

CHAPTER II

LITERATURE REVIEW

2.1 Related theories

This section explains the theoretical frameworks and related studies to support the analysis of the data. This study analyzes the teaching learning by using pictured story book to reinforce students' vocabulary. Therefore, there are several theories that are related to the basic understanding of the teaching vocabulary and the pictured story book. The first discussion is about vocabulary. After that the writer discusses the step process of teaching vocabulary, the characteristic of young learners, learning styles, picture story book. In the last part of this section, the writer provides comparisons and overview of a number of related studies that have been conducted previously in order to support the understanding of the present study.

2.1.1 Teaching vocabulary

Shejbalova (2006) states vocabulary is a main part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction. In addition, vocabulary is very important for foreign learners. It is always needed in language learning because it is closely related to the development of the four language skills; speaking, writing, listening, and reading. The learner, especially young learners have to master

the vocabulary in order to get sufficient vocabulary in learning language (Maurisa, 2006).

If they have sufficient vocabulary, they are able to produce or use the words properly either in oral or written forms. Thus, they can communicate well with other people. They also can effectively express their ideas both in oral and written form. They should have a good idea on how to expand their vocabulary and improve their interest in learning the language. Moreover, language teachers should have knowledge on how to manage an interesting classroom in order to the learners can gain success in their vocabulary learning. Considering the importance of vocabulary stated above, it is necessary that the teaching learning process of vocabulary should be done well.

A good way for teaching vocabulary, the teacher can introduce the list of vocabulary which is taken from the book. The teacher uses and adds other vocabularies which are relevant for the students. The teacher needs to have good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabularies, words and also the meanings. The words or vocabularies can be both spoken and written. According to Campillo (2007) the way to teach vocabulary are divided into traditional approaches and techniques, which are teacher centered and student-centered learning.

2.1.2 Nouns

Based on the curriculum for fifth grade of elementary school, course books for young learner often emphasize nouns because they are easy to illustrate and young learner don't have literacy skill, so the only words that can easily be featured are nouns (Linse, 2006).

Nouns are a name person, place, or thing (Emmit, M., Linda K., John P., 2006). Nouns are classified as *proper nouns* or *common nouns*. A proper noun is the name of a specific person, place, or thing. For example: Michelangelo is *universally* admired; she was a *communist* in her youth, Oh, to be in *England*, (Ehrlich, E., & Murphy, D., 1991 p. 25).

A common noun is the name used for any unspecified member of a class of persons, places, things, qualities, or concepts. For example: *Sculptors* and *painters* work hard for recognition, we all admire the work of fine *novelists*, the *museum* exhibited only some of its treasures, and the city was known for its ugly *architecture*. (Ehrlich, E., & Murphy, D., 1991 p. 25-26).

Ehrlich, E., & Murphy, D., (1991 p. 28) state that plural forms of nouns are most nouns form their plurals by adding s to the singular: *time, times; girl, girls; home, homes*. There are many exceptions to this practice: 1) add *es* when a noun ends in *s*: kindness, kindnesses. A noun ends in *z*: *fuzz, fuzzes*. A noun ends in *x*: *box, boxes*. A nouns ends in *ch*: *lunch, lunches*. When a noun ends in *y* preceded by a consonant, change the *y* to *i* and add *es*: harmony, harmonies.

Broukal, M & Wisniewska, I. (2005, pp.90-91) state that there are regular plural nouns and irregular plural nouns. Regular plural is form the plural of most nouns by adding *-s* to the singular noun for examples: *spoon* (singular) *spoons* (plural), *book* (singular) *books* (plural). Some regular plurals require changes in the spelling of the noun before add *-s*, for examples: *dish* (singular) *dishes* (plural), *knife* (singular) *knives* (plural), *factory* (singular) *factories* (plural). Irregular plurals are some nouns form their plural by changing their vowels, for examples: *foot* (*singular*) *feet* (*plural*), *goose* (singular) *geese* (plural). Some nouns form their plural by adding a syllable, for example *child* (singular) *children* (plural). Some nouns have the same singular and plural form, for example: *aircraft* (singular) *aircraft* (plural).

2.1.3 The six steps process of teaching vocabulary

When the teacher teaches English language, the teacher should have steps process to teach. Marzano (2004) states six steps in the process of teaching vocabulary. He divides the three first steps to introduce the vocabulary and the three last steps to reinforce the vocabulary. First, *explain*: during this step, the teacher explains the target word, provide a student-friendly description, and examples are very useful to students. A teacher should provide students with information about the vocabulary. There are a number of different ways that teacher can help students build their initial understanding of the vocabulary. Teacher can tell a story using that vocabulary or can use images as a source of information.

Second, *restate*: the teacher asks the students to restate the description, explanation, or example in their own words. During the second step, it is critical that instead of simply copying what the teacher has said, the students “own” the vocabulary by constructing their own descriptions, explanations, or examples. Their constructions need not be comprehensive, but efforts should be made to ensure they do not contain major errors. It is very useful to have students record their descriptions, explanations, and examples to write in a paper or in a note.

Third, *show*: in this step, the students are asked to construct a picture, symbol, or graphic representation of vocabulary. This forces them to think of the vocabulary in a totally different way. Written or oral descriptions require students to process information in linguistic ways. Pictures, symbols and graphic representations require students to process information in non linguistic ways. If students are not accustomed to creating pictures and graphics for ideas, they might initially need significant guidance and modeling.

Fourth, *discuss*: during this steps, students are engaged in activities designed to help them discuss and review vocabulary. The students should take part in activities that allow them to interact with vocabulary. Fifth, *refines and reflects*: Both research and common sense suggests that interacting with other people about what they are learning deepens the understanding of everyone involve-particularly when learning vocabulary. In this step, the teacher should periodically organize students into groups and ask them to discuss.

Sixth, *applying in games*: involve students in a game that enables them to play with vocabulary and reinforces word knowledge. Many types of games can help teachers keep vocabulary in the forefront of students' thinking and allow students to reexamine their understanding of vocabulary. It is important to play games in order to energize students and guide them in the review. Marzano (2004, p.29) states that six steps process of teaching vocabulary enables classroom teachers to teach and reinforce vocabulary with success.

2.1.4 The Characteristics of Young Learners

Teaching young learners is different from teaching adults because they have different characteristics. Klein (2005) assumes that young children tend to change their mood every other minute and they show their greater motivation than adults to do things that are interesting for them. According to (Suyanto, 2010, p.15) young learners are 6-12 years old in the elementary school.

Young learners usually are the children at the age of seven to twelve years old, where the elements of fun become a part of their world and they are enthusiastic to know and also learn everything. To give further information about young learner, Harmer (2007) states some general characteristics such as respond to meaning even if they do not understand the words, they often learn indirectly than directly, their understanding do not come just from the explanation, but also from what they see and hear and crucially have a chance to touch and interact and they generally display an enthusiasm for learning and curiosity about the world around them. They have a need

for individual attention and approval from their teacher; they keep on talking about themselves and responding well to learn using their own life as the main topic in the classroom, they have limited attention. Based on the points above, those young learners are very enthusiastic in finding out, understanding, and learning everything.

2.1.5 Pictured Story-books

The pictured story-books in this study as the media to teach English vocabulary have some characteristics. Malu (2013) states that children's picture story-books are books with pictures and text that together tell a story, with a theme that is appropriate for children. Words are not enough to be understood. Pictures alone tell only part of the story. So, it is the interaction between the visual and the verbal.

According to Navarro (2013) the benefits of reading aloud by using pictured story-book, are, first, **expanding vocabulary**: before reading a picture book aloud, the teacher can introduce a few key vocabulary words that will be found throughout the story that may be challenging for her / his audience. Explain what they mean and discuss them throughout the reading. Second, **for enjoyment**: reading picture story-books help the readers to feel fun and joy while they read and should be sure to use expression. Third, **increase reading comprehension**: although the students are not doing the reading, they are listening and understanding the story elements. The

teacher should ask questions during and after the reading to check for comprehension and keep readers engaged. Fourth, **teach how to make Inferences**: by reading aloud, the teacher can model how to make an inference by pausing throughout the story and thinking aloud how the teacher made a specific inference based on information read in the story. The last, **make predictions**: picture story-books are great for making predictions which is an important reading comprehension skill to understand. When students make predictions, it keeps them engaged in wanting to know what will happen next. So, that using pictured story-books can be categorized as one of great ways for intriguing the students in learning language because it contains of good picture, great story line and a rich of vocabulary.

There are also some benefits of pictured story books to increase reading comprehension. It is supported by some theories such as Fang (1996) states that illustrations in picture books foster children's language and literacy development, he also states that picture books can serve as an effective tool to stimulate and promote children's creativity. By reading picture books without too much linguistic text, children learn to use their active imagination to interpret and (re)create a mental representation of the story. Children often associate pictures with their life experiences or familiar images, construct meaning based on their existing schemas or schemata.

(Nicholas, 2007) also states that children's picture books are not only important because of the literary value they provide young readers, but the picture books are also an essential element in the developmental reading process.

The stories can be also enjoyed by young learners and can be used to help the children develop a host of cognitive and social skills (Linse, 2006, p.78). According to (Tomlinson & Lynch-Brown, 1999) that the students can be assisted in developing their meaning vocabularies, their ability to comprehend and to think critically, the students can have the opportunity to share emotional, funny, exciting and stimulating moments with their teacher or other students.

The pictured story book may give new variations for their learning vocabulary. For examples of variation are when the students read the story and the picture in a picture story book, they can share the excitement of surprise in discovering each page, the students become engaged, first through their emotional connection and then through their interest in discovery (Kbyuelen, 2010).

2.2 Review of Related Studies

In this section, the writer will discuss a number of empirical studies conducted previously upon the framework of teaching vocabulary in order to support the understanding of the present study.

The first study is from an undergraduate thesis written by Tanjung (2011) about the teaching vocabulary by using scrabble game for the first grade students of

MTS Nurussalam Pondok Pinang. The writer of this study used scrabble game as the media of learning to reinforce the students' vocabulary. He used the theory of teaching English vocabulary was proposed by Wallace (1982). In his study, he used a classroom action research method there are planning, acting, observing and reflecting. He obtained the data by conducting the pre- test, post-test, observation, and interview. This study found out that using scrabble game activities in teaching vocabulary at first grade of MTS Nurussalam Pondok Pinang can motivate the students to learn English and reinforce their vocabulary ability.

The second study is from an undergraduate thesis written by Aswani (2011) he tried to improve the comprehension of students in learning English nouns phrase by using pictured story book and to know the positive responses of the students towards pictured story book as the tool in English teaching learning. This study uses *Tin-Tin* pictured story-book to teach English nouns phrase. The theory of teaching English was proposed by Gene Yang (2003) used in his study. He used classroom action research as the method in his study. He obtained the data by conducting the pre- test, post-test, observation, and interview. The result of his study suggested that the pictured story book is effective in improving students' English noun phrases.

Their study is similar to the present study in term of the method used, in which the writer obtained the data by conducting the pre-test and post-test, observation, interview. The difference between their study and this present study is in terms of the theory of teaching vocabulary, the participants of this study and the

media. In this present study, the writer used Marzano's theory (2004) in teaching English vocabulary. The writer used fifth grade students as the participants and the media was pictured story book entitled "*Special Fruit Cocktail*".