

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the references from the expert which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe theories and review some relevant research findings. These explanations can be shown as follows.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to listen, read, speak, and write nicely we have to know vocabulary first. A person said to ‘know‘ a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

2.1.2 The Importance of Vocabulary

Vocabulary is the most important thing in learning language. It is necessary lesson which can be basic that links to four skills, those are listening, reading, speaking, and writing. We will not master those four skills if we are less of vocabulary. It is supported by Richards and Renandya (2002: 255), vocabulary is the bridge for their skills to achieve a certain goal such as in listening, reading, speaking, and writing.

Vocabulary is not a syllabus, example a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context.

Words do not just exist on their own they live together and they depend upon each other. Therefore, teaching vocabulary correctly is a very important element in language learning.

2.2 Developing Material

Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

O'Neill emphasizes these help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the

content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Language teaching materials are central to language teaching, but global course books and other materials produced by major publishers often fail to engage learners with their real interests or are often inappropriate to the particular local context. Teachers often feel the need to develop their own materials which will both reflect their learners' needs and the teachers' methodological practices yet they do not have the confidence or expertise to produce high quality materials which will have face validity for their learners.

2.2.1 Need Analysis

Need analysis is a set of tools, technique and procedure for determining the language content and learning process for specified group and learners (Nunan: 1999). Need analysis refer to one of the activities in gathering information that will serve as the basic for developing a curriculum (Kuter: 1999).

Need analysis will help teachers to understand the "local need" of learners and crate class activities to meet the learners' real life need in meaningful ways. Based on Riterich and Chancerel (1987 at Kuter 1999) Need analysis should be carried out during the life of each course. They also stated that need analysis should be a continuing proses because the need of every period can be changed.

In this study, the researcher uses a reference of Hutchinson and Waters (1987: 53) they stated that there are two types of need that should be analyzed what the learner needs to do in the target situation and learning need is analyzing what the learners need to do in order to learn.

2.2.1.1 Target Need

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation. The analysis of target need involves identifying the linguistic features of target situation included necessities, lack and wants (Hutchinson and Waters: 1987: 55-58).

Necessities represent the knowledge that the learners have to obtain in order to perform well in the target situation (Hutchinson and Waters: 1987) in which it has the question what the learners need English for. This investigation focuses on the learners need. It is a matter of observing what the situation the learners will be used to function in.

2.2.1.2 Learner Needs

Learners are the centre of the system in a teaching process. They are not the participants or consumers that only receive everything that was given by the teacher. Nevertheless, they can describe the educational illustration base on their needs. Hutchinson and Waters (1993 in Kunter: 1999) stated that the learners' need should be considered in the process of planning the content of language program.

According to Hutchinson and Waters, analyzing learning need is important for the teacher to get information about the learners in order to facilitate them well

and it will stimulate, motivate and arrest learners' attention in the teaching and learning process.

Frameworks for analyzing are; why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? etc. Those questions are needed to know the learners' condition and also their needs in learning English. In conclusion, target needs and learning needs are two elements of need analysis that should be investigated.

2.3. English Vocabulary at Elementary School

Vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, students at elementary school use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. For students, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice.

A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lines of new words without any idea of the real use of them in context. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization, Gnoinska (1998:12).

Research and publications have shown that learning vocabulary in lists is not a very effective way to study. Decarrico (2001) states that words should not be learned separately or by memorization without understanding. Moreover, “learning new words is a cumulative process, with words enriched and established as they are met again”. Therefore, the “look and remember” way of vocabulary learning seems to be not very effective for learners of the English language.

In this way, the researcher will use collocation that is most frequently used especially in school environment. This can make the students of elementary school have a way to express a word in many different ideas.

In developing material, we have to know first the characteristic of the students. In this case, the researchers take the fifth grade students at elementary school as the subject. On that level, the students really like everything which related to game, picture, video and story. It is quite the same as in Suyanto (2004:7), there are three things which make them pay attention in a classroom. Those are picture, fable stories and games. They really like to see pictures which especially interesting, clear and colorful. They also like hear story, song and read something with full of pictures. English is their foreign language. That is why teacher cannot press them to learn English as fast as they want. Sometimes the teacher should use their mother tongue first in introducing English. According to Suyanto(2004:5), learning new language (foreign language) is traumatic experience for children so that to avoid it, the teacher need to think the way to make them feel enjoyable and happy.

2.3.1. Teaching Vocabulary

The purpose of vocabulary lesson crucially depends on the interaction between the teacher and the learners. The teacher has to know the need and the ability of the students. The teacher also has to know how learners go about learning vocabulary. If the teacher knows more about learners' strategies and what work and what does not work well, they can help learners acquire more suitable strategies. Dealing with interaction between the teacher and the learners, both teacher and pupils have to work hard to construct meaning. The teacher has to present meaning in a way that is comprehensible to learners and learners have to relate new meanings to ones already known. There are the learners' strategies that can make the teacher know how to help the students in understanding and mastering vocabulary. The following are the ways to teach vocabulary:

a. Ostensive Definition

The meaning of an item is not presented verbally; instead the students are supplied with sensory experience.

b. Exemplification

Giving examples are sometimes easier to do than giving definition or explanation. Besides, the result is also more satisfying.

c. Explanation

An explanation often makes the meaning of a new vocabulary. So, through explanation, the student will be easier to understand the new vocabulary.

d. Definition

A linguistic definition may be useful, but sometimes it is dangerous since the definition contains items which are more difficult than the item itself. When definition contains an easier item and is given in context, it will be useful.

a. Paraphrase

A paragraph of the utterance in which a new item is used can often make the meaning of item clearer than using techniques focusing on the item.

b. Translation

Translation is still one way of teaching vocabulary. Using this technique, the teacher must be careful because it is difficult to find one item in one language which has completely the same meaning as an item of another language. It seems that this technique should be taken as the last way out.

c. Discovery

This is a technique, which is recommended, in communicative approach. The students are supplied with a context, which contains the new item and task so that they try to find the meaning of item by themselves.

d. Exercise or task

The technique is used to deal with familiar vocabulary. The students are supplied with a material, which encourages them to recall and use the vocabulary they have learned or acquired.

