CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about the characteristic of young learners, general concept of vocabulary, the importance of vocabulary, kinds of vocabulary, principles of teaching vocabulary, teaching English vocabulary, media of teaching English for children, realia in teaching English language testing on vocabulary, advantages and disadvantages of using realia in teaching vocabulary, and previous study.

A. The Characteristic of Young Learners

Primary education is very different in various parts of the world. In some contexts, primary school lasts from five to 11 years of age, while in other contexts children start school later, at the age of six or seven, and state primary school can carry on until children are 14 years of age, although primary school in these cases is often divided into lower and upper primary sections. Children may start learning English at different stages of their primary education or even before they are at school. In some contexts, children start learning English in kindergarten at the age of five or even earlier. In other contexts they may start at eight or ten. In order to embrace most contexts where English is taught to children, the ideas in this book can be applicable to all these age groups, from five to 14 years of age.

When discussing teaching principles and ideas for children, rigid age brackets such as four to six year olds, seven to nine year olds, ten to 11 year olds,

or 12 to 14 year olds would not work. Teachers and parents know that every child is unique and even in the same context there are often significant differences between children within the same age range. This is because children learn at their own speed, they change quickly and develop new skills and abilities in spurts. There are also substantial differences between, for example, eight year old children in different cultures and term 'Young Learners' entirely open as an umbrella term as it covers such a range of ages. In order to compromise and be more helpful to teachers, this book will tackle age groups on a continuum of younger to older learners, and offer in each chapter some principles and ideas for both ends of the continuum. The following table attempts to summarize features of the two ends of the continuum. This is a very basic starting point which will be elaborated on in later chapters. Pinter (2006:1-2) explain that:

- ➢ Younger learners

  - ▪ Children are at pre-school or in the first couple of years of schooling.

  - ▪ Generally they have a holistic approach to language, which means that they understand meaningful messages but cannot analyse language yet.

  - ▪ They have lower levels of awareness about themselves as language learners as well as about process of learning.

  - ▪ They have limited reading and writing skills even in their first language.

- Generally, they are more concerned about themselves than others.

- They have a limited knowledge about the world.

- They enjoy fantasy, imagination, and movement.

➢ Older learners

- These children are well established at school and comfortable with school routines.

- They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.

- They show a growing level of awareness about themselves as language learners and their learning.

- They have well developed skills as readers and writers.

- They have a growing awareness of others and their viewpoints.

- They have a growing awareness about the world around us.

- They begin to show interest in real life issues.

Then, Ur (1996:286) says, "The concentration spans of adult learners are longer than young learners". It means that young learners get bored easily. The teacher of junior high school should make variety of activities and interesting teaching technique to keep their concentration.

There characteristic of young learners are important to know, about it. By knowing these characteristic, then it will be easier for the English teacher to select the suitable and teaching technique to be used during the learning process.

B. General Concept of Vocabulary

Vocabulary is one of the four language component, which are spelling, grammar, phonology, and vocabulary. They are important component, which cannot be separate from each other in language learning process, since English as foreign language learning process, since English as foreign language becomes an international language. No wonder, it becomes so important for foreign language learners to learn and master on that get is a basic element of someone who is learning a language has great ability on vocabulary, he or she will succeed in using the language being studied either in comprehending the meaning of a word in the context of spoken or written language.

Further understanding about vocabulary according to Donna, (2010:1):

- The meanings of words

    Many words have several different meanings each; study the meaning of the words and the part of speech.

- How the word are used

    Study the words in context; apply what you learn by writing sentences with your words.

- Root word, prefixes, suffixes

    Studying these will aid in the study of vocabulary.

- Analogies

This is comparing two pairs of words and choosing the pair that go together.

C. The Importance of Vocabulary

Vocabulary is very important for students especially in learning English. According to Scott Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is one of important English component. Without vocabulary students will not be able to speak English. If learners spend most of their time studying grammar, their English will not improve very much. But we will see most improvement if learners learn more words and expressions. You can say very little with grammar, but you can say almost anything with words, (Scott Thornbury 2002:13). Based on the statement above can be implied that learners know much about grammar but they do not have any words, it will be useless.

D. Kinds of Vocabulary

There are two kinds of English vocabulary; they are active vocabulary and passive vocabulary.

- Active vocabulary

The students develop their vocabulary if they try to express their idea in active class and teacher can support them by presenting the dialogues. According to Hornby (2000:1447), "Active vocabulary is the words that you use". It means active vocabulary is the words that we use for speaking and writing every day.

- Passive vocabulary

    The teacher can help their students to find the meaning of the new words ask for the students to read and find difficult words, than research meaning it so the students can increase their vocabulary by themselves Hornby (2000:1447) says, "Passive vocabulary is the words that we recognize and understand when listening or reading materials".

    Besides, there are four types of vocabulary, namely reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary.

- Reading vocabulary

    A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

- Listening vocabulary

    A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

- Writing vocabulary

    A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

- Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gestures.

E. Principles of Teaching Vocabulary

Recognizing what students need in learning is necessary for a teacher. The process of transferring knowledge will not simply succeed if he or she cannot she his or her students learning absorbing capability toward the material taught and the teaching portion should be given too. It is going to be harder for a teacher to teach young learner than adult, it is because of their characters. Involving many theories are not good idea; this will not maximally work on them and even bore the students. That is reason; the teaching process must have principles as a reference. To avoid error in teaching young learner, Cameron (2001:81) states about several principles of teaching to young learner, they are:

- The type of word that children find possible to learn will shift.
- Vocabulary development is not just learning more words but also important about expending and depending works knowledge.
- Basic level words are likely to be more appropriate for younger children, or when learning vocabulary for new concept.
- Children change in how they can learn words.

F. Teaching English Vocabulary

Since the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary that they give, or how many vocabularies that they should teach.

There are some key principles of teaching vocabulary:

- Built a large of vocabulary.
- Integrated new words with previous word.
- Provide a number of encounters with a word.
- Promotes deep level of processing.
- Facilitate imaging.
- Make new word real by connecting them to the students' word in some way.
- Use variety techniques.
- Encourage independent learning strategies.

As it has been mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum, the words that are targeted and many other factors. The choice of vocabulary to teach is also limited to the learner's need, experiences and interest.

G. Medias of Teaching English for Children

Teaching English to children should be careful, because the children need frequent changes of activity. They need to be involved in something active and they need to be appreciated by the teacher, an important figure for them.

Children have unique characteristics, which influence the way they learn English. Therefore, the material and the technique must be selected carefully and also the teacher should make variety of activity in teaching learning process. Every student in the junior high school has different characteristic.

Technique is a way to present a material to the students. It is procedure, which is designed to help the teachers in transferring their knowledge to their students, so they can achieve the goal of teaching. According to Edward Anthony in Douglas (2001:14) it is stated, "Technique is the specific activities manifested in the classroom that is consistent with a method and therefore were in harmony with an approach as well".

There are media that can be used in teaching English vocabulary. They are pictures, stories, songs, games, puzzle, etc. According to Penny Ur (1996:289) teaching English to young learner can be taught by using some media as:

- Pictures

    The most obvious type of visual material is the picture and the more clearly visible, striking and colorful the better. Besides that, the teacher also can bring and shows real object to the students to introduce some vocabularies.

    Pictures have been used for centuries to help students understand various aspects of foreign languages. Pictures have a role to play in the teaching of meaning even in traditional grammar translation methods. According to Wright (1989:2) pictures have three contributions to language teaching, i.e. (1) they give an interest,

motivation, and (2) a sense of the context of the language, and (3) cause of specific reference point or stimulus.

Before using the picture as the media, we should make sure that we use the right ones. Criteria for pictures selection from Mei and Yu-Jin (2008-1), whether pictures go with an activity or not, whether the activity is a conventional drill or a game making use of pictures, they should be easy to prepare and organize, interesting, meaningful and sufficient in content.

In teaching vocabulary, the teacher has responsibility to help the students develop their skills and confidence in searching for meaning themselves. The use of pictures is an effective way to improve the student's vocabulary learning.

- Stories

Young children love having stories told them. Telling story in the foreign language is one of the simplest and richest sources of foreign language input for your learners. The most effective combination in teaching is picture and stories together.

- Songs

Singing is a "real life" activity, which can be integrated and brought into classroom. Most of children and adults too enjoy singing. There are some reasons for singing in English lesson: (1) Singing song is fun. It is like playing language games or doing cross word puzzles in that it offers enjoyable and interesting language practice. (2)

Singing can motivate a child since it is a child-centered activity. (3) Singing promotes maximum participation as it involves the whole class. (4) It provides valuable reinforcement of language taught and learned in the class. (5) Song can help learning. It can be useful and positive aid in the learning of vocabulary, pronunciation, and rhythm.

- Games

Games are essentially recreational "time out" activities whose main purpose is enjoyment; language study is serious goal oriented work, whose purpose is personal learning.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Language learning is a hard task which can sometimes be frustrating. Well-chosen games are in valuable as teacher gives student a break and at the same allow student to practice language skills. Games are highly motivating since they are amusing. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

They are many advantages of using games. The advantages of using games in the classroom are (1) Games are a welcome break from the usual routine or the language class, (2) They are motivating,

(3) Learning language requires a great deal of effort. Games helps students to make and sustain the effort of learning, (4) Games provide language practice in the various skills-speaking, writing, listening, and reading, (5) They encourage students to interact and communicate, (6) They create a meaningful context for language use.

Therefore, the role of games in teaching and learning English especially in vocabulary cannot be denied. There are some reasons of using game in junior high school. The reasons of using game in the classroom are (1) Games are fun and children like to plan them. Through games children experiment, discover, and interact with their environment, (2) Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language, (3) The game context makes a foreign language immediately useful to children, (4) The game make the reasons for speaking plausible even to reluctant children, (5) Through playing games, students can learn English the way children learn their mother tongue without stress, (6) Even shy students can participate positively.

To achieve the most from vocabulary games, it is essential that suitable games are chosen. Teacher must have good consideration before selecting a game. The first, a game must be more than just fun. Next, a game should involve "friendly" competition. Then, a game should keep all of the students involved and interested. Afterward, a game should encourage students to focus on the use of language rather

than on the language itself. The last, a game should give students a chance to learn, practice, or review specific language material.

From the explanation above, we know that learning vocabulary through game is one effective and interesting way that can be applied in any classroom. Games are used not only for more fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learner's communicative competence. Through games, students can enjoy studying English vocabulary and use it without worrying about the mistakes.

- Realia

Realia is a Latin term which basically means real objects and is commonly practiced as a method in teaching the English Language. By utilizing items that the students can taste, touch, smell, or feel, it becomes much easier to relate them with English words and makes the learning experience more enjoyable one for both teacher and student. It has been proven to be a very effective method of teaching because it is a "hands-on" method that uses actual materials and involves all the senses. The realia method keeps learning interesting which in turn allow the student to gain more knowledge.

H. Realia in Teaching English

Realia can be a very useful method of teaching. There are so many ways to use it and it only takes a little bit of imagination and creativity to make it more

effective learning tool. A lot of students complain about the "boring" factor when studying the English language.

Using this method takes away the dull atmosphere of the classroom and makes students look forward to learning.

1. The Definition of Realia

Realia is real thing that can be seen, touched and felt (Longman, 2001:208). In the TEFL classroom, the word realia means using real items found in everyday life as an aid to teaching English. Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent. Realia can be used to teach the meaning of English word by showing or introducing them to the students and at the sometime the teacher names them in English. For example: when the teacher wants to teach the words table, door or chair, teacher shows a table to the students and says "this is table" or teacher points the chair and says "that is chair" and so on. By doing, the students will understand and grasp the meaning spontaneously.

2. The Reason of Using Realia

There some reasons of using realia in junior high school the children have unique characteristic in learning. Such as: they like making and having fun, they like learning by using things. In addition, realia helps and encourages young learners to make and sustain the efforts; realia helps the

teacher to create context of the language which is used. Realia also provides language exposure in practice and the teaching learning process can run well.

3. How to Use Realia in Language Teaching

As the description of realia; realia---real things---represent the actual conditions with which the learner will live. As such, realia should be used whenever possible. Real things are available. The task is to locate them and put them to use in helping students learn. Examples of realia are: insect, coins, rocks, plants, pets, stamps, etc. The use of realia in teaching English as follows:

- Be certain the real object enhances your objectives.

- Make whatever advanced arrangements are necessary for proper use of the realia.

- Costs can often be minimized by borrowing real items from members of the community.

- Keep the realia under wraps until you are ready to use them; after using, remove the potential distractor from sight.

- Students should be encouraged to help in locating and acquiring realia for classroom use.

- Develop a system of storage and retrieval which will be functional.

4. Realia in Teaching Vocabulary

As English teachers, the use of realia is only limited by your imagination. It is possible to use realia to teach almost any subject. Using

realian stimulates the mind, and is one way of encouraging creativity by involving the senses. Realia is a must. Young children are at the perfect age to learn a language and as visual learners; you should try to tap into their natural creativity. Bring in fruits, vegetables, and lot of toys. Children love to role-play and enjoy playing games, so ask them to move animals onto tables, under tables, or around the farmyard. Make up simple stories using toy animals or puppets, and children will enjoy their English lessons, and be motivated to learn.

It is unrealistic to bring real objects into your classroom for every single word that you wish to teach and some words will lend themselves better than others to using realia. Remember, realia also can be used indirectly as a tool for teaching grammar; for example, items of food and drink are perfect for teaching uncountable and countable nouns.

I.   Language Testing Items on Vocabulary

Heaton (1988:9) says that vocabulary test measures the student's knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. A vocabulary test is conducted to determine the degree to which the examiner wishes to concentrate on testing the students' active or passive vocabulary. The selection of vocabulary test words is relatively easy in achievement test, in as much as these can be drawn directly from the particular textbook that have been used in class. Heaton (1988:55-56) divides vocabulary test into multiple choice, sets (associated words), matching, and completion items.

1. Kinds of Vocabulary Testing

Ur (1996:37-38) states that test, whether formal and informal, utilize one or more of a large number of elicitation techniques. The test of vocabulary types are:

- Multiple Choice

  This may be used for the same testing purposes as true/false; it does test rather more thoroughly since it offers more optional answer and is obviously very easy to mark.

- Matching

  This usually test vocabulary, and is rather awkward to administer: thus it is best presented written on the board or on paper, though responses may be either oral in writing.

- Dictation

  This mainly test spelling, perhaps punctuation, and surprisingly on the face of it. It may supply some information on testes' passive knowledge of pronunciation, grammar, and vocabulary.

2. How to Design Vocabulary Testing

The material to be tested should, similarly, be a part of a syllabus and teaching program you are familiar with: perhaps a section of a course book, or certain elements of a set curriculum. According to Penny Ur (1996:41) there are 3 stages in designing test:

- Stage 1: Preparation

  Prepare your test. It is a good idea to list in writing all materials that you want your test recover.

- Stage 2: Performance

  If possible, administer you test to a class of learners; if not, ask colleagues to try doing it themselves.

- Stage 3: Feedback

  Look at how your test was done, and ask the testers how they felt about it.

J. Advantages and Disadvantages of Using Realia in Teaching Vocabulary

As English teachers, the use of realia is only limited by your imagination. It is possible to us realia to teach almost any subject. Using realia stimulates the mind, and is one way of encouraging creativity by involving the senses. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken.

According to (Jones, et al., 1994: 1) states that the advantages and disadvantages of realia as follow:

  ➢ The Advantages of Using Realia

- Experience with real things with which one will interact in life is the best learning situation possible.

- Real objects are plentiful and available everywhere.

- Real items can be observed and handled, providing concrete learning experience for the student.

- Dealing with realia motivates the learner.

- Realia can be used as part of the evaluation system.

- Realia learning can be extended through the use of displays.

➢ The Disadvantages of Using Realia

- Real things are not always readily available.

- Realia are not always practical for use in the classroom:
  - Size---a real object may be too large (a submarine) or too small (a single human cell)

- For classroom study.
  - Potential hazard---realia such as live animals, certain electrical and mechanical.

- Equipment, etc., can represent potential hazards for the learner and the teacher.
  - Cost---real object often are expensive.
  - Need to maintain original structure---while some realia can be dismantled, many others.

- Cannot be, e.g., cutting open a person to see how the heart functions.

- Affective learning is unpredictable through realia

- If left sitting around the classroom, realia can be a distraction

- Storage and retrieval can create problems

K. Previous Study

The researcher found the similar study that is relevant with this study. Setyorini (2011) conducted a research entitled "*Increasing Students' Vocabulary Mastery Using Realia*". She conducted Class Action Research. Her study focused on teaching English in elementary school especially at the fourth grade. She did her study in SDN 1 Baruharjo, Durenan, Trenggalek in the second semester of the academic year 2010/2011. Her study was done on 4th April until 20th April. At her research, the minimum standard competence (KKM) was still 70. The result of her study shows that the students' vocabulary mastery increased by applying scramble letter, seen of the result of cycle 2.

The study had similarity in research design and media. The design of her research was classroom action research (CAR) using Kemmis & Mc. Taggart's model Arikunto. She also used realia to increase students' vocabulary.

But then, the study also had differences. Her study focused in elementary school, especially at the fourth grade SDN 1 Baruharjo in academic year 2010/2012. Whereas this study focused in junior high school, especially at the seventh grade MTs Assyafi'iyah Gondang Tulungagung in academic year 2013/2014. The researcher also used different way in teaching and learning in the classroom.

L. The Theories of Teaching Vocabularies at Secondary Level

Teaching vocabularies is so important to do in basic English. When the student have good basic of vocabularies, it will be a good thing for the student in

starting learning English. In addition, teaching vocabularies has a variety of reason. The reason can be;

● improving vocabularies in general

● improving writing skills

● improving speaking skills

● Deepening students' ability to use appropriate word

However in secondary level, teaching vocabularies is for improving vocabularies in general. Then, the students are easier to understand the text in their English lesson. So, if we talk about theories of teaching vocabularies, we use the theories that can improve the students' vocabularies in general. The theories of teaching vocabularies at secondary level can be ;

● introducing new words

● defining the words while they read

● asking questions to the students

● use the dictionaries

● memorizing new vocabularies with specific topic

● using realia

By using those theories, it can help the students to improve their vocabularies. It is also simple to do in the classroom.