

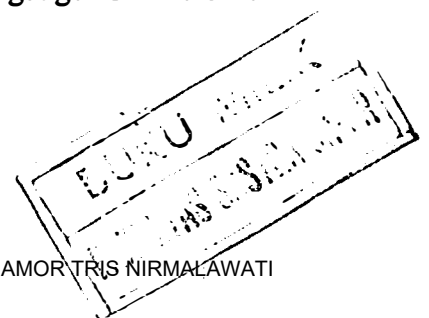
## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Second Language Acquisition

Brain in our body has a very important role in processing language. Santrock (321) says that, there are two sides of brain: the left hemisphere and the right hemisphere. A substantial portion of language processing occurs in the brain's left hemisphere. Santrock (321) adds that, in the brain's left hemisphere, there are two areas that are very useful in the processing language. The first area is Broca's area. It is an area of the left frontal lobe of the brain that directs the muscle movements in speech production. When people have damage in the Broca's area, they will lose their ability to articulate sounds. This is what is called aphasia, a language disorder. The second area is Wernicke's area. It is an area of the brain's left hemisphere that is involved in language comprehension. On the contrary, if people have damage in Wernicke's area, they often babble words in a meaningless way.

Tomlinson-Keasey (356) say that specific area of the brain facilitates the acquisition of the first language. And then, what happens to this area if two or more languages are learned? The answer seems to depend on when the second language is learned. If both languages are learned in infancy, they are likely to be coded in the left hemisphere just as a single language. On the other



hand, if, however a second language is learned after infancy, the right hemisphere becomes more involved.

Learning a second language for children is much easier than for adults. Tomlinson-Keasey states that the younger you are when you learn a second language, the easier it is to learn (356). It is because adult has already passed the critical period during which plasticity of the brain functioning allows reassignment and learning of language skills. Santrock (322) claims that there is a critical period in acquiring a language. It is between about 18 months of age and puberty. Learning a language after puberty is not only supposed to be slower, it is supposed to be less successful than normal first language learning.

According to Littlewood (5), learning a language, either the first language or the second language, needs a process of habit formation, in which the main components are that:

1. a child imitates the sounds and patterns that he hears from the people around him,
2. a child attempts as being similar to the adult models and adult reinforce the sounds, by approval or some other desirable reactions,
3. a child repeats the sounds and patterns, so that this become a habit,
4. a child's verbal behavior is conditioned until his/her habit coincides with the adult model.

The explanation above shows that, when a child learns a new language, either it is as his first language or his second language, he imitates the utterances that are produced surround him. In addition, adult who hears the sounds will automatically gives responses to reinforce the child's sounds.

Furthermore, Littlewood says that the second language learner is likely to feel that everything he learns is different from his mother tongue (26). It is true because the rules and words of second language are often different from the rules and words of their native language. Usually the new learners use their previous mother tongue experience as a means of organizing the second language data. That is why, the new learners usually make errors in using a second language.

## **2.2. Vocabulary**

There are some definitions of vocabulary. Pyles (96) defines vocabulary as the focus of language. It is in words that sounds and meanings interlock to allow us to communicate with one another, and it is words that we arrange together to make sentences, conversation and discourse of all kinds. It is clear that vocabulary is central to language and it is important thing to communicate.

Santrock notes, vocabulary is one of the most significant aspects of language development (317). Vocabulary can stand for or symbolize things. We use vocabulary to refer to objects, people, actions, events and even abstract ideas.

According to Dupuis (159), vocabulary is words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing. Based on the definition above, vocabulary influences the success in mastering speaking and writing. When you want to communicate with people and try to remark your idea through writing, what you need is words that can bridge over thing that you want to express and then people who hear or see it and understand your words will give you a response.

Richard and Rodgers claim that vocabulary is one of the most important aspects of foreign language learning. It also increases emphasis on reading skills as the goal of foreign language study (32). Thus, vocabulary has a great position in learning language especially foreign language.

### **2.2.1. Types of Vocabulary**

According to De Gregory (26), the words of language are divided into two big divisions; they are : function words and content words or lexical words. Function words are words that must be learned in connection with their use in the sentence and which are limited in number. This kind of words can not be studied solely but must be studied on a full sentence. Function words need to be learned as quickly as possible in logical order and sequence. They consist of noun determiners, auxiliaries, qualifiers, prepositions, coordinators, interrogators, includers, and sentence linkers ( Stubbs 115).

The second division is content words or lexical words. They are words whose meaning is recorded in dictionaries and often stated by means of

definition, synonyms, antonyms and contextual explanation. Finocchiaro (40) states that content words can be learned in a small group around life situation. Communication will help us to gain the content words.

According to Norton (296), children have four types of vocabulary; they are:

1. Listening vocabulary. This is the first type of vocabulary that children acquire in learning language. It develops earlier than speaking vocabulary since before one is able to speak a language, he has to listen to the language first. The number of words a child responds when he hears it is also larger than that a child uses when speaking. It is supported by Saville-Troike who points out that a child never acquires a language until he hears it (14).
2. Speaking vocabulary. After acquiring listening vocabulary, one will use it to speak. This vocabulary is called speaking vocabulary.
3. Reading vocabulary. When one reads a text, he will know more about words. Those words are not found by him in some of time in listening or even in speaking. All words which one gets from reading are called reading vocabulary.
4. Writing vocabulary. This is the last type of vocabulary that one has in a certain language because writing is the last skill in language learning.

The words used in writing are always fewer in number than those used in listening, speaking or reading vocabulary.

Hurlock (1972) says that when acquiring a language, children learn two kinds of vocabularies: they are general vocabulary and special vocabularies. The general vocabulary consists of such words as “man”, “nice” and “go”, which can be used in a variety of different situations. On the other hand, the special vocabularies consist of words with specific meanings that can be used only in certain situations. Since words in the general vocabulary are the ones that are used most, they are learned first. At every age, the general vocabulary is larger than the special vocabularies.

### **2.2.2. The Importance of Vocabulary**

Vocabulary is the most important factor in learning a language either as a native language or as a foreign language. Therefore, if we want to communicate with others, we must master their languages especially the vocabularies of those languages.

According to Saville-Troike, vocabulary is important for understanding and knowing names for things, actions and concepts (87). Vocabulary is in the first level in comprehending a language because when we learn a new language, what we have to know first is the words in that language. Moreover, Saville-Troike adds that for most learners of English, there is a primary need in learning vocabulary (88). It is obvious that vocabulary plays an important role in mastering a language.

Vocabulary is important because it helps the students master a language. One who masters enough vocabularies will find fewer difficulties than those who have fewer vocabularies. Long and Richards (30) recommend that ESL/EFL students who plan to read anything of substance in English need to acquire as large a vocabulary as possible. On the other hand, those who are lack of vocabulary will face many problems. Mastery of vocabulary will be useful for the process of achieving language teaching objectives, that is the mastery of language skills (reading, listening, writing and speaking).

Another reason why vocabulary is important especially for foreign language learners is pointed out by Saville-Troike “the ability to understand the target language greatly depends on one’s knowledge of vocabulary” (65). Thus, when you want to be able to master the language skills (reading, writing, listening and speaking) of a foreign language, what you have to do first is try to enrich your knowledge in vocabulary.

### 2.3. Picture

Wright (2) points out that picture contributes to interest and motivation, a sense of the context of the language and a specific reference point or stimulus. By using picture, student 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 picture or series of pictures (198) since pictures can be used to show a concrete example of the vocabulary word.

Rivers states that pictures are one recognized way of representing real life situation, which would be impossible to create in other way (114). This opinion is quite true because pictures can represent real objects to be shown to the students in the classroom. This position is also supported by Richards and Rodgers, who say that pictures and other visual aids are essential because they supply the content of communication. They facilitate the acquisition of a large vocabulary within the classroom (138). Besides, teaching by using pictures saves time. 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.

### **2.3.1. Picture for Class Use**

Talking about pictures, Finnochiaro (137) divides them into three kinds. First, pictures of individual person and of individual objects, such as a horse, a car, a boy, a woman, a mountain, a bicycle, etc. Second, pictures of situation in which people are doing something with objects and in which the relationship of objects and/or people can be seen. And the third is a series of pictures of one chart, for example, one for count nouns, one for mass nouns, one for work activities, etc.

Another classification is given by Hill (2). He suggests a basic classification of pictures as follows:

1. House and contents. He divides this set into the following sub set for easy reference: rooms/spaces (bedroom, drive,



- garden, hall, kitchen, etc.), furniture (bed, armchair, table, etc.), electric appliance (radio, mixer, television, etc.), utensils (spoon, vase, saucer, glass, etc.), furnishings (curtains, rug, carpet, etc.), tools (saw, spade, drill, hammer, etc.), and fittings (door, window, etc).
2. **Actions**. Collect a set of pictures which clearly show people engaged in a single action (sitting, eating, running, sleeping, etc).
  3. **Personal possession**. Collect pictures of those small objects which we keep in our handbags and pockets (pens, coins, stamps, etc).
  4. **Sport**. Collect a set of pictures depicting the range of sports, and probably showing the equipment used for playing them ( ball games, racket , etc).
  5. **Music and dancing**. Include a wide range of images connected with music and dancing (e.g. pictures of individual instrument, pictures of people playing particular instruments, etc).
  6. **Transport**. Include a full range of methods of transport, both functional and leisure (e.g. car, lorry, van, bicycle, etc).
  7. **The human body**. Collect a set of visuals showing close-up details of the various parts of the human body (head, hair, nose, etc).

There are some criteria to be used to make the pictures effective for class use (Finnochiaro 141). They should be:

1. Large enough to be seen from all parts of the room.
2. Clear and simple in design. As La Porta (Pp. Online 1) says, pictures chosen to introduce new or unfamiliar vocabulary or concepts should limit the range of concepts introduced. For example, introduce 'dog' with a simple picture of dog, rather than a picture of dog eating, jumping over something, or lying inside the doghouse.
3. In black and white, and in color for practice in more advanced units.

Hill (5) also classify pictures for class use by the size. There seem to be three key sizes:

- ◆ Large (20 x 30 cm): useful for whole class-work, or when a lot of details is required in a groupwork.
- ◆ Medium (10 x 15 cm): useful for groupwork.
- ◆ Small (5 x 5 cm): useful for games and other groupwork activities.

### **2.3.2. The Importance of Using Pictures**

Pictures are really important for language learning. Gower and Walters (157) point out that picture can be used to create a new method in teaching language, making the teaching becomes more interesting, making the

students remember the words easier and supplying a context for an activity, like role play.

According to Hamalik (81-82), pictures have many advantages, they are:

1. Pictures are realistic. Pictures can show the real objects and the real life-situation. As Wright (126) writes, pictures can be used to illustrate the context of situation (ex. a restaurant), the people involved (ex. a customer and a waiter), and the subject of the communication (ex. when the waiter says, "There is no fish but beef").
2. Pictures are interesting. Pictures can brighten up the classroom and bring more variety and interest into language lessons.
3. Pictures are easy to use. Pictures are easy to use for both the individual and group. One pictures can be seen by the whole students in the class.
4. Picture are economical. Pictures are inexpensive and widely available. They are easy to get. We can get pictures from magazines, newspaper or even we can make pictures by ourselves.
5. Pictures are practical. Students can get clear concepts from the meaning of words since they are much simpler to understand than a long explanation.

Hamalik's statement is supported by Hill (1). He says that pictures have the advantages of being inexpensive (infact, they are often free); of being available in most situations (unlike reading passages, pictures can be taken from local magazines); of being personal, that is they are selected by the teacher, which leads to an automatic sympathy between teacher and materials, and consequent enthusiastic use; and for bringing images of reality into the unnatural world of the language classroom

## **CHAPTER III**

# **PRESENTATION AND ANALYSIS OF THE DATA**