

CHAPTER 2

LITERATURE REVIEW

This chapter is intended to review some theories that relate to the topic of this study. The review covers teaching English as a foreign language, teaching English to young learners, teaching English in elementary school, teaching vocabulary using visual and audio-visual aids and review of the related studies.

2.1. Teaching English as a Foreign Language

Language teaching is influenced by the ideas on the nature of language called language theories and learning conditions that make learners acquire the language called learning theories. Moreover, the differences in language theories may affect the selection of teaching materials and differences in learning theories may affect the teaching methods. For children learning another language is differs from learning their native language (L1). That makes the actual teaching of English in Indonesia may differ in the United-States of America where they use English as a daily communication. In Indonesia, English is learned only at school and people do not use it to speak in the society. English is really a foreign language for language learners.

Mackey (1975:108-124) suggests that there are three main influences that may make the teaching of English as a second language or as a foreign language different.

- a. Linguistics : the process and progress in learning a target language may depends on how the target language differs from the mother tongue and how much the mother tongue interferes with the target language.
- b. Differences : the differences of the target language and the mother tongue may be in the realm of grammar, phonology, vocabulary, stylistics and graphics. The more different the target language is from the mother tongue, the more problems language learners may face in learning the target language. English for most Indonesians are very difficult because Indonesian language has no structures as in English.
- c. Social : there are numerous numbers on language learning. There are some contacts that are classified under social factors. These contacts make differences between English learned as a foreign language and learned as a second language. A learner of a target language who has no contact with the community in which the language is spoken will have possible failure to learn her/his target language.

2.2. Teaching English to Young Learners

Children have their own characteristics, which are different from adults. The characteristics cover their ways of thinking, their attitude, et cetera. They also prevail to the children's ways of learning language. This, of course, influences the ways of teaching them. To give the best quality of teaching English to the children, the teachers should know and understand them.

The definition of Young Learners are children between the ages of about 5 years old to 12 years old (Rixon, 1999). Moreover, the definition of young

learners is mainly based on the years spent in the primary or elementary stages of formal education before the transition to secondary school. This is why the ages of the young learners could be varied from one country to the others. Some psycholinguists say that one of the factors to be successful in language learning is young age. There are some explanations for better learning at young age. First, the brain is more adaptable before puberty than after, and that acquisition of languages is possible without selfconsciousness at an early age and also because young children have more opportunities than adults. The children are learning all the time without having the worries and responsibility of adults (Brumfit, 1994).

Brumfit (1997) also gives a list of the characteristics which young learners share:

- a. Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school. Teacher can stimulate their thoughts by provide them with new vocabularies at school. At this stage, teachers should give the simple vocabulary and relate it to an interesting example to make them memorize it easily.
- b. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.
- c. They tend to be keen and enthusiastic learners. By giving and providing them with children's films which is also contained song, voices, and moving pictures, make them more enthusiast in learning new words and new things at school.
- d. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling.

e. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better. Most of the children's films contain with stories that will make them to stimulate their thoughts and imagination. The characters in the films also can give a huge impact to them to learn about something new in the films.

Most primary level learners will share these characteristics as the following:

a. Children respond the language well through concrete things (visual things) rather than abstract things. They are usually reacted to pictures and pictures help them to stimulate their mind in order to memorize something.

b. Children need physical movements and real activities to stimulate their thinking. When they see something, they need to repeat the movement as well, as if in the film. Children will be asked to follow and repeat the actions or words or songs in the films.

c. Children will be enthusiastic if they are taught using fun activities or being involved in activities. The more interesting the material and activities in the classroom, the more enthusiasts the children to learn new vocabularies will be.

d. Children love to play, and learn best when they are enjoying themselves. Giving them some space to follow the actions in the films also would help them to develop some vocabularies. By giving them a space during the lesson, they would feel more comfortable to learn.

e. Children learn well through something that is close to their culture. In this stage, it would be better if the teachers provide them some materials that contain cultures while using films.

f. Children like to work together. Teachers should help them to work together with their friends to motivate them to learn vocabulary together by showing them a film that show some children are working together in solving a problem or a puzzle.

According to Brumfit, Moon & Tongue (1991:208), there are some important criterias in teaching English to young learners; interest, challenge, purpose, language use, language input, conceptual appropriateness, and promotion of learning. The first is interest. The activity should be exciting, interesting, and motivating to these children. If they do not like the chosen activity, change it with the student's interest aroused we have a good starting point for learning.

The second one is challenge; it should provide a suitable challenge for the age group. It should stretch them a little without being too difficult, but not falling into a trap of being too simple. The third is purpose; the children should focus on getting the task done, rather than practising a language item. The next one is language use; the pupils will need to use language, receptive or productive or both, in order to complete the activity or a particular language skill to develop, but the pupils are never confined to this language.

And the fifth point is language input; there will generally be oral or written language input at an appropriate level and in context, but this is not a presentation-practice-production situation. Conceptual Appropriateness as the sixth point; the activity should be within the conceptual ability of the pupils. They can not do things with language that are outside their conceptual grasp. If we are looking at the development of the whole child, we will design activities that help

to develop his or her thinking and his or her concepts too. And the last one is promotion of learning; if possible, it should promote learning other than language. One of the most successful ways of combining interesting activities for children is by following a theme or topic, around which reading, writing, drama, games, and so on are centred.

2.3. Teaching English in Elementary School in Indonesia

We have to consider other things besides education because children are different from adults in teaching English to children. About teaching English to young learner, Suyanto (1995:1) says that the teacher is the important factor of teaching and learning English in elementary school.

Based on Permendiknas NO 22 year 2006 about Standar Isi to elementary school students, English as a foreign language is taught in elementary school as a local content in the curriculum activity . Curriculum activity is an activity created by the school to develop students' certain abilities and interests. English as the subject needs to be taught for two hours meeting (1 hour meeting is about 35 minutes) and for two times per week. Different provinces also give different regulations for the duration of the study. Some school starts to give an English subject in the first grade but some in the forth grade which is the ideal grade in learning English according to Permendiknas NO 22 year 2006. KTSP is the newest curriculum that use at school as the new curriculum. According to Sutrisno (2008), KTSP is an operational curriculum that developed and implemented by educational unit especially pointed to the law unit education at school. In KTSP,

teachers are placed as the facilitator and the mediator to help the learning process to be better. Teachers as a facilitator should give a learning experience that make the students be more responsible in the learning process, should help the students to express their ideas, and evaluate students result.

However, teaching English to elementary school students may need some interesting activities. There are three points that attract the students to learn English in class; through pictures, tales, and games (Ur, 1996, p.296). The students in the elementary school are exciting to see pictures especially if the pictures are clear, colorful, and attractive. They also love to hear tales or stories that contain and provide some pictures. The picture usually contains a word called vocabulary. This method is usually helping in teaching English for elementary school students.

2.4. Teaching Vocabulary

Language as a means of communication cannot be carried out without vocabulary. Vocabulary can not be ignored in the development of the four aspects of communication, namely : understanding, reading, speaking, and writing (Finocchiaro,1989). Therefore, we must master the foreign language especially the vocabulary. Vocabulary is central to language and of critical importance to the typical language learner (Zimmerman, 1997). Lack of vocabulary knowledge will result in lack of meaningful communication. A large amount of vocabulary can be acquired with the help of vocabulary learning strategies that prove to be useful for

students of different language levels. However, more importantly, you should have a good vocabulary size to speak and write naturally and effectively.

According to Hatch and Brown (2000: 401), teaching strategies refer to everything teachers do or should do in order to help their learners learn the vocabulary as the target language. Which teaching strategy a teacher will employ depends on the time available, the content (i.e. the component of knowledge learners are to acquire), as well as on its value for the learner (i.e. which learning strategy he or she can learn or apply). These would include the following procedures: introducing and presenting the meaning and form of a lexical item, stimulating learners to revise, practice and consolidate, i.e. recycle vocabulary through various tasks, as well as other procedures related to vocabulary teaching, such as giving advice to learners on how to memorise lexical items, monitoring, and evaluating learners' progress.

According to Nation (2001), there are two ways in teaching vocabulary. First is using a form of list of words and the second is teaching vocabulary in context. Using a list of words means the words are taught as a single item and has no association with other words. Vocabulary helps the students master a language. Once they master the vocabulary, they will find fewer difficulties and be able to speak the language. Mastery in vocabulary will help students improve their language and the language skills which are reading, listening, writing, and speaking, because by learning vocabulary students are able to memorize and use the words to communicate. Moreover here are Nation's (2001) description of the teaching procedure suggests that one needs to focus on the following:

- a. Text and word selection. At least 95% of the words in the text should be familiar to the learners in order for them to be able to use the guessing 'keys'. The selected words need to be inferable from context.
- b. Time. The teaching needs to take place over a long period of time and at frequent intervals. Learners need to have sufficient practice in order to guess quickly without deliberately having to go through all the steps involved in the strategy.
- c. Gradualness and comprehensiveness. Learners need to go through all the steps, working in groups, in pairs or individually, with the pace increasing gradually. The teaching can follow the procedure according to the above-mentioned possibilities of creating a 'miniplan'.
- d. Activities. Teachers need to know how to analyse critically and select activities to improve the use of this strategy.

2.4.1. Teaching Vocabulary Using Visual Aids

As mentioned in the previous chapter, the media used to teach English by using visual aids is flashcard, comic, picture, etc which contains list of words and pictures. Pictures can be used to create a new method in teaching language, making the students remember the words easier and supplying a context for an activity (Gower and Walters, 1983:157). Moreover, Hamalik (1989:81-82) wrote the advantages of using flashcard as a media in teaching vocabulary. Pictures are realistic and show the real objects and the real life-situation. Pictures are interesting and bring more variety and interest into language lessons. Pictures are

economical and widely available. Pictures are practical and the students can get the concepts clearly from the meaning of the words. This is also supported by Richards and Rodgers (1991) that pictures and other visual aids are supplied the content of communication. Pictures can be brought into the classroom and students can clearly see the objects, for example, seeing the pictures of animal without going to the zoo.

2.4.2. Teaching Vocabulary Using Audio-visual Aids

Aids are devices that can be used to explain something (Sadiman, 1993, p.1). Therefore, audio-visual aids are devices that contain audio or sound and visual or graphic which are combined and provided with graphic to be played in a tool called video player. Film as one the medias of teaching vocabulary has more benefits than pictures. According to Lestage (1959) in his article for UNESCO Chronicle, he mention that using audio-visual aids in education could help the students or young learners memorize the vocabulary easily than using cards. It provides someone's thoughts in the form of graphic or sonorous images or to give their thoughts a concrete frame of reference. It means young learners are able to hear and see the objects and the real-life situation through film or movie.

Teaching vocabulary can also be linked with the electronic media, i.e. television, computers, the Internet etc. In addition to providing a rich and natural language input, the mass media play an important part in learners' lives and should therefore be used for their benefit in language learning, both in and outside the classroom. Watching films, subtitled or not, contributes to incidental

vocabulary learning even with beginner learners, especially children (Koolstra & Beentjes, 1999). Children films usually provide songs that are easy to sing and follow. Furthermore, they provide interesting situations and episodes such as safari to Africa to learn about animals. And they also present interesting characters such as in Barney's and Friends, Little Einsteins, Hi5, et cetera.

Children are usually like to follow and repeat the words or the actions of what the characters say and do. These activities help young learner to memorize and repeat the English words easily and also learn and connect the words in a context. As Ur (1996) points out, children love to see pictures, hear tales, and play games; film as the media contains pictures, tales or stories, games, songs, and voices that will attract young learners in learning English.

2.5. Review of Related Studies

In this part, the writer would like to show other people's studies that are relevant to the writer's present study.

Nirmalawaty (2002) in her thesis entitled "The Influence of Picture on Children's English Vocabulary Development" focused on teaching English for children using pictures to develop children's vocabulary. The subjects were divided into two groups, 1A and 1B which consisted of 20 students each. Each group was given a different treatment, for the experimental group, she showed and used pictures to teach vocabulary and for the control group, she gave Indonesian words for the students to translate into English. The result of her study shows that

pictures have positive influence on the children's English vocabulary development.

Maurisa (2006) in her thesis entitled "Young Learner's English Vocabulary Acquisition Taught Through Song" focused on teaching English for children using song to develop children's vocabulary. She divided the subjects into the experimental group which consisted of 10 young learners and the control group which also consisted of 10 young learners. She gave different treatments to both groups but with the same materials. The result of her study showed that young learners who sang the songs over and over had enriched their vocabulary without them realizing it. It helped to develop English vocabulary acquisition.

Mardika (2010) in her study entitled "*PENGEMBANGAN MULTIMEDIA DALAM PEMBELAJARAN KOSAKATA BAHASA INGGRIS DI SD*" focused on developing multimedia of English vocabulary instruction in year-five of the elementary school. The research subjects consisted of three students for the one-to-one try-out and twenty students for the large group try-out. The instruments employed in this study were questionnaires, observation guide, and pre-test and post-test. The data were analyzed by using descriptive statistics. And she found out that learning by using instructional multimedia has good impact on students' mastery learning: in the large group try-out, out of twenty students, nineteen students (95%) have accomplished mastery learning in the English vocabulary instruction.

In the study entitled "Teaching English Vocabulary for Children by Using Audio-Visual Aids", the writer focuses on teaching English vocabulary for

children using films instead of cards. The writer divided the subjects into two groups, the experimental group and the control group. For the experimental group, the writer showed and used films to develop children's English vocabulary. For the control group, the writer showed and used cards. The result of the study will be showed in the analysis chapter.