

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer tries to explain theoretically related to the theories in this study.

#### **2.1. Characteristic of Young Learners**

Young learners learn differently children and adult. They have characteristics in learning language. Young learners are able to express emotion, reaction, explore the language and make it fun. They have their own world.

According to Farwaniya (2009 : 2010), some characteristics of young learners are :

1. They have short attention span.
2. They are very active.
3. They respond well to praising.
4. They differ in their experience of language.
5. They are less shy than older learners .
6. They are imaginative.
7. They enjoy learning through playing.
8. They enjoy imitating and skill full in listening accurately.
9. They respond well to rewards from the teacher.
10. They are imaginative but may have some difficulties distinguishing between imagination and real world.

From the statement above, it can be concluded that teaching young learners is different from teaching adults. Young children tend to change their mood every

minutes, and they find it extremely difficult to sit quietly. And they show a greater motivation than adults to do things that appeal to them.

## **2.2. Definition of vocabulary**

As Graves (as cited in Taylor, 1990) Vocabulary as the entire stock of words belonging to a branch of knowledge or known by individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions.

According to Helena as quoted by Siti umi laila, vocabulary is the body of words in particular language or in a particular sphere activity. It is also a list of words which are supposed to know in communicating actively.

From the definition above, it can be concluded that vocabulary is a stock of words, expression and spoken that has meaning and used by people for communication.

## **2.3. The importance of vocabulary**

Vocabulary is very important in language learning. According to Finocchiari in Martasari as quoted Fidia makhlufah (2011) describes importance of vocabulary. Vocabulary mastery is needed to develop the four aspects of communication, there are: listening, speaking, reading and writing.

According West in Nunan as quoted Fidia makhlufah (2011), vocabulary that words would enable learners to express practically any idea they want to.

From the statement above, it can be concluded that vocabulary is an important in communication. But, without four skills we will find difficulty in communicating with others.

## **2.4. Teaching Media**

According to Gagne (1970) states that media is the various types of components in the environment of students can be increasing to learn. Meanwhile, Briggs (1970) argues that the media is any physical device that can present the messages and stimulate students to learn. It means that the media can help students to learn a lesson and help the students to understand the lesson easily.

According to Sukarwati (1996), there are several advantages of using media as follows :

1. Increase the motivation students.
2. Prevent boredom of the students in following a learning process.
3. Made learning process more systematic.
4. Makes it easy for students to understand instruction, teacher in the learning process.
5. Strengthen understanding students in the context of a lesson expected.

From the statement above, it can be concluded that the media are very essential means in English teaching to support the process of learning in the classroom.

### **2.4.1. Kinds of Teaching Media**

According to Sriwahyuni in Briana (2009) classifies the media or English lesson helper according to sense domination that is used. Sense and part of the body that is used actively in learning are hearing, seeing, and speaking. So, the teaching media which is used as the helper in learning English can be classified into three categories: visual media, audio media, and audio visual media.

### **1. Visual Media**

Defines visual media are media that enable learners to gain the information or knowledge through their eyes sense. Visual media is easily obtained because it can be made or chosen from the materials around us. The prized is not expensive and we do not need to spend much money at all.

Visual media are the kinds of media that can be seen and can be touched by the students. The examples of visual media are pictures, flash card, real object, and blackboard, etc.

### **2. Audio Media**

Audio media are the media used by the teacher through ears sensory and used to check students competence in listening comprehension. Audio media which can only be heard, usually they can be used to teach listening comprehension skill. Audio media are kinds of teaching aids dealing with the sense of hearing. The examples of Audio media are radio, tape, language laboratory, etc

### **3. Audio Visual Media**

Audio visual media are combination media between seeing and hearing sensory. Audio visual media are kinds of media that can be seen and heard by the students. Therefore media are not only enable learners to see the information but also hear what informed by the teacher. Audio visual media can help the teacher to arouse ideas and concept clearly. It can also make learning English interesting and vivid. The examples of Audio visual media are television, film, LCD, etc.

### **1.5. Definition of Picture**

According to Vernon S Gerlach as quoted Dwi astutik, picture are two dimension visual representation of person, places, or things. Meanwhile according to Andrew Wright as quoted Dwi Astutik, picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences.

From the definition above, it can be concluded that pictures are important visual aids and very useful for presenting new vocabulary items.

In addition, Karim and Hasbullah as qouted Lilis krisnawati (1986: 1-2) say that there are two kinds of pictures; picture files and stick figure.

#### **a. Picture Files**

They are a set of picture that arranges in a certain classification. The sources of pictures files are, for example, from magazines, newspapers, travel brochures, catalogues, greeting cards, advertisements, old books, and wrapping papers.

#### **b. Stick Figure**

Stick figures are simple pictures that can be made on the blackboard by the teacher. The stick figures should be drawn clearly, so that the students can understand them.

## **2.6. Defination of Stick Figures**

According to Merriam Webster states, stick figures os a drawing that shows the head of a person or animal as a cicle and all other parts as usually straight line. Meanwhile according to Ambarwati (2012), A stick figure is a very simple type of drawing made of lines and dots. It is in the form of human, animals, places and things. Stick figures not only represent noun but also they can be in the form adjective, verb and adverb. In stick figure the head is reprentented by a circle, with details such as eyes, mouth and hair. The arms, legs and body are all represented by straight lines. Stick figures are typically drawn by hand with a pen, pencil, or marker.

## **1.7 Teaching English Vocabulary to the Fourth Graders of Elementary School**

Teaching English to elementary school students as a local content is the students are expected to have skills of the language in simple English with emphasis on listening, speaking, reading, writing skill using selected topic related to their environmental needs.

Related to the objective above, the material for the fourth grade, most topics are about center of interest that they often face in their life. The topics include things inside a class and things around the school. There is no basic rule on how many words should be given to the four graders of elementary school. As ten up to eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time. To help the learbers in learning foreign language Marry Slaterry and Jane Willis (2003:4) suggest some ways to teach them :

- a. Make learning English enjoyable and fun.
- b. Don't worry about mistake, be encourage, make sure children feel comfortable and not afraid to take part.
- c. Use a lot of gestures, action, pictures to demonstrate what you mean.
- d. Talk a lot to them use English, especially about thing they can see.
- e. Play game, sing a song, and say ryhmes and chants together.
- f. Tell simple stories in English, using pictures and acting with different voices.
- g. Don't worry when they use their mother tongue.
- h. Consistenly recyle new language but don't be afraid to add new things or to use words they won't to know.
- i. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

From the statement above, it can be concluded that teaching vocabulary to the fourth graders, teacher not give the students too many new words in a lesson.it is better to give them many eight new words. Few words would help them memorize the words quickly and to internalize them.

### **1.8 Vocabulary Materials Taught to The Fourth Graders of elementary school**

The vocabulary materials taught the fourth graders of elementary school are based on 2006 English Curriculum as a local content subject consist of noun, adjectives, verbs, and adverbs. In addition, the materials that cover themes at first semester in 2013/2014 which are recommended by English curriculum at MI.

Tarbiyatul Islamiyah Ngampel are hello, good morning, what number is it?, may I

borrow your book?, sorry, can I ask you?, my house looks comfortable, this is my beloved family.

This research was conducted at MI. Tarbiyatul Islamiyah Ngampel in the first semester of the academic year 2013/2014, the materials of vocabulary were taken from One Stop English. The themes chosen were may I borrow your book?, sorry can I ask you, My house, and in the MI. Ibtidaiyah Al hidayat Indrodelik the themes choose My house and My beloved family, and vocabularies that were taught by using stick figures in this study.

## **1.9 The Various Ways of Using Stick Figure**

According to Styaningsih quotes Lilis Krisnawati (2011) said that there are three ways of using stick figures.

### **1.9.1 Asking Question**

A teacher can give questions to the student using stick figures on the paper. The teacher does not need to explain in detail. In the mean time this students will be helped in answering each of the teachers' questions by using stick figures on the paper.

For example:





Teacher : “Look at these picture!, where is it?”.

Student 1 : “In the bathroom”.

Teacher : “That“s right”, and what she doing?”.

Student 2 : “She is cleaning”.

The question should be made in accordance with the drawings. The teacher can present picture and use questions to find whether the students have understood the meaning at the picture.

### **1.9.2 Guessing Game**

According Allen (1983: 52): Games are helpful because they can more students feel that certain words are important and necessary, because without these words the object of the game cannot be achieved. Guessing game, for example, create conditions in which the use of the target language is necessary for leading the players to correct guess.

In this research, for example, the teacher made pictures of daily activities that were displayed on the papers, and the students tried to guess the names daily activities and time. The students were given a stimulus to think the meaning of the drawing. Guessing this game encouraged the students to learn the names of daily activities.

### **1.9.3 Cooperative Activities**

In English classroom, there may be several teams or groups. The students must respond by speaking. Kong (2009: 148) say, “Cooperative activities are optimal level to keep students feel safe and can stimulate their arousal. Thus, more and more teachers use cooperative activities in English teaching rather than competition, which is also relatively effective”.

In cooperative activities, students can decrease fear of failure while communicate and exchange information effectively and involve with high emotion and efforts to solve problem. From the statement above, we know that cooperative activities are good way for teaching vocabulary. In this study, the teacher did not use cooperative activities while teaching vocabulary by using stick figures but the teacher used asking questions and guessing game. Teaching and learning process is interaction among the students especially with the teacher. In teaching and learning process, the teachers need various media. Using stick figures does one of media in teaching vocabulary and one of alternative to solve the students understanding of the new words. In the end is can increase their vocabulary acquisition.

### 2.10. Procedure of Stick Figure

According to Yusuf Wijanarko (2006), there are the steps and guidelines to use of stick figure, they are:

1. The teacher made on simple picture on the blackboard.
2. The students look at the stick figure and tell the teacher what they see.
3. The teacher may ask questions to the students to observe more closely and to describe what they see more clearly and precisely.
4. The students discuss possible interpretations of a picture, form opinions about them and imagine what might have happened beyond what appears in the picture, when the students have finished discussing the details of a picture, they can try to make interpretation of them in a sequence so that they tell the story.

The teacher was different with steps to use of stick figures, they are :

1. The teacher showed stick figures to the students.
2. The teacher asking question the picture to the students.
3. The students guess the picture.
4. The teacher make a group to give game.
5. The students discuss about the picture.

### 2.11. Previous Study

The review of the study is made to avoid unnecessery study and to avoid any duplication. The researcher has found three study which related with this research. The first thesis entitled *“Using stick figure in “CTL” to improve Students’ Ability in Writing recount text of class VII-A SMPN 1 Lumajang”* written by Yusuf Wijanarko (2006). In this study was designed Action research.

In this study, there was research problems that tried to be answered, there is how can using Stick Figure in “CTL” improve students’ ability in writing Recount text of class VII-A SMPN 1 Lumajang?. From the result of this thesis, that there using stick figure can improve ability writing students and learning process runs more joyful and helps the students to dig their ideas and construct the text more easily both in group and individually.

The second was done by Fitria Luvi Ambarwati (2012) with title “*the Effectiveness of Using Stick Figures on the Descriptive Text to Improve the Fifth Graders’ Reading Ability*”. The design is experimental Research and the subject is fifth grade Student of SDN Kebonsari III. Her thesis aimed to know is there any significant difference in the students’ reading ability of descriptive text and those who are taught without using stick figures on the descriptive text?. From the result of the study, stick figures on the descriptive text to improve the fifth graders’ reading ability is more effective than conventional descriptive text. It finds out that the use of stick figures on the descriptive text is effective to improve the fifth graders’ reading ability.

The next previous study that conducting with the title “*The Effectiveness of Stick Figures as Media for Teaching Vocabulary to Elementary School Students*” was done by Andri Achiriani (2012). The design is experimental Research and the subject is the sixth grade of SDN Jayaraga and SDN Arjasari Leuwisari. The aim of this research was to find out whether teaching vocabulary to elementary school using stick figures as media was effective or not. From the result of her thesis, she concluded that there were positive effects of teaching English vocabulary to elementary school using stick figures as media. The

positive effects of using stick figures as media were that the students could memorize the vocabulary item develop their vocabulary. it means that using stick figures as media to teaching English vocabulary to elementary school students is effective.

The difference from present study can be seen from the skill of he study, the design of the study and the subject of the study. the skill of the present study is in writing, reading and vocabulary. While the design of this study is classroom action research but in the first and the second design is experimental. So here, in this study the researcher will conduct a descriptive qualitative about the use of Stick Figures in teaching vocabulary at elementary school.