

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consisted of some short reviews of related literature about Teaching English vocabulary for young learners, The Principle and Technique of Teaching Vocabulary, Definition of Vocabulary, Definition of Word Chain.

2. 1. Teaching English Vocabulary for Young Learner

As we know, childhood is said to be golden period in acquiring language. They are easy to accept language. English as a foreign language for children must be taught in line students' world. Vocabulary is a basis element of four English skills. The students' world is learning by doing, making things, demonstrating, and also playing games. The way of teaching young learner must be different from others. In teaching English vocabulary for young learner, it is believed that children will learn a foreign language more effectively under certain condition.

According to Brown (2001), Teaching is showing or helping someone to learn how to do something, giving instruction, guiding to study something, providing knowledge, causing to know or understand. Besides that, teaching is not simply telling or presenting topics to the students. But, teaching is helping, guiding and facilitating and setting the condition for the students to make them being able to understand what teachers are going to transfer. It is used by the teachers to motivate their students to inquiry and change their skills, attitude appreciation, and knowledge.

Teaching English vocabulary must be obviously different from the higher level, because young learner has specific characteristics that adult. According to Kasihani (2007) in Rahmanda (2009:8) here are some characteristics of young learners:

1. In general, young learners between 5-7 years old have egocentric behavior. So, they like connecting what they have learned with themselves.
2. Young learners are also imaginative and active. They like to learn with playing games, telling story and singing. So, they will be more motivated to learn English vocabulary.
3. Young learners are usually difficult and confused to differentiate between concrete and abstract.
4. Young learners often have feeling bored. Sometimes, they have low concentration level.
5. Young learners' life is full color and happy. Their activities and duty in the classroom have to be given with interesting pictures to make them enthusiastic to learn something.
6. Young learners also like telling story. They can be trained to concentrate the lesson which is being learned.
7. Young learners like intrinsic conversation to interact with their friend and tell about what they have.

From the explanation above, the writer concludes that teaching is one aspect of the education as an activity which is done by the teacher and determined by the philosophy of education teaching style approach method, and classroom

technique. And teaching English vocabulary for young learner is difficult and different from others, because they have different and specific characteristics. So, as a teacher, they have to know the appropriate technique or media to teach them.

2.2 The Principle and Technique of Teaching Vocabulary for Young Learner

The main problem with vocabulary teaching for young learner is not only a few words and a small part of what is required to know a word can be dealt with at any one time but also the technique used by the teacher itself.

According to Brown (2001) technique is any of a wide variety exercise, activity, or tasks used in the language classroom for realizing lesson objective. Technique of teaching is one factor that plays important role in determining the success of students' achievement. As an English teacher, they have to know various techniques of presenting English vocabulary. It is applied to make the students understand to use and comprehend vocabulary that the teacher has taught. It is not only to assist the students to grasp the meaning of vocabulary easily, but also to make the variation of teaching in order to avoid the passive class. Because of that, the technique that can be applied for young learner should be simple and interesting.

There are many techniques can be used by the teacher to teach vocabulary. It can be by playing games, field trip, singing a song, telling and reading stories, matching vocabulary with picture and acting the word. Here are also some principles in teaching vocabulary, it will be explained below:

1. The teacher has to keep teaching simple and clear. Don't give complicated explanation to the students.
2. The teacher must teach related the present teaching to pass knowledge by showing a pattern or analogies.
3. The teacher has to teach the students by using both oral and written presentations, write something on the blackboard as well as explaining.
4. The teacher has to give most attention to word that are already partly known by the student.
5. The teacher must tell the learners if it is high frequency word that is worth nothing for future attention.
6. The teacher may not bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

Based on the explanation above, the writer concludes that it is not easy to teach English vocabulary for the students, especially for young learners. The teacher has to know an appropriate and excellent way to teach English vocabulary so that it can help students learn and master vocabulary easily.

2.3 Definition of Vocabulary

English Vocabulary is a list or total number of words in English language consists of meaning, explanation, affixes, pronunciation and other communicative use (Oxford: 1995). Vocabulary includes of words that understand when they read and listen. According to Brown (2001) adding word to our vocabulary will assist

us to express our ideas in a more precise and interesting way. It also expands the understanding of what we read and hear.

For many years, vocabulary is seen as an incidental purpose of language teaching namely the acquisition of grammatical knowledge about the language. It was necessary to give the students something to hang on to when learning structures, but not a focus for learning itself. It is also a basic of English as a first step to learn other skill in English like listening, speaking, reading and writing. It is the foundation of English. It means the students cannot communicate in English well if they do not learn and master vocabulary first.

Vocabulary is a basis component of a language. The students who want to be successful in English language skills have to master larger number of vocabulary. The more the students master many vocabularies the more they success in developing their English language skills. Moreover, mastering larger number of vocabularies will add the students' skill to communicate, to make easier to study a certain language and to get more information. Without mastering the vocabulary the students will get difficulty in communicating each other.

The English students have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making.

Traditionally, vocabulary has not been a particular subject for students to learn, but it has been taught within lessons of listening, speaking, reading and writing. During the lesson, students use their own vocabulary and are introduced

to new words provided by teacher and classmates which they apply to classroom activities. For many English students, whenever they think of vocabulary, they think of learning a list of new words with the meanings in their native language without any real context practice. A number of students 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.

From the explanation above, it can be concluded that vocabulary is the foundation of four English skills. It also plays an important role to listening, speaking, reading and writing skills. Therefore, if the students want to be able to communicate in English well they have to master many vocabularies first.

2.4. Word Chain

2.4.1 Definition of Word Chain

Nelson Harrap states that a game is an invaluable activity to the teacher of foreign language, because it provides an opportunity for the students to use their language skills in a less formal situation (1985 :6).

Mike Willis (1992) states that chain is: A series of things depending on each other as if linked together. Where as based on George P.McCallum word-chain drills is begun by the first student who calls out the word then writes it on a paper. The person on his right must follow with another word beginning with the last letter of the word just named and so on. The objective is to provide a spelling practice and vocabulary through the use of words alphabetically related items. The

language level is advanced. The equipment is pencils and papers. When all students have contributed one word, the game continues on with the first player giving a word which relies on the last letter of the preceding word. The objective of the games is for each student to try and repeat his original in the second round of the word chain. The first person who is able to do so wins the game. While Joan Westley say that word chain is a series of different nouns / noun groups or verbs / verbs groups that link a text together by describing the same content. A word chain can also be achieved by repetition of the same word / words.

Based on the explanation above, it can be concluded that Word Chain is a word game in which players can come up with one or two words that have similar meaning (synonyms), one or two words that have opposite meanings (antonym), words that sound the same but are different in spelling and meaning (homonyms), word that frequently occur together or are associated with each other (collocation), repetition of the same word for emphasis (repetition).

2.4.2 Teaching Vocabulary Using Word Chain

The ways in applying word chain games is can by writing down the words on a paper or a blackboard and matching the word on word chain with the picture.

There are some steps in applying word chain:

- a. The teacher writes first word in the blackboard
- b. The teacher orders the student to write the next word.
- c. The next student writes a word beginning with the last letter.

- d. In the end of time, the teacher ask the students to match the word in the black board with the picture
- e. Together with students, the teacher checks the words. The teacher asks the students to pronounce the word and order them to ask the difficult words.

2.4.3 The Advantages of Word Chain

There are many advantages we can take from the games. They are:

- a. The game can be used to change the pace of a lesson and maintain the students' motivation.
- b. The game encourages student participation.
- c. The game can be used to recall or even add their vocabulary.
- d. The game adds variety to range of learning situation.
- e. The game can be used to eliminate the students' fear in learning English.