor in the language teaching and learning, especially in English because word are essential for communication. Someone who has limited vocabularies will difficult to communication with other. For the learner who learn English, vocabulary helps them in learning four basic skills: speaking, reading, writing and listening.

3. Kinds of Vocabulary

Based on Judy K. Montgomery (NCS pearson, 2007) there are four types of vocabulary they are :

a. Listening Vocabulary

The word we hear and understand. starting in the womb, fetuses can detect sound as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words.

b. Speaking vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: most adults use a more 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

c. Reading vocabulary

The words we understand when we read the text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not reader, you can't grow your vocabulary.

d. Writing vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the word we can spell.

vocabulary mastery can be subdivided into two kinds:

a. Active-productive vocabulary

The vocabulary that becomes the 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 or herself.

b. Passive-receptive vocabulary

The vocabulary that becomes part of passive-receptive vocabulary mastery is called passive vocabulary. The language user uses it to understand other people spoken and does not able to use it in their spoken naturally.

4. Strategy of Teaching Vocabulary

Generally strategies in teaching vocabulary can be decided into two, implicit and explicit vocabulary instruction.

a. Implicit Vocabulary Instruction

Implicit learning is acquisition or knowledge about underlying structure of a complex stimulus environment by a process which takes place naturally. In this strategy the teacher can use some steps as follow:

1). Incidental learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skill.

2). Context skill

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meaning of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are after referred as “context

clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key to helping children develop this important reading skill.

b. Explicit Vocabulary Instruction

Explicit vocabulary is describes as a process which includes conscious operations such as the making and testing of hypotheses.

In this strategy the teacher can use some steps as folow:

1) Pre-teaching vocabulary instruction

One of the most effective method of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone with the children) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the children what the word means, but also to discuss its meaning. This allows the children to develop understanding of the word connotation as well as its denotation. Also discussion provides the adult with feedback about how well the children understands the word. After pre-teaching vocabulary words, the children should read the text.

2) Repeated exposure to words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forgot a person (especially a child) needs to hear and use a words several times before it truly becomes a part of her vocabulary. Providing oppurtunities to use a new word in its written and spoken form helps children solidify their understanding of it.

3) Keyword method

Like ore-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word. The adult teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word’s meaning that the reader can access efficiently during a reading experience.

4) Word maps

The word map is an excellent method for scaffolding child's vocabulary learning. Like the other explicit instructional method, the adult (either alone or with the children) should preview reading material to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off the word are three categories: classification, qualities, and example. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understanding of words. This strategy is best used with children in grades 3-12.

5) Root analysis

While root analysis is taught explicit, the ultimate goal is for readers to use this strategy independently. Many of the words in English language are derived from Latin or Greek roots. They either contain a "core" root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common words should be shared.

and examined. The reader should see how the root helps her understand the word's definition. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

6) Restructuring reading material

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the material in several different ways to help the readers comprehend them more easily. A portion of the difficult word can be replaced with "easier" synonyms to help the reader understand the overall text. Vocabulary footnotes (definition provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily "look up" the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to the vocabulary guide if the word or its meaning is unfamiliar.

5. Teaching Vocabulary For Young Learner

Some technique to teach vocabulary are :

- a. Listen and do, this technique was used by the teacher when she made intruction to the lesson or asked the students to do something.
- b. Listen and repeat, this technique used by the teacher to introduce new vocabulary or read the text. In this technique the teacher asked the student to repeat after the words she read from the text.
- c. In pair or a group discussion, in this technique the teacher divided the students into group or pair. Every group or pair was given a project to be solved
- d. Question and answer, this technique was used by the teacher many times. During the observation, this technique usually used by the teacher when she ask something and taught how to answer the question.
- e. Modeling and demonstration, this technique were only use by the teacher when she taught how to say something.
- f. Brainstorming, this technique was applied by the teacher to active the student's knowledge. In this technique the teacher ask the student to give their idea.
- g. Outdoor activity, in this technique the teacher ask the students to go out of the classroom and learn something new outside the class.

- h. Sing a song, this technique was used by the teacher to make the students enjoy the class or English lesson.
- i. Game, was applied to make the students easy to keep new word in their mind.
- j. Picture, was applied by the teacher in every meeting to get the student's attention. In introducing the theme the teacher always shows pictures that are related to the theme or topic.

E. Young Learners

1. Definition of Young Learners

The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two groups; they 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 (first, second, and third year students), and Upper Class (fourth, fifth, and sixth year students). Meanwhile, Scott and Yterberg subdivide them into two groups; they are Level One (5-7 years old), and Level Two (8-10 years old).

2. Characteristic of Young Learners

According Scott and Yterberg The characteristic level one (5-7 years old) are :

- a. They can talk about what they are doing
- b. They can tell you about what they have done or heard
- c. They can plan activity

- d. They can argue for something and tell you why they think what they think
- e. They can use logical reasoning
- f. They can use their vivid imagination
- g. They can use a wide range of intonation patterns in their mother tongue
- h. They can understand direct human interaction

According Scott and Yterberg The characteristic level two (8-10 years old) are :

- a. Their basic concepts are formed. They have very decided views of the world
- b. They can tell the differences between fact and fiction
- c. They ask questions all the time
- d. They rely on the spoken word as well as the physical world to convey and understand meaning
- e. They are able to make some decisions about their own learning
- f. They have definite views about what they like and don't like doing
- g. They have develop sense of fairness about what happens in the classroom and begin to question the teacher's decision
- h. They are able to work with others and learn from others

F. Review of previous study

The previous study which examines “Improving Students’ Vocabulary Achievement Through Word Walls Strategy” was done by Decy Anggriani at SMP Negeri 1 Pagar Merbau. Based on her research findings, the researcher concluded that the improvement was supported by the increasing of the mean of the students’ scores. The mean score of the test I was 48.93; the mean of the test II was 54.93, and the mean of the test III 64.83. It means that test II is higher than test I and test III is higher than test I.

Therefore, it can be concluded that word walls strategy can improve students’ vocabulary achievement. Based on the result study, the suggestion can be stated as following: (1) To teacher, the teacher should be able to employ various techniques in vocabulary teaching. The use of various in teaching could keep the students’ interested in learning. When it learned, it would help the students to keep the concentration in their subject. (2) To the students, the students were expected to learn independently outside of the class by having some other students. By this way, they could improve their vocabulary mastery by taught word walls strategy

Another previous study which examines “Improving Student’s Vocabulary Mastery Through Word Wall” was done by Ridho Istianto. Based on the result of the data analysis and discussion his study the conclusion are, 1) Word Wall can be used to increase students’ vocabulary

mastery. It statically had been proven by the increase of the students' mean score in posttest that was higher than the mean score in pretest. In participant class, the mean score increased from 54 in pretest to 81.07 in posttest. 2) Specifically, it can be concluded that Word Wall can improve the students' ability in using noun. The result indicated that they were able to recognize concrete noun, countable and uncountable. The percentage of the achievement amounts was to 80%. 3) Word Wall also can improve students' ability using verb form. In their test, the result showed that they were able to identify regular and irregular verb. The percentage of the achievement amounts to 75%. 4) Word wall can be combined with some various activities as long as it consistently refers to the Word Wall.

This study and both of previous study use Classroom Action Research design, but there are some differences between both of previous study and this research. The differences are :

1. The stage of this study is elementary school and the stage both of previous study is junior high school.
2. In this research the researcher focus on the verb and noun.
3. In this research the researcher also using picture to attract student's attention.