

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Teaching

Teaching is concerned with understanding the views and teaching practices carried out by people who hold on the formulation of that understanding. Therefore the view of teaching varied, the formulation also varied meaning anyway. Likewise, teaching practices implemented.

Traditionally teaching is defined as a process of transmission of knowledge or skill related to the particular subject to students, as demanded in the mastery of the subject. The essence an activity of teaching is based on the formulation of the definition above is delivering learning materials. When the formula is in the grasp of understanding, it is the ultimate goal of teaching students to master the material of a particular subject. To achieve that goal, the teacher explains the material in a way, and students memorize what is described by the teacher.

Ultimate goal of learning process based on the formulation of the definition above is that students have a learning experience. In order for the learning experience directed, teacher prepares forms learning experience possessed by students. In addition, teachers should also design a learning process or activity that must be performed by students in gaining a learning experience. Therefore, the teaching process can be viewed as a tool to understand and assist

students in the pursuit of learning experiences in accordance with the objectives that were defined earlier.

So, teaching is not just a process of knowledge transmission, but rather implies a more extensive and complex. That is the occurrence of human communication and interaction with various aspects and it can be concluded that the definition of teaching is given the knowledge transfer and understood by the students and can also be used for later life.

2.2 Function of Teaching

Teaching is helping students to discover their talent possibilities and develop their potency by guiding and delivery them material. Studying should generally also have a three fold purpose:

- a. To learn skill and knowledge about the specific subject and how you can do that faster, better, easier.
- b. To develop general conceptual skill how you can learn to apply the same or related concept in other areas.
- c. To develop personal skills and attitudes that can also easily be used everything you do.

Language is taught for a certain purpose. Teaching, however, tended to focus on the form and the function became implicit in the activities that were carried out so that students would notice or understand what the language is for.

2.3 English for Young Learners (EYL)

When we talk about teaching English to children or commonly called EYL (English for Young Learners). We need to understand what we mean by EYL student. EYL students are young learners who learn English. They are the children of primary school who received English lessons as a school lesson in local content. In general, they are novice learners, but keep in mind, one can not generalize the EYL teachers by giving those tasks and learning activities are the same. Abilities and skills of children of different ages in learning English course are also different. (Ngalim, 1998)

2.4 Factors of Affecting Learning EYL

2.4.1 Mother Tongue

Instincts, characteristics, and skills that are already established in the study of the mother tongue or first language greatly assist the child in learning a new language, in this case English. There are similarities between the patterns of learning the mother tongue and a foreign language, but there are many differences, especially in terms of spelling, pronunciation, including stress and intonation, structure, and vocabulary. These differences can affect the process of learning a foreign language for children. Not infrequently the influence of the first language as a barrier to learning a foreign language.

2.4.2 Teaching Materials

The selection of materials as instructional materials with instructional techniques appropriate to the age and interests of the child will be able to delight students EYL. The children have a great attention to the things that concern their interests, for example about pets, football, family, and hobbies.

2.4.3 Social Interaction

Communication between students and teachers as well as the students and students will give a warm sense of security in novice learners and increase confidence in learning a new language. This relationship can be established through games, songs, and learning activities are carried out in pairs and in groups. Communication with a friend in the form of questions and answers can help students become bold use of language.

2.4.4 Media Learning

EYL will be more effective if teachers are using media to support the learning activities for the kids like things that are visual. The use of teaching aids or media in the form of real objects, drawings, puppets, and miniatures make the presentation of the material more interesting and fun.

2.4.5 Family Background

Factor family or social background can also support or inhibit the success of children learning English. Availability of dictionaries, books, and other

facilities in the home and parental support is a factor that can affect the process of learning a foreign language.

2.5 Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.

According to Cameron, vocabulary like grammar is an essential component of all uses of language. She also adds:

“The skill needed to be able to guess the meaning of words from context, and discusses exercise that can be used to help students recognize prefixes, suffixes, and roots; read diagram and charts which may provide clues to the meaning of new vocabulary items; recognize definitions, infer meaning of words from context; and use grammatical clues to infer word meaning.”

Although vocabulary is the one that is emphasized, it does not mean other kinds of language components-grammar and pronunciation-are less important. All of these aspects are learned together, because they are attached one to another.

Vocabulary is extremely large and also varies. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. Larger vocabulary the students have can help them in many ways. Students' reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary

questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

Vocabulary is acquired incidentally though indirect exposure to word and intentionally though explicit instruction in specific word and word-learning strategies. And it also vocabulary is the knowledge of words and words meaning. (Gaeda, A. 2009).

As Fromkin, R (1985) puts it, “vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word first into the word”.

Following are some generalization of what people have agreed about the vocabulary according Hornby are:

- a. Vocabulary is the total number of words that make up the language.
- b. Vocabulary is the body of words known to a person or used in particular book, subject, etc.
- c. Vocabulary is a list of word with their meaning, response which accompanies a text book in a foreign language. (Hornby, 1976).

Vocabulary is the combination of lexical word that knows by somebody or others or it is some part of certain language one lexical word defined as combination of all lexical word is understood by people and perhaps the lexical word would be used by the people to construct new sentence. (Wikipedia Bahasa Indonesia, Ensiklopedia Bebas).

Vocabulary is attaching a new name to a familiar object for which there is an equivalent word in their own language (Piaget, J. 1969). By this definition, the researcher can accumulate that vocabulary is the bones of a language. It makes possible one could express something or message to another, read different books or subject, and also deals with foreign language.

2.6 The Meaning of Vocabulary

In some literature, we find the meaning of vocabulary. There are some definitions of vocabulary. According to Harimukti Kridalaksana, in Surakhmad, W. (1984) vocabulary is a component of a language that maintains all of information about meaning and using word in a language.

According to Webster's Ninth collegiate dictionary, vocabulary is:

- a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
- b. A sum or stock of words employed by a language group individual or a work or in a field of knowledge.
- c. A list or collection of terms or codes available for use.

While according to Roget, vocabulary is:

- a. An alphabetical list of word often defined or translated; the vocabulary includes idioms and two word verbs.
- b. All the words of language.
- c. Specialized expressions indigenous to a particular field, subject, trade, or subculture.

From the definitions above, it shows that vocabulary is a component of language and Number of words used by a person, class, profession, etc.

2.7 Types of English Vocabulary

When we see the real use of English language and other languages, it seems that vocabulary is a list of words which have meanings, forms, and orientation our mind consequence of involving the two kinds of divisions. One really covers the whole aspects of language. It items that it can generally or fully be used for unlimited business or affairs. And the last, that vocabulary is only used in certain area, while for the other area is not.

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus Syah and Azimar Enong in Supartini (2004) divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limited of field and user. Whereas special vocabulary, the words that are used in the certain field or job, profession or special science and technology.

The reality seems to be focused by Piaget J. (1969) devices the vocabulary into two major types:

- a. General vocabulary that is used in all subjects.
- b. Technical vocabulary that consists of words has special meaning in particular areas such as mathematics, social studies, and science.

From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different

ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

2.8 Kinds of Vocabulary

There are many fact different kinds of vocabulary items or word. This is especially true when nonnative learners' eye target language as linguistic outsiders. One simple way to take at vocabulary for second learners is single word, set phrases, variable phrases, phrases verbs, and idiom Piaget J. (1969).

Below is his explanation those items above:

a. Single Words

This is the group that most people think of first. By far, this group includes not only more items but also more frequently used items. For example:

Animals: Elephant, cat, dog, bird, etc

Time Period: January, February, today, yesterday, etc

Counters: Dozen, box, plenty, decade, etc

b. Set Phrases

These phrases consist of more than one word and do not usually change. For example: In the set phrases in other words, we cannot say with other word or in other remarks or in other phrases might seem to be also to fit.

c. Variable Phrases

While most of component in variable phrases will stay the same, there is some variation. The variation often involves personal pronouns or some sort of possessive. For example, a usual from of the opening line of many business letters, especially from companies writing to inform you a problem, is it has come to our attention that if were coming from your boss or coworker.

d. Phrases Verb

Your awareness of phrase verbs is critical to you ability as a native speaker to provide comprehensible input for your ESL students. Native speakers have no idea that they using phrasal verbs, nor do they see why these words are so hard for ESL students to deal with it. A phrasal verb consists of two or three words. The first word is always a verb. The second word in a phrasal verb is a preposition or article/adverb. If there is a third word, it is usually a preposition. A good example is put up with, meaning to tolerate or stand.

e. Idiom

All languages feature idiomatic expressions, and each idiomatic expressions, or idiom, is a vocabulary items. For example, the whether a “chunk” is an idiom or not is whether the sum of the meanings of an individual word is equal to or similar to the meaning of the whole phrase.

2.9 Teaching English Vocabulary

2.9.1 The Principles of Teaching Vocabulary

Children within the same age groups may show similar characteristics but at the same time they are also very different as individuals. In teaching English as a foreign language, it is important for teachers to take into account these differences. Teachers need to incorporate a variety of activities into the classroom to ensure that everybody's preferences are catered.

There are some basic principles that should be noticed by teachers in teaching English. These principles come from a comprehensively understanding on the characteristics of the children and how they learn. By applying the principles which has been discussed in this essay, the teachers may treat and teach them English correctly to ensure optimal EFL learning for young learners.

The researcher has assumption to fit explanation on some principles of teaching vocabulary, there are:

- a. Teaching of vocabulary should be based on the students' ability.
- b. Teaching of vocabulary should be suitable with student's capability.
- c. The words are taught from easiest to the difficult.

One of the principles that had been found useful in all methodological decisions is the principles of time effectiveness. The key in all, vocabulary teaching is to keep high motivation while encouraging students to develop strategies that they can continue to use once when they leave the classroom.

2.9.2 The Importance of Teaching Vocabulary

The importance of vocabulary has made the applied to solve this problem by making it efficient. One way to measure the importance of vocabulary is to find out how much times we spend each day in the role of learn vocabulary. A large vocabulary opens students up to a wider range of reading materials. A rich vocabulary also improves students' ability to communicate through speaking, listening, and writing.

Richards, Jack and S. Rodgers (1986) suggest that teaching students 350 word each year may improve learning by as much as 10 to 30%. Further, in 1991, Richards, Jack and S. Rodgers found that students who were given direct instruction in word meaning were better able to discern the meaning of untaught words than control subjects.

Though no particular method for teaching vocabulary has been identified as best (Richards, Jack and S. Rodgers, 1986), a number instructional strategies such as identifying synonyms and antonyms, providing examples and no examples, and relating words to one's own life, have yielded growth in students' vocabulary. For these reasons, vocabulary A-Z has developed a five day vocabulary teaching plan that focuses on teaching words based on context and meaning, not memorization.

2.9.3 The Problem in Teaching Vocabulary

Pique C. Edelma in the Department of Language, Literature (March, 2000) stated that there is problem of method in teaching vocabulary that the teacher must

turned classroom into a positive and fun learning experience. It follows the natural approach to learning a second language by providing students with real-life experiences geared to learning vocabulary in a meaningful context, making language both more significant and more memorable. It also encourages students to be active, enthusiastic and animated. It avoids repeating boring drills, memorizing long lists, translating, and learning vocabulary in isolation.

The teacher also should increase the students' interest in the subject, then, motivating them to pay more attention and to learn more. Even though the students are constantly challenged with the learning of the new language, almost all of the activities in teaching vocabulary are achievable to avoid frustration.

2.9.4 Strategies in Teaching English Vocabulary

The more creative teacher will produce better results. In fact, in the class, the teacher has to make a decision on how to manage the class or even to teach the material. There are many methods to teach language, but teaching in front of class depends on the teacher themselves or their technique in teaching.

English teachers have to know various strategies of presenting the vocabulary, in order for the students to understand what the teacher expects them to do. The strategies function not only to assist the students to grasp the meaning of new words easily, but also to make the variation of teaching in order to avoid the passive class.

Cameron L. (2001: 120-125) pointed out some ways to teach vocabulary to the students who are learning a foreign language. Steps are as follows:

- a. Hearing a word. Chance to hear the word in solution two or three repetition can be given in order that they hear to correct pronunciation.
- b. Pronouncing the word. The students should be given chance to pronounce the word since it will help them remember the word longer and identify it more readily when they hear and see it.
- c. Grasping the meaning. The teacher should help the student get the meaning of the word without using translation.

According to Cameron L. (2001), there are many kinds of strategies that can be applied in teaching vocabulary. These strategies are:

- a. Self-defining context.

The context makes the situation clear. Example: I have a ticket to the jazz concert on Saturday night.

- b. Definition

Definition in the target language may be used effectively if they are expressing in the words that are better known by the students.

Example: library, a place where student can borrow and read books.

- c. Identifying picture.

Many kind of picture have been successfully used to show the meaning of word and utterances. Example: the pictures fruits, animals, flowers, etc.

- d. Opposite.

When one number of opposite is known, the meaning of the other can be made clear through it. Example: strong and weak, short and tall, etc.

e. Synonyms.

When the synonyms are better known, the word being thought, it can help a lot. Example: calm, quite.

Some alternative strategies in teaching vocabulary:

a. Coordination

It shows that words of the same category linked together. For example: when seeing the word *apple*, people would think about *orange*, *banana*, *pineapple*.

b. Collocation

It shows that words are likely to be found together if they are used together in the speech. For example: *phone* and *number* are collocated together because of the use of *phone number*.

c. Super Ordination

It shows that a word can stimulate the word that includes it. For example: when seeing the word *English*, people would think about *language*.

d. Idiom

Idioms are multiword units that are completely fixed. They are further distinguishing as having a unitary meaning that cannot be derived from the meanings of the component parts. Example: *to have a good heart* (to be a kind person).

e. Odd Word Out

List words in groups of four or five. In the group, they should be one word that does not fit in that particular group. Students need to choose which word does not fit and explain why.

2.9.5 Vocabulary Building Techniques

The strong established relationship between students' vocabulary knowledge and their ability to successfully comprehend what they read places a heavy demand on classroom teacher curriculum planners. Program developers, organizers of staff development plans, reading researchers, and on parent outreach program.

Pique, (2000) study explored the relationship between depth and breadth of vocabulary knowledge and reading comprehension in English as a second language (ESL). Using multivariate analyses, the study examined the role of depth and breadth of vocabulary knowledge in assessing the performance of a group of young adult ESL learn with a minimum vocabulary size of 3.000 word families in carrying out general academic reading comprehension tasks.

The following vocabulary building techniques designed for English language learners, but are helpful to all students. With use *lots* of pictures and labels (the use of visual reinforcement supports comprehension and retention), Teach definitional information (When you read definitions with students, be sure they understand how to read pronunciation keys, parts of speech, etc.), Use repetition (Repeating words as much as possible helps clarify pronunciation and

provides opportunities to transfer words from working memory to long-term memory). Present words in multiple contexts (Expose students to vocabulary words often, and in various contexts.

This gives students a model for how words are used appropriately), Use direct instruction of word learning strategies (including structural analysis. In structural analysis, students examine the component parts of a word - e.g. the root word, suffix, and prefix -to determine the word's meaning. Teaching students this strategy can empower them to decode unfamiliar words), Conduct collaborative group work, Build on students' prior knowledge (An important part of this is identifying students' misconceptions and addressing them), Engage students in instructional conversations (In instructional conversations, students have discussions with other students and the teacher on topics that are relevant and have meaning to them.

The goal of this student-centered technique is not to get correct answers to test questions, but instead to explore ideas), Integrate technology into your instruction (It is helpful to engage students -particularly ELLs -with a variety of visual and aural alternatives. The use of technology can help to reinforce word meanings and provide students with multi-sensory connections), Pair students with peers during reading, Use active voice when introducing or discussing concepts (ELL students understand active voice better than passive voice. "Animals use oxygen," for example, rather than "Oxygen is used by animals").

Teachers can add variety to the techniques employed in the classroom by alternating other activities with language games that recycle vocabulary, e.g.,

Scrabble, Word Bingo, Concentration, and Password. Language games have the added advantage of being fun, competitive, consequently, and memorable. These games are also activities that students can be encouraged to do on their own.

The ways of incorporating the theory to actual testing practices in order to increase the usefulness of vocabulary test need to be explored. Several attempts have been made to address discourse competence via the use of adapted doze test (Piaget J. 1969).

2.10 Students' Response toward the Implementation of Teachers' Strategy in Teaching Vocabulary.

Response is a reaction or feedback communicant as a result or the influence of the message, either directly or indirectly. Immediate feedback is delivered communicant verbal, that is to say the sentences directly and non-verbal through facial expressions or body movements (Surakhman, 1984).

Each response is essentially a behavioral response or a reply (response) to stimuli or stimulus. According to Sahidu (1990), the response is a reaction or response that depends on the stimulus or the result of the stimulus. Human individuals participate as a controller between stimulus and response so that determines the shape of individual response to the stimulus is a stimulus and individual factors themselves. Interactions between multiple factors outside of objects, people, and in a manner, death and emotional influences of the past and some forms of behavior that ultimately determines a person is displayed.

The response comes from the response, which means that the response or the response (reaction). Response is a psychological term used to call the reaction to the stimuli received by the five senses. It is a measure of underlying support and the response is the attitude, perception, and participation. Preceded the response in the process because the attitude of a person's attitude or willingness of a person's tendency to behave when faced a specific stimulus. So, talk about the response or no response apart from the discussion of attitudes. Response is also interpreted as a behavior or attitudes that shape well before a detailed understanding, research, influence or rejection, likes and dislikes as well as the utilization of a particular phenomenon.

According Sarlito (1987), each behavior is essentially a response or reply (response) to the stimulus. Opinions expressed by him which states that the response is a reaction caused by receipt of the stimulus, which stimulus is the news, knowledge, information, before it is processed or received by the sense. Individual human beings act as the controlling element between stimulus and response, so that determines the shape of individual response to the stimulus is a stimulus and individual factors themselves.

According Berlo, 1960 (in Sarlito), formulate a response as something done by one person as a result of or due to receive a stimulus. The stimulus is something that can be received by a person through one of the sensory. Responses are classified into two types, namely the response does not appear (covert response) and the apparent response. Response is manifested by a person into the visible aspects of cognition (knowledge) and affective (attitude).

Apparent response translated into psychomotor aspects (behavior). Among the visible response and the response does not appear there is a link age, but there is a harmonious relationship and there are not aligned. Cognitive system that is aligned and effective components of the same nature in all its aspects the situation arises that is consistent with the psychomotor and there is no impetus for change, while the cognitive system that is not consistent and effective components that have aspects that cannot run together, then there arises the unconformity and the pressures that drive to change the cognitive system such that the achievement of a state of harmony (Sarlito, 1987).

Learning is central to the study of behavior. Behavior is controlled by the stimulation and the responses given student. The understanding of the behavioral responses of students who were born as a result inclusion of a given stimulus or a response to her teacher learns something with good feelings. Therefore, the student response is one important factor that will determine success learning of English.

The lack of student responses to learning English will inhibit students' learning process is not necessarily low response sources of error in student teaching materials, teachers' ability to deliver material that may lead to inadequate classroom becomes less attractive and tend boring for students. Sound is less harsh teachers, teachers who are less assertive, less precise methods of learning, or the position of teacher in teaching a lot of sitting can bring an atmosphere that does not attract attention, make the students become frightened and unhappy responses that lead to a reduction in learning English.

In summary based on the theories above, this study investigates the students' response as a reaction toward the implementation of teacher strategies in teaching vocabulary.

2.11 Related Study

As the comparison of this research, here are some researches of teaching vocabulary strategies in elementary school. First, Gaeda (2009) with title "Some Strategies in Teaching English Vocabulary (A Case Study at SDN 1 Cakranegara in academic year 2008/2009)", the purpose of the study is to find the learning vocabulary strategies to increase students' vocabulary mastery. The researcher use descriptive method, it concern with the actual solving.

The teacher use strategies identifying object when the teacher asks students group the object appropriate group and the teacher pictures the names of the object. And then, the students were asked to guess the animal's names when the teacher explains and the last, the teacher identifying object. The data need for this research is obtained by observation and interview. The finding this research that use guessing word strategies in teaching English vocabulary making the transition to independent learning can be easier and more efficient.

Second, Pique C. Edelma (2000), with title "Teaching English Vocabulary to Elementary School Students in Fun Way". She uses the method of vocabulary learning by turning the classroom into a positive and fun learning experience, making language both more significant and more memorable. It also encourages students to be active, enthusiastic, and animated.

The first activity is introducing the animal's name. As the teacher posts the felt animals, she says the important for second language students because it promotes forming a mental picture of what it is said. Students learn from the beginning to think in the foreign language. Thus, avoiding translation, then, the teacher introduces the diminutives form of each animals name for a later use in the farm song. Sentence structure accompany by gesture is taught afterwards. Finally, teacher plays an audio-tape about the farm animals and the children attempt to sing as they mimic the action.

The second activities consist of game. The teacher has three different games this related to the same these "farm animals". The first game is called "ruled the ball". Students sit in a circle with the teacher in the middle holding the ball. The teacher rolls the ball to any student randomly. A student catches the ball. Then, the teacher shows an animal figure to the student who has the ball. The student has to say the English name for it. If the student does not know the animals name, the teacher will ask "who knows?".

The third method is matching, cutting, and pasting. This exercise can be done in two ways: a) children are asked to cut the name of the animals, which are written at the bottom of the page, and paste them according to the animal's name, or b) children can draw a line from the animal to the animal word. With the farm animals theme, the teacher is using different materials that are interesting and that are arrange according to the students age.

The use of colorful felt (flannel) animals on aboard makes the learning process more animated. The use of audio-tape brings enthusiasm to the class.

Playing games like “wave”, “rolling the ball”, and “group contest”, keeps the activity level high. The games have the advantage of being fun, competition, and consequently, memorable. With use games activities that students can be encouraged to do on their own.

There are many research results about strategies or technique of teaching vocabulary. Because when we are talking about strategies or techniques, we will find that it is going to be different about what strategies to use between one student to other student, one teacher to other teacher, and one school to other school. It usually depends on students’ ability and also facility that schools have. Therefore, the result of this research is different from the previous study.