

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer discusses about children as language learners, cognitive learning in children, vocabulary teaching, teaching vocabulary to children, realia, pictures and previous studies.

#### **2.1 Children as Language Learners**

When children learn a language, they usually learn more on language use in daily communication which is real and meaningful. In accordance with this point, there are two factors to be considered, namely language learning and language acquisition.

Language learning refers to conscious knowledge of the language. It means that the learners should know the rules of the language and be aware of them when they use language. Language learning includes formal knowledge of language. In language learning, error correction is taught to be useful. It helps the learners to induce or figure out the right form of a rule. To state whether the sentences are grammatically correct or not, the learners need to refer back to the rules of the language. If, for example, a student of English says ‘‘I goes to school everyday’’, and the teacher corrects him/her by repeating the utterance correctly, ‘‘the learner is supposed to realize the ‘‘/s/’’ ending goes with the 3<sup>rd</sup> person and not the 1<sup>st</sup> person, and alter his/her conscious mental representation of the rule’’ (Krashen, 1987:11).

Different from language learning, language acquisition is similar to the way children develop ability in their 1<sup>st</sup> language. Language acquisition is a subconscious process. It means that language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. Language acquirers are generally not consciously aware of the rules of the language they have acquired. Instead, they usually use their feelings to feel whether the language that they are using correct or not. Grammatical sentences sound right or feel right and error feel wrong, even if they do not consciously know what rule is violated.

One of other ways of describing acquisition is through natural learning. Natural learning can be achieved if the learners are exposed to natural situation. One problem for the teachers arises when the learners deal with natural learning of English as foreign language. If the learners do not use English in their daily communication, then how can the teachers create natural situation for the learners? The only possible way to create a natural situation is in the classroom. Since the respondents in this study are still very young, the teachers need to take into account what kind of natural situation the children need to be created in the classroom. In order to find out about this matter, the teachers have to know first some aspects about children.

Children are different from adults. The difference between children and adults in this case does not lie in physical matters, but on the cognitive ability which makes them different in many ways, including their ways of thinking and working. El-Helaly (1987:49) states:

Children are not self-motivated and do not have an immediate need to learn English. They are concerned with jobs or university degrees that require knowledge of English. Therefore, the teacher of English has challenging task finding ways to motivate them to learn English.

Children do not have their own wills to learn English. They cannot stimulate themselves to learn English. It is the teachers' job to motivate the children to learn English. One of the ways to motivate the children to learn English is by giving them a special way of teaching to arouse their interests in learning English. Teachers have to make children feel comfortable when learning English. Teachers have to make the children feel comfortable when learning English. Teachers have to create an interesting situation in the classroom to make the children feel that they are having fun instead of learning English.

Piaget (1991:2) state about the principle of the pupils' learning and language learning. They say,

Children in Primary or Elementary school are usually in what is called the concrete operational stage of cognitive development. This means that they learn through hands-on experiences and through manipulation of objects in the environment. Children in Primary or elementary school settings generally learn by doing.

They mean that when pupils are learning a language, they need to be active rather than passive. They need to be working on meaningful tasks and use language to accomplish those tasks.

According to Hudelson (1991:2), children usually learn by using the language. He states: " A basic principle of both 1<sup>st</sup> and 2<sup>nd</sup> language acquisition is that

acquisition occurs through learners figuring out how the language works through the learners making and testing out hypothesis about the language''. Teachers have to let the children-talk by using the language they are learning. In this way, the natural atmosphere during the teaching-learning process in the classroom will be apparent to children.

## **2.2 Cognitive Learning in Children**

Children employ cognitive operations in various learning situations. These situations range from simply recognizing previous stimuli to the acquisition of complex concepts and principles. According to Klausmier in Levin and Allen (1976:5-14), there are four progressive more complex levels of conceptual learning and development: the concrete level, the identity level, the classificatory level, and the formal level.

At the 1<sup>st</sup> (simplest) or the concrete level, children are able to recognize a new object that is exactly the same as the one previously experienced. The operations involved in attaining this level are attending to an object, discriminating it from other objects, representing it eternally as an image, and maintaining the representation.

At the 2<sup>nd</sup> or the identity level, children are able to recognize that a new object is the same as the one previously experienced even when it is experienced in a different position or in a different sensory modality. In the identity level, the concept attainment involves not only discriminating various forms of the same object from the other objects, but also generalizing the forms of the particular object as equivalent.

At the 3<sup>rd</sup> or the classificatory level, children are able to determine that two different instances of the same concept are equivalent. At this level, children seem to be able to classify, based on their classifications of some readily perceptible attributes of the concept; but they cannot give the basis of their classification. They cannot define the word that represents the concept.

Finally, at last (the most complex) or the formal level, persons are able to provide the technical, socially accepted definition of the concept in terms of its defining attributes, to engage in other symbolic activities associated with the concept, and to use the concept in understanding taxonomic and hierarchical relationship, in understanding principles, and solving problems.

In this study, the writer expects the TK A pupils to have the first two levels of conceptual learning and development, the concrete and the identity level. At the first level, the writer expects the pupils to recognize the kind of fruits which are taught to them exactly in the same form as the ones they have learned. If the pupils learn about 'fruits' by using the models, they are expected to recognize the names of the kind of fruits when the teacher shows or points to one of the model of fruits. If the pupils learn about 'fruits' by using pictures, they are expected to be able to recognize the names of kind of fruits when the teacher shows them exactly the same pictures of fruits.

At the 2<sup>nd</sup> level, the identity level, the writer expects the pupils to recognize the kind of fruits when the teacher shows them exactly the same pictures or models to show kind of fruits. In other words, the pupils can still recognize the names of the

fruits when individual pictures (the pictures of an orange, apple ,etc) are shown to them although they learn those words either by using realia or by using pictures.

### **2.3. Vocabulary Teaching**

In learning English, people have to consider two parts of the English language: language skills and language elements. Language skills consist of listening, speaking, reading and writing. Language elements consist of pronunciation, spelling, grammar, and vocabulary. According to Gleason (1980:342), "Vocabulary is a transient feature of any person's command of a language coming and going with comparative ease and rapidity". It is an important language feature because it serves as the basic part in acquiring a language. It is one of the necessary language components used by human beings to exchange ideas. Al-Kufaishi (1988:42) explains that students' listening comprehension, writing, and reading ability hampered by their vocabulary. Before a person is able to speak, listen, read or write, s/he has to recognize first at least a number of word that are going to be used. Even when s/he wants to learn pronunciation, it is words that s/he learns. Without enough knowledge of vocabulary, it would be difficult for a person to acquire a language. Based on the experts' opinion, the writer can state that vocabulary is very important to achieve the objective of language learning. The teaching-learning activities should emphasize more enriching the students' vocabulary.

There are various types of words. Grammarians give the name as parts of speech to these various types of words. Francis as cited in Laetita (1981) divides parts

of speech into four, namely nouns, verbs, adjectives, and adverbs. In this study the writer only deals with the teaching of English vocabulary of nouns.

Warriner as cited in Laetita (1981) defines noun as a word used to name a person, place, thing, or an idea. While according to House and Harman as cited in Ingrid (1993), a noun is a name of anything. It may be the name of a person ('Joseph', 'boy', 'teacher'), an object ('box', 'toy'), a quality of condition ('purity', 'goodness', 'poverty'), a weight or quantity of something ('round', 'ounce'), a measure ('yard', 'rod'), an action ('movement', 'performance'), a state ('death'), an occurrence ('accident'), a sense of impression ('sound', 'noise') and great many other sort of things.

Based on the meaning they represent, nouns can be classified into concrete nouns and abstract nouns. Concrete nouns, according to House and Harman as cited in Ingrid (1993), are words used to name persons, places, or things which exist as tangible and definite substances, such as 'pencil', 'can', 'book', 'table', etc. Abstract nouns are words used for a quality, a condition, or an activity thought separately and abstracted from the concrete substance to which it belongs, such as 'beauty', 'love', 'joy, etc.

In teaching vocabulary, there are some considerations that need to be taken to select vocabulary so that the words taught to the pupils would be appropriate. One of the criteria of selecting vocabulary is word frequency. Finocchiaro (1974:73) claims,

The beginning level of teaching vocabulary should concentrate on the more frequently used vocabulary items precedence should be given to

the vocabulary which is intimately related to the environment and experience of the learners.

What is meant by word frequency here is that the number of times that each word appears. It is counted and then can be estimated how often a word appears. The words which are most frequently used must be the best words for the pupils to acquire first. The writer took some examples of word frequency from Dahl (1979) in figure 2:

words	(freq)*	(NS)*
Blackboard	1	1
Book	220	24
Chair	59	14
Ear	19	8
Pencil	18	5

Figure 1:

This figure shows some of word lists with the raw word frequency and the number of speakers who use the words

notes:

Freq: the raw word frequency of the words

NS: the number of speakers who use the words

Figure 2 shows that the frequency of 'blackboard' is 1 and the number of speaker is also 1. The frequency of 'book' is 20 and the number of speaker who use 'book' is 24. the word 'chair' has frequency of 59 and the number of speaker is 14. The word frequency for 'ear' is 19 and the number of speakers who use 'pencil' is 5. From the description, the word 'book' has the most word frequency (220) and the number of



the speakers who use the word 'book' is 24. Thus, the best word to be taught first is 'book'.

Another criterion that should be considered in selecting vocabulary is the usefulness of the words. According to Palmberg (1986:17):

For teaching purposes, however, vocabulary selection cannot be based only on the relative frequency of words. There will always be words that have a low relative frequency but which nevertheless are central to the needs and interests of a particular group of learners.

Palmberg suggests that the usefulness of words is an important consideration in vocabulary selection because there are also some words which have low frequency but those words are useful for the learners. In teaching vocabulary to kindergarten school pupils, teachers have to select the words that are useful for the pupils. Words can be considered useful when they are mostly used in the learners' world (in this case, the kindergarten school pupils). Some words which are mostly used in the pupils' word are: kind of fruits, such as apple, orange, tomato, watermelon, etc. Pupils are familiar with the names of some fruits in their native language. They have recognized the names of some fruits. By learning the names of some fruits first, the pupils will often use those words in their daily lives.

### **2.3.1 Teaching Vocabulary to Children**

Teaching vocabulary to children is very different from teaching English to adults. Most adults have their own motivations to learn English but most children do not. For example, adults learn English because English can help them to improve



their careers or business. Meanwhile, most children learn English because it is one of the subjects that they must learn at school no matter they want it or not. Motivation is one of the major factors that influence in gaining success in the teaching learning of English. That is why sometimes it is easier to teach adults than to teach children.

Anyway, teachers who are willing to teach English to children are still needed, and the demand of those teachers is amazingly increasing nowadays. The teaching of vocabulary should be the first step to introduce a new language to children as the beginners. Once they master the vocabulary, the teacher can continue teaching the basic skills of English easily. In other words the writer would like to say that vocabulary mastery makes it easier to master the basic skills of English (listening, speaking, reading and writing).

Most teachers use the drilling technique to teach vocabulary to children. There is nothing wrong with the technique, but using it too often is not recommended. The eagerness to learn and pleasure in making progress will remain if the lessons are interesting (French, F.G.,1975). French (1975) also states that change and variety among the lessons and during each lesson are necessary; a lesson that is dull because it does not contain interesting changes of work is a very bad lesson and the teacher is a bad teacher. In French's (1975) opinion, a good teacher is one who keeps the pupils lively and interested doing different things all the time.

Children are active little people, and their school must not be a sort of prison where they are forced to sit still, says French (1975). Children must be allowed to be active; to do things and move all time. Teachers should discover all kinds of actions

for the students to perform during the lesson. In teaching vocabulary to children, teachers must be very kind and gentle, too, when correcting the students' mistake. At the early learning, the students of course will make a lot of mistakes, either in remembering or pronouncing the vocabulary. On no account a student will lose his eagerness to learn and can hardly gain his success in learning.

At least, there are two things that a teacher must keep in mind when teaching vocabulary to children. The two things are: always vary the techniques used and always be kind when correcting a mistake. There are so many techniques that can be employed to teach vocabulary to children. For examples: drilling technique; using pictures; using the real objects; using charts and flash cards, story telling, translation, et cetera. With so many techniques available, it is expected that teachers can use them as alternatives in teaching the vocabulary to children.

## **2.4 Realia**

### **2.4.1 The nature of Realia**

Children need to have the opportunity to examine things in real situation. They need to come into contact with real things which can help them understand the meaning of a word. This can be accomplished in two ways: pupils are transported or taken to the objects of their study, or the object of their study is brought to the pupils.

According to Cross and Cypher (1961:174), realia means the real objects, particularly the artifact, evidences of life and custom of people including the people themselves. It is any authentic materials which are real. In addition, Gerlach and Ely

(1971:375) define real objects as “those stimuli presented to pupils by means of field trips or by bringing people or things into the school for direct observation”. Real objects can be regarded as any objects or things which can be used to reflect the real situation by bringing the real people, model or things. For example, if we want to teach about the word ‘apple’, in using the real objects, we have to bring the real apple to the classroom and show it to the students or use the model representing the object of apple.

The use of realia is commonplace in the ESL (English Second Language) or EFL (English Foreign Language) classroom and is widely considered to have great value in fostering an active teaching-learning environment. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build “an associative bridge between the classroom and the world” (Heaton, 1979). The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

#### **2.4.2 Types of Realia**

According to Cross and Cypher (1961:174) and Gerlach and Ely (1971:376), realia consists of: (1) people, (2) models, (3) mock-ups, (4) objects and events. Each of these types of realia has its own advantages and purposes.

People are the most real of all other types of realia. They are alive and can be brought into the classroom. Putting an artist for a demonstration can also be

accomplished to expose the pupils to a purely real situation. Teaching children about people's occupation and parts of body are the best when using this type of realia.

The 2<sup>nd</sup> type of realia is model. A model is representation of the real thing. It can be the same size as the real object it represents or it can also be reductions or enlargements. Since it can also be reductions or enlargement, we can reduce or enlarge the size of the model if it is too small or too big. It is the most suitable type of realia for teaching vocabulary to children, such as fruits and animals.

Mock-ups is the 3<sup>rd</sup> type of realia. They only show the parts of the objects that are going to be studied. Mock-ups omit other irrelevant details of the study. For example, a mock-up of a flower only includes the parts which will be studied during the biology class. This type of realia is suitable for higher level students like in high school or college.

The last type of realia is objects and events. Objects and events is a type of realia which refer to material things and a happening or occurrence that can be seen or touched. Examples of this type of realia are an Indian arrowhead, the antler of a deer, a traveling exhibit at the museum.

Of all the four types of realia (people, models, mock-ups, objects and events), the 2<sup>nd</sup> type is worth considering to teach vocabulary about kind of fruits to kindergarten pupils. In teaching vocabulary about kind of fruits, model is the most suitable media to be used because the pupils can directly see and touch the objects being discussed and it help them to get a clear explanation. The teacher can use the model of fruits when teaching about those words. The teacher can even make the

teaching-learning process more interesting by using the models or asking them to point at the model of fruits.

### **2.4.3 Teaching Vocabulary to Children by Using Realia**

Teaching vocabulary to children by using realia is helpful to arouse the learning interests of children. They are curious to see, feel or touch the things they are learning. They find it exciting to learn something by seeing, feeling, touching or when necessary tasting. As a result, they tend to keep what they have learned in their memory quicker than if they learn it through usual way.

Realia can be used for the purpose of giving the correct initial impression of new objects. They can have the potential of increasing realism. When young children are learning to recognize new objects around them, it is better if they are exposed to reality for a correct representation of the objects.

Children may also have a false impression about things and people and therefore authenticity is desired. It becomes important for the teachers to provide the children with the opportunity to face the reality and realia can be used for this purpose. The contact with realia will enable children to see what the original is like. When they can see, feel, hear, taste or touch, their own senses can help them clear up the misunderstanding. Besides having the advantages of providing realism and authenticity, realia can frequently be handled, manipulated, assembled and observed very closely. They can also be taught in context. For example, the teacher wants to teach the children about the word 'bird', she can take the pupils to see the birds or

bring one or two birds into the classroom. The teacher is not actually able to teach about the word 'bird' only, but she can also teach them how the bird acts. When the bird flies, she can say, 'the bird is flying' and children will know another new word through the context of the sentence, that is 'flying'. Through this way, with one real object, students can get many different meanings it contains.

Besides the advantages, there are also some factors that need to be taken into consideration when using the real objects. First, real objects are not always readily available. For example, the trip to the zoo, when the teachers are doing to teach the children about animals, may not be desirable or possible on that day because perhaps, it is raining. In this case, teachers should always be ready for another lesson plan to substitute the previous one, for example, if at first teachers want to teach the pupils about animals by taking them to the zoo and suddenly it is raining, the teacher should be prepared for another material which can be learnt in the classroom instead of outside it, such as the things in the classroom.

Real things also cannot always be viewed in their natural setting. This removal from context may diminish their value to the extent that another medium would be better. For example, if teachers want to teach about Borobudur temple to our students, and they cannot take the students there, then it is more valuable if they use the model of Borobudur itself than if they show the students the real brick from the Borobudur temple.

Finally, real things are not always useful in their natural states. It is more difficult to observe a fish in the water because the students cannot really see the parts

of its body. If it is removed, taken out from the water, then the students cannot observe how it actually behaves when it is in the water. To solve this problem, teachers should decide first what they are going to teach. If they want to discuss about the behavior of the fish when it is in the water, then they do not have to take the fish out of the water. Taking the fish out of the water would be necessary when teachers would like to teach the students about the parts of body of the fish.

## **2.5 Pictures**

Wright (1989:2) points out that pictures contribute to interest and motivation, a sense of the context of the language and a specific reference point or stimulus. By using picture, students will be more pleased to learn a language especially vocabulary. Moreover, he says that one of the easiest ways to elicit a language sample is to show the children an interesting pictures or series of pictures since pictures can be used to show a concrete example of the vocabulary word (1989:198).

Rivers states that pictures are one recognized way of representing real life situation, which would be impossible to create in other way (1981:114). This opinion is quite true because pictures can represent real object to be shown to the students in the classroom. This position is also supported by Richard and Roger (1991:138), who say that pictures and other visual aids are essential because this supply the content of communication. They facilitate the acquisition of a large vocabulary within the classroom. Besides, teaching by using pictures saves times. Pictures can be brought into the classroom and students can clearly and directly see the objects. For example,



seeing the picture of the white house, students can see the object directly without going to the United States.

### **2.5.1 The Theory of Pictures**

According to Kreidler (1986:1), pictures are one recognized way of representing real situations which would be impossible to create in any other way. He says that many actions such as closing a door, opening a window, or meeting a friend can be demonstrated in a classroom as well as many objects such as toys can be brought into the classroom continuous; however, the classroom is really quite limited. Catching a bus, crossing a street, going to movies, riding a bicycle, walking in the park would be quite difficult situations to recreate, but they are comparatively easy to pictures. In fact, pictures serve as an example of the advantage in using visual aids and are often to remind us a real-life experience or to suggest such an experience to us.

### **2.6.2 Types of Pictures**

Pictures can be in forms of drawing, photos, magazine, or newspaper strips, but in this thesis, the writer choose drawing which are considered simple and clear enough for teaching vocabulary to children.

Talking about drawings as a kind of pictures, Kreidler (1986:4) divides pictures into two kinds, namely:

1. Picture charts, which contain several pictures or drawing of objects and actions on a single chart.

2. Individual or single pictures which are drawn in cards about 7 inches by 10 inches, with the meaning written near the top of the back of the card.

Finocchiaro (1974:100-102), on the other hand, divides pictures into 3 types namely:

1. Pictures of individual person and of individual objects, such as a woman, a car, an orange, etc.
2. Pictures of situations in which persons are doing something with objects and which the relationship of objects and/ people can be seen.
3. A series of pictures on one chart, for instance one for count nouns, one for work activities, etc.

### **2.5.3 Teaching Vocabulary by Using Pictures**

Pictures, if properly used, may help teacher keep her students' interest in the language learning process. Finnochiaro (1974:124) states that as soon as in one type of drills languages, teachers should proceed to another type or she should vary the clue from oral to picture. Kreidler (1986:4) states that pictures can help to make the classroom a more cheerful place for their work. To this point, Li Shing (1981:11) points out that pictures have an irresistible appeal for the children. They create suspense and surprise as well as interest. Because of being interested in pictures, the students automatically give their attention to the lesson they are learning.

When pictures are used in vocabulary lesson, the process of translating will be decreased. Nevertheless, after students see pictures and listen to new words, they will

able to understand the meaning of the words directly. In relation with this, Ernestova (1981:5) says that pictures serve as ready means of establishing a clear, immediate concept or structure may mean. They are particularly effective to cue the meaning-stimulus in practice exercises. At last, Lado as cited in Ingrid (1993) also says that pictures have been successfully used to show the meaning of words and utterances.

#### **2.5.4 The Criteria of Good Pictures**

In choosing good and suitable pictures, many things have to be taken into consideration. The following are some criteria of good and suitable pictures for children:

1. Pictures used have to be suitable for the students' characteristics and their age (Soeparno,1980:13). It means that pictures presented should be educative and appropriate for the students being taught.
2. Pictures used have to be unambiguous (Howatt,1964:134). If the teacher wants to teach only one subject, she has to use a picture with only that certain object on it.
3. Pictures used have to be large enough in order that all students in the classroom can see them clearly. Ramirez (1975:268) says that pictures should be suitable of size for teaching. On the other hand, they also have to be small enough for the teacher to manipulate easily (Kreidler,1986:4).
4. Pictures used have to be suitable for the environment in which the students live. Ramirez (1975:268) says that pictures should be directly relevant to a specific

teaching objectives and should be identified by the lesson with which it is to be used.

5. Pictures used have to be as simple as possible and easy to be used or to be manipulated (Finocchiaro, 1974:100).

## **2.6 Previous related studies**

Realia and pictures are kinds of visual aids, which have different way in teaching vocabulary. A study conducted by Gerlach and Ely (1971:375) define real objects as “those stimuli presented to pupils by means of field trips or by bringing people or things into the school for direct observation”. Real objects can be regarded as any objects or things which can be used to reflect the real situation by bringing the real people, model or things.

According to the paper of Laetita (1981), the student of the English department of Widya Mandala catholic University, “Visual aids are useful for teaching English as a foreign language”. She says that visual aids are one of many devices that can help teachers be successful in their ways of teaching English. In her paper, she suggests to use visual aids in teaching English, such as teaching vocabulary, writing, grammar and reading because visual aids can arouse students’ interest which are important to the teaching-learning process. In her paper, she also suggests that teachers can use many kinds of visual aids, such as wall charts, flash cards, real objects and also pocket charts.

Ingrid (1993), the student of the English department of Widya Mandala catholic University wrote a library study on the use of pictures in teaching English vocabulary to Elementary school student. In her thesis, "Pictures as a means of teaching English vocabulary of nouns and verbs to Elementary school students", she said that although English has been taught to Indonesian students starting from their 1<sup>st</sup> year of Junior High school, many of them still find difficulties in reading English passages. She assumes that one of the reasons for that is their knowledge of vocabulary is very low. Concerning this matter, she pays attention to the possibility of teaching English to the students since they are in elementary school which is in line with the 1994 curriculum. She says that vocabulary is central to language mastery which should be given the first priority in the process of language teaching-learning. She suggests the English teachers of elementary school be creative in varying their ways of teaching since children are easily getting bored with the lessons. Teachers should not always show the same pictures to the students but they can combine it with other techniques of teaching, such as by using real objects.

Puspitasari (2004), State University of Surabaya wrote " The use of realia as teaching aid to facilitate third grade of SLTPN 1 Geneng students' oral communication skills". Based on her analysis, she can make conclusion that the use of realia can facilitate the 3<sup>rd</sup> grade of SLTP N 1 Geneng students' oral communication skills. This research is conducted to give alternative for the English teacher to facilitate the students' oral communication skills by using realia as the aid, but it does not mean that only realia can be used as the aid. There are many teaching

aids (especially the visual one) to be used to facilitate the students' in improving their oral communication skills.

The findings of all the previous studies above have proved that visual aids are effective as a means in any teaching learning activities, especially English as a foreign language. Based on the consideration, it encourages the writer to write this thesis entitled “ Teaching vocabulary to kindergarten pupils by using realia and pictures (a quasi-experimental study at TK BISMA).”

**CHAPTER III**

**DATA PRESENTATION  
AND ANALYSIS**