

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the review of some theories about young learners, vocabulary, teaching and learning vocabulary, games, Miming games, and previous study.

A. Definition of Young Learners

Learning English for children is called English by young learners (EYL). The students of EYL are young learners who are learning English. 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 lower classes (first, second and third year students) and upper classes (fourth, fifth and six year students). Meanwhile, Scott and Yterberg (1990:18) sub divided them into two groups: they are level one (5-7 years old) and level two (8-10 years old).

In this research focuses on the students in the fourth years students and they are in ten years old.

a. There are some characteristics of the ten years old children (Scott and Ytberg: 1992):

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 question 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 classroom and begin to question the teacher's decision.
8. They are able to work with others and learn from others.

Based on these are characteristics that most eight to ten years old will have some sort of language awareness and readiness which they bring with them into the foreign language classroom. So, the researcher took fourth grade students who have age average ten years old. That have some characteristics and appropriateness with the method that the researcher wants to apply.

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characteristics and appropriateness with the method that the researcher wants to apply.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is a list of word, which has meaning and is one of language mastery. Vocabulary is the total number of words in a language (Hornby, 1995:1331). It means that a word that has meaning can be categorized as vocabulary. It is also one of language component that need to learn to mastery language because the component of language has significant role in language skill. The three component of English are Grammar, Vocabulary and Pronunciation. And the Skill of English are Listening, Speaking, Reading and Writing. According to Cahyono and Widiati (2011:07), good vocabulary mastery supports of each of the language skills, both receptive (Listening and Reading), and productive (Speaking and Writing). It can be know that it is important to learn vocabulary for mastering language skills as well.

Vocabulary is important part to build of the words. Without vocabulary, there is no language to be said or nothing. Therefore, according to Milton (2009:3) states vocabulary is not an optional or unimportant part of foreign language. Still less is it an aspect of knowledge that can disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language.

Based on the definition above, it can be concluded that vocabulary is one of the language components that are used to communicate between someone to another. No language exists without vocabularies and words are sign or symbol for idea.

2. Kind of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications made by the expert in language are about the kinds of vocabulary.

According to Marry Finocchiaro(1989:21), vocabulary is divided into two types:

- a. Functions word needs to be learned as quickly as feasible (in a logical order and sequence, however).
- b. Content words can be learning in small groups around “life” situations.

Furthermore, Charles C. Fries (1995:47) classified the content word into:

- a. Word for things represent sets of phenomena that seem to endure with some stability (nouns).
- b. Word for actions represents sets of phenomena that seem to change or be in process (verbs).
- c. Word for qualities: the content words and the precise meanings shift with various “things” to which the “quality” word is attached as a ”modifier” (adjectives and adverbs).

Meanwhile, according to Evelyn Hatch and Cheryl Brown (1997:139), vocabulary can be divided into two kinds, they are:

- a. Productive vocabulary is a word which the students understand, can pronounce correctly and use constructively in speaking and writing.
- b. Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly.

Beside productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field (1997:139) also classified vocabulary into active vocabulary and passive vocabulary.

a) Active Vocabulary

Active vocabulary is all of the words a student's produces during any lesson or event in latter lessons. This term is use in speaking or writing appropriately, it called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to us the productive vocabulary, the students must know and be able to use the productive vocabulary, the students must know and be able to use grammar of the target language, they also must be familiar with collocation and understand to connotation meaning of the words. This type is often use in speaking and writing skill.

b) Passive Vocabulary

Passive Vocabulary is all of the words a student hears or reads. It refers to language items that can e recognized and understood in the context of reading or listening, and called as receptive vocabulary. Corson that is quote by I.S.P nation (1990:94) called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated

(active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life.

C. Teaching of Vocabulary

1. Definition Teaching and Learning Vocabulary

Vocabulary teaching and learning are often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary. The status of vocabulary now seems to be changing (Richard, 2002: 255).

“In some years ago, students were learning words for familiar objects such as words in the mother tongue. Quite probably, each word came to the child’s attention as part of an experience that had special importance for him. Perhaps the words for window and door were learned when he heard an adult said (in the home language). “Grandma’s gone, but we’ll go to the window and wave goodbye, and “Daddy’s here! Let’s go to door and let him in. “Of course we don’t know what really occurred on the day when the child learned those words in his own language, but one thing is sure. We do know what he was told, for example,” here are some words to learn you will need someday. The first

word is window. Window means.....” Yet that is how vocabulary is often presented in language class”.

To think about vocabulary in this way, there are five facts that must be considered:

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 for communication outside the language calls.
4. When a student feels no real need to learn something, a feeling of need must be created by the teacher.
5. To create in students’ minds a sense of personal need for a foreign language 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.” (Allen, 1983:9)

Teachers should teach foreign words for familiar objects and persons, but not all the students learn new vocabulary easily. In classes where one language is not mastered by all the students, the teacher needs particular skill like creating motivation and good environment to conduct

enjoyable activities that later on they will need to use these words to communicate and get the words that they need.

2. Technique of Teaching Vocabulary

Technique is a way that used to implement of the method specifically. To success in teaching vocabulary through word search puzzle game, the teacher should have different technique for different level. There are a number of techniques which could be used to teaching of vocabulary:

- a. A physical demonstration, using mime and gesture, may be the most effective, as it will create visual memory for the word. It would be great to get some more ideas to use that can be demonstrated with some contraption, construction or physical intuition.
- b. A verbal explanation, involving a number o context, for example, a long journey, a hard day's work, or a strenuous physical task, will lead the learners toward meaning.
- c. Synonym, for example, "very tired"
- d. Other technique are translation, pointing to objects using visual aids such as mounted magazine pictures or blackboard drawings, using antonym, or asking learners to check in a dictionary (Hedge, 2003:126)

Teaching of vocabulary is various it can help the teachers to teach students in teaching vocabulary. So, the teacher is not only teaching through general technique but also the other technique that it looks interesting and colorful. The teacher is practice to be creative teacher

with implementation of those techniques. Technique can applied in teaching especially teaching vocabulary.

Meanwhile, Hedge (2003:125) state teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular leaning strategies and need others factors are: storing, organizing, building vocabulary in the mental lexicon, being able to retrieve or recall it when it is needed.

D. Games

1. Definition of game

Games are an agreeable way of getting a class to use its initiative in English. Games are usually related with competition to win, rules the follow, and enjoyment to experience.

According to Allen (1983:52), that game is helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieve. Automatically, game can bring the way of thinking about material in process learning. Games are the activities that have done through certain role. It means that game consist of certain role of players. This role has clear goals and activity. That is why, using game to teach students vocabulary suggested because games will help the students relax and enjoy in learning atmosphere.

Based on the definition above, games are a part of learning process. Games are called as effective learning process. The teacher can easily keep control of the class while students enjoy and follow the logic

of the game and play it correctly, achieving at the same time the goals of the same time the goals of the activity effectively. When the students are having fun, they are more likely to take risks, make mistakes without having feelings of failure, and try to overcome their initial flings of confusion when they encounter new words and patterns, because it always used to be easier the catch of material. It means that the learning can be implementing as real learning for the student easily.

2. Types of games

Games have classification in its types. These classifications can be use based on the subject and our necessary. There are two types of kinds of games:

a. Accuracy- focused games

In this games the aims usually to score more points than others and there is often a clear winner. The kinds of game may focus on comprehension as well as production and these games are also very good at training pupils' memories (Brewster, Ellis with Girard, 2010:175).

b. Fluency-focused games

This type of game tends to focus on developing fluency and collaboration with others. These games are an important part of the communicative and activities based approaches and are usually done in pairs or groups (Brewster, Ellis with Girard, 2010:176).

Based on the explanation above, games have two types. The most important of all that game can function as a way to be easier students to catch the materials.

3. Advantages of using game

Language learning is hard work especially in foreign language. The students will feel enjoy and they do not feel if they get stimulation in foreign language. Based on the (Toth, 1995:6) that games help to create a context I which students' attention is focus on the completion of a task without necessarily realizing that language items are being practiced.

Games have advantages based on the principle of psychology views. Games are fun and fun is motivating, because anything done so often, by so many, fair competition, an escape into another reality, and a bit of surprise, and so the games contain those motivating feature.

Games also has others advantages for the students.

- a. It can help students to be more understand about their study materials.
- b. It encourages the memorization of chinks of language which can be slotted into various contexts.
- c. Chinking of language provides useful pronunciation practice.
- d. The language needed for games can be use as part of an activity where the focus is on getting something done, rather than practicing language for its own sake.
- e. Language can be practice together with a wider educational or conceptual goal.

- f. The language in a game may encourage more creative use language in addition to simple repetition.
- g. The pupils may be involved formal language analysis and noticing of language items or rules through problem solving and puzzles.
- h. Games help to make learning more memorable and accessible by using as many approaches as possible, such as mime and movement, use of color and pattern, or personalization (Brewster, Ellis with Girard,2010:173)

In order to, the game has many functions and it can give the motivations the students to learn more and games also should need to be tried and used in learning process.

E. Miming Game

1. The Nature of Miming Game

Learning English language is not easy. Because it is very different from our language and culture. English Language is difficult to learn especially to young learner. Because English Language it also has different in writing and pronunciation, it make young learner confused and feel difficult to learn. But if learn the language by something pleasure it will be easy. In this research the researcher use miming game to student vocaulary mastery. Because learning vocabulary through game is one effective and interesting way that can be applied in class. Besides of that game also help the teacher to make teaching and learning process more easy.

Game is an activity with rules, a goal, and an element of fun. With game the student can interesting to learn. 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. The researcher use Miming Game to vocabulary mastery. It hope can increase the students 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.

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. 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 Learner 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.

The steps that the researcher used in apply Miming Game to teaching vocabulary, there are explain bellow:

- a. The first, the researcher explain about the Miming Game.
- b. Second, the researcher give some vocabulary that will be demonstrate by the researcher.
- c. Then, the researcher give example of Miming Game that appropriate with the vocabulary was the researcher given.
- d. After that, the researcher divided the students to four group. Each group have one leader, the assignment of the leader is answer the researcher act.
- e. And the last, the students can guess by the researcher act.

F. Types mime in ESL Classroom

As a teacher, you've seen how real excitement and enthusiasm can drive your lesson content and lesson delivery, helping your ESL students remain attentive and enjoy the lesson at the same time. A great way to make

your delivery more interesting, especially to lower level ESL classes is by using mime in the ESL classroom.

Mime facilitate communication, understanding and participation. Additionally, mime will make you appear to be a more charismatic teacher. Putting yourself out there, fearlessly, demonstrates confidence. Your students will therefore be more engaged and more likely to retain what they're being taught in the classroom. There are types of Mime in ESL classroom

1. Use Mime to Give Directions

Mime could make the difference between your ESL beginners getting what you're trying to express or not. Visual cues really help things "click" in a student's brain. For example, perhaps a word sounded familiar to one student but she couldn't remember the meaning well — speaking the word while making a descriptive gesture will help her brain make the connection between language and action.

Additionally, it'll also help your students acquire new vocabulary as it'll lead your L2 learners to associating certain body movements or gestures with particular things. For example, if you can always use the exact same gesture when instructing "please sit down," your ESL learners will end up becoming more accustomed to hearing the command and then sitting down. It doesn't even matter if you omit the oral instruction from time to time. After a few repetitions, the gesture alone should do the trick.

Using Mime in the ESL classroom is also an excellent way of having more control over your class – in the future if your students

become rowdy or a little too loud, you can simply use gestures without oral instruction to have them stand up, be quiet or even make groups.

2. Use Mime to Teach Vocabulary

When an ESL student has zero English or is a complete beginner, you'll want some options aside from translating directly in the classroom. Falling back on their native language can become a bit of a crutch and slow down the learning process. In this case, mime will become indispensable. Additionally, mime can help you elicit certain key vocabulary and phrases from your learners without you having to directly translate. In other words, it adds more variety to your method of ESL instructions.

Mime will help your younger students associate common words and phrases with certain actions, which will accelerate their learning and give them more confidence.

3. Using Mime to Practice Dialogues

In the communicative ESL classroom, a big part of practicing the new English vocabulary and grammar that's being taught is through dialogues and role-plays. This is the perfect opportunity to incorporate mime into the lesson. This creates a stronger sense of reality. A conversation seems more real-world and natural to students when they have to behave as they would in their usual interactions with people.

For example, if you're introducing a sample conversation or scenario where a customer has gone back to the store to complain, you can advise your students that the store clerk could react in a variety of

ways towards the complaint. They could make themselves look shocked, angry or apologetic when hearing the complaint. If the activity involves a first-time meeting where the students have to introduce themselves, have them shake hands just like they would have to do in a real-life scenario. Not only will your students learn culturally appropriate mime to fit the scenario, it'll also make learning a lot more fun and interesting.

Miming can also be used in the production part of the communicative ESL class. They help reinforce what has already been learned. For example, if your class has just completed a chapter on feelings and emotions, you could use mime to practice them. This can be simply done by using a fun little miming activity. Compile a list of all the emotions that have been learned and practiced on the board. Then have your students each select a piece of paper from a hat. Each small piece of paper should have a related sentence written on it, such as "you are angry." Students should keep what's written on their papers secret. Every student will have a piece of paper where they'll write complete sentences about their classmates while they mime out their sentences one-by-one. In this way, students need to identify the correct emotion to mime, as well as the emotion that's being mimed, and write it down. The sentences written down should look like: "Mika is furious" and so on. The activity will continue until everyone has mimed their emotion to one another.

4. Use Mime to Teach Cultural Differences

Miming is a huge part of many languages and cultures. Some countries use more gestures and expressions than others. It's imperative

that you, as an ESL instructor, talk about the importance of using gestures when communicating. What your ESL students need to know is that, even though they may have mastered using polite language in English, the way they use their bodies is also very important.

What they normally gesture out in their culture may not translate into the country where they're living and learning English. If a gesture is used inappropriately or incorrectly, it could be interpreted in the wrong way. Therefore, the way you use gestures in class will help your students to communicate better. Continue using gestures no matter which level of English you're teaching. If you see your students outside of the classroom in the distance, wave to them as you would to someone from an English-speaking region. If you need them to come to the board, motion the "come here" gesture to them. If you don't have any idea how to answer their question, shrug your shoulders to show that you don't know the answer. By doing this, you're helping them subconsciously learn how to gesture correctly when speaking English.

In this study, the researcher use Mime to Teach Vocabulary modified by the researcher. In this study, the researcher as a subject act the vocabulary was learned. The students guess the vocabulary that the teacher demonstrated. Its perhaps make student more interest and enjoy in teaching and learning process.

G. Previous Studies

There are two previous studies that use the same method to teaching vocabulary for young learner. Two researchers they are Fisafarina (2014) and

Jamalina (2016) have conducted their research on teaching vocabulary by using Miming Game.

The first 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 technique is same that is Miming Game, and the skill that will be measure is vocabulary mastery. But, the researcher observe that this technique is effective or not toward students' vocabulary mastery of the fourth grade students at SDN 01 Suwaluh.

The second research has done by Jamalina (2016) under title Improving Students' Vocabulary by Using Miming Game at Fourth Grade of MI Baiturrohman Suwaluh". The researcher used Classroom Action Research (CAR)The researcher chosen Miming Game to improve students' vocabulary because it was fun and enjoyable. Besides of that all of young learners liked to play. It was easy for them to memorize the word by using game than without using game. During the implementation of Miming Game in teaching and learning process all of students more enthusiastic and attractive. Jamalina's research is using Classroom Action Research (CAR) that consists of two cycles. The result of the research show that there is an improvement of the students. The material of vocabulary that focus on home activities and

parts of the house. In this second previous study, also has different with this research. The design is CAR and in my research is pre-experimental. The result is the effectiveness of Miming Game in teaching vocabulary. In this research, the researcher used one group pre-test and post-test of the fourth grade students of Elementary school. The material focus on school environment and profession. The researcher gives the treatment and use pre-test and post-test.

After comparing and contrasting the above two previous studies, it indicates in some difference and similarity. Here the researcher conduct a research in teaching vocabulary by Miming Game technique.

The first and second previous study is same on the use of Miming Game technique in Vocabulary mastery. But, it is also has difference, the main difference between all the previous studies with this present study is on the research method, the students grade and treatment at doing miming game in learning process. On the first and second previous study using CAR (Classroom Action Research), this present study using pre-experimental design. On the first previous study choose Junior High School and on this previous study choose Elementary School. Third, in this study, the researcher use Miming Game to teach vocabulary modified by the researcher. When, the researcher doing treatment the researcher were more active than student. Because researcher as modeling to demonstrate the vocabulary. Then, the students guess the vocabulary that the teacher demonstrate. It can make students confident and interesting with the lesson.

But over all, the two previous studies have the same positive result. The result prove that the miming game technique is good for students' vocabulary mastery. The use of miming game improves the students' achievement in learning English especially in teaching vocabulary.

Hence, from the two previous studies above it proved that the present research originally belongs to the researcher.