CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consisted of some shorts reviews of related literature about English for fourth grade students of Elementary School, Vocabulary, Developing material and Longtion Autorun.

2.1 English for the fourth Grade students of Elementary School

The government has one ways to improving students' skills in English that is introduced English early, beginning from elementary school. The program is implemented based on the 1994 curriculum for elementary schools. Officially, the policy to take English lesson in Elementary School according with Depdikbud RI No. 0487/1992, Bab VIII , which states that the school could add subjects in the curriculum, provided that the lesson was not contrary the goal of national education. Then, the policy followed by the Minister of Education and Culture No. 060/U/1993 date of February 25, 1993 about the possibility of the English program as a local content subject in Elementary School, and can begin in the fourth grade (www.depdiknas.go.id) Schools have the authority on the subjects of English included as one of the local content that is teach in primary schools based on consideration of situation and condition from the parents or the community itself. This policy brought a positive impact for both the community and schools. Over the past few years, the existence of in increasing trend in school those implement the program for English language teaching from primary school.

2.1.1 English at SDN 2 Randuagung Gresik

Based on Dunn (1983), in a class should be consist of 12 to 20 students, because students of elementary school need more attention with the hope that can be give attention individually. During the observation, in the SDN 2 Randuagung faced problem that is in a class consist of 36 students. With this condition, it make the students not concentration while process learning. Another important issue considered is the placement of tables and chairs in the classroom. In the traditional classroom students usually sit on the benches that line and the teacher explains the lesson in front the class. In this situation the expected result was not optimal. Therefore, schools and society help each other to provide the facilities so that activities students in the class can take well. Dunn (1983) said that the placement of tables and chairs in the classroom should be arranged in such a way that student interaction with teachers and students with a student can take place better.

2.1.2 English for fourth Grade of SDN 2 Randuagung Gresik

At the fourth grade of SDN 2 Randuagung Gresik, English is only as local content which there is still no the exact curriculum from DEPDIKNAS, but through the association of teachers in each district that will create a syllabus. Then, the teacher just applied the syllabus in the class. After interviewing the teacher of fourth grade, the researcher found that the problem of fourth grade students is about vocabulary. When the teacher introduced several vocabularies in current meeting, then the students often forget if the teacher asked them again about vocabularies at previous meeting. As the explanation above that vocabulary

is the basic thing that links to four skills (listening, speaking, reading and writing).
That should be highlighted because at fourth grade, students need to know more
vocabularies so that would be easier for them to learn English to the next grade.

2.2 Vocabulary

Broadly defined, vocabulary is knowledge of words and word meanings.
However, vocabulary is more complex than this definition suggests. First, words
come in two forms: oral and print. Oral vocabulary includes those words that we
recognize and use in listening and speaking. Print vocabulary includes those
words that we recognize and use in reading and writing. Second, word knowledge
also comes in two forms, receptive and productive. Receptive vocabulary includes
words that we recognize when we hear or see them. Productive vocabulary
includes words that we use when we speak or write. Receptive vocabulary is
typically larger than productive vocabulary, and may include many words to
which we assign some meaning, even if we don't know their full definitions and
connotations – or ever use them ourselves as we speak and write (Kamil &
Hiebert, in press). Adding further complexity, in education, the word *vocabulary*
is used with varying meanings. For example, for beginning reading teachers, the
word might be synonymous with "sight vocabulary," by which they mean a set of
the most common words in English that young students need to be able to
recognize quickly as they see them in print. However, for teachers of upper
elementary and secondary school students, *vocabulary* usually means the "hard"
words that students encounter in content area textbook and literature selections.
For purposes of this booklet, we define vocabulary as knowledge of words and

word meanings in both oral and print language and in productive and receptive forms. More specifically, we use *vocabulary* to refer to the kind of words that students must know to read increasingly demanding text with comprehension. We begin by looking closely at why developing this kind of vocabulary is important to reading comprehension.

2.2.1 The Definition of Vocabulary

Vocabulary is a basic component of a language. Students who want to be successful in the language skills have to master larger number of vocabulary. Moreover, mastering larger number of vocabularies add someone's skill to communicate, makes easier to study a certain language and to get more information. According to Harimurti Kridalaksana (2006:14)" Vocabulary is a component of language that maintains all of information about meaning and using word in language ". It means that vocabulary give information about the meaning of the words.

The location of SDN 2 Randuagung is on the central town of Gresik. It is on 59 Raya Brantas Street Gresik. SDN 2 Randuagung is one of government school in Gresik. In the Classroom consist 37 students, with many of students in each class, the teacher not easy to maximize English materials, although the teacher has made the attractive English material. The source book that use in this school there are LKS Antara and Active English 4**.** In learning English, the students are invited to be more active like students answer the questions given by the teacher but just only a few students who were active. It encourages the authors to make all children to be active in learning English.

2.2.2 The Important of Vocabulary

Vocabulary is an important in communication. People Elementary communicate by using words. According to Webster's Ninth Collegiate Dictionary in Leny (2006:15) 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 work or in a field of knowledge.

c. A list or collection of terms or codes available for use.

From definition above, vocabulary plays an important role because it appears in every language skills. Vocabulary building is really important in any language learning.

Finocchiaro in Martasari (2004:10) describes another importance of vocabulary. He says that vocabulary mastery is needed to develop the four aspects of communication there are: listening, speaking, reading and writing. It means that without mastering vocabulary, a learner will find difficulty in communication due to the fact that vocabulary is the bridge to develop the four language skills.

English is needed nowadays in almost every aspect daily life, people have to be able to speak English fluently. Vocabulary is the most importance factor in learning foreign language, so people should master vocabulary in order to be able to communicate easily. Vocabulary is the basis of communication as we will not be able to communicate easily without knowing the words we want to use. It proves that vocabulary is important in communication.

A teacher must teach vocabulary to her students because they need it to be

able to improve the four language skills. They have to master vocabulary as much as possible.

Variety ways in explaining the vocabulary, there are :

1. Synonyms: These can be effective since they build on words and phrases that students already recognize. Adjectives often have several symptoms, and phrasal verbs will usually have a non-phrasal verb equivalent. Use caution that you do imply that all the words have exactly the same meaning, since different words often are used for different connotations or to imply different meanings.

2. Antonyms: Like synonyms, antonyms build on words or phrases that students already know. At lower levels, you can use words like rich and poor. However, this does not work for all advanced vocabulary lessons, since rich actually has more meanings than "having a lot of money." For older students, prefixes and suffixes are also helpful.

3. Drawing: For visual students, drawing can be a fun medium to explain vocabulary. You do not have to be a perfect artist - stick figures and basic sketches will often work well. You can even have students do their own drawings, which further reinforces their understanding of the vocabulary.

4. Rankings: If you have several gradable words to introduce at the same, you can introduce them together on a scale. For instance, you can use frequency, such as always-often-occasionally. Or you can do emotions in this way, with cheerful-happy-joyous-ecstatic.

5. Cuisenaire Rods: This is another tactic to help visual students. You can use different colored rods to symbolize different types of words, such as prepositions, verbs, or adjectives.

6. Pictures: Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words, which is often utilized in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

7. Mime: Miming works well with younger students. You can mime out emotions and everyday activities to teach new words.

8. Sound: Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear.

9. Total physical response: This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions. This can work with simple words like blink or sneak, or more complex ones like eat a sandwich or read a book.

10. Reality: When it is convenient, bringing in the actual item can help students remember the word better and allows for a hands-on experience. You can also use this to introduce step-by-step concepts, like how to play a card game or run a computer program.

2.3 Developing Material

In developing material, we have to know first the characteristics of the students. In this case, the researcher takes the fourth grade students of 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 pictures, fables 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 Suyatno (2004:5), learning new language (foreign language) is a traumatic experience for children so that to avoid it, the teachers need to think the way to make them feel enjoyable and happy.

2.4 Longtion Autorun

Longtion Autorun is a powerful visual tool to create professional autorun (autoplay) interfaces and presentations for your CD / DVDs. It is easiest way to create, edit professional autorun (autoplay) interface and generate autorun files for CD/DVDs in a WYSIWYG environment, just click, point, place and test (preview). So all is visual, fast, simple. Longtion Autorun is easy to learn, with demos and wizards you can get started in just minutes. It has developed over the last 30 years and been actively applied to second language (L2) but it has come out in the early 1980s, replacing the older term CALI (Computer Assisted

Language Instruction). Nowadays, computer is not the new thing anymore. Everyone has been familiar hear about this thing even the children can operate it by themselves. Computer offers many easy for the people to do anything even some of them depend on their life or job to the computer. It can be happened that computer will take place of all jobs or activities (course books especially in education). The students can learn faster, easier and more enjoyable using computer.

Longtion Autorun is one of ways in learning language. The phenomena which are happened in our country that is some of the teacher especially in Elementary school have difficulties in teaching language. They complained that they do not really master the material, the amount of students are too big in each classroom, the allocated time is not enough, and they cannot make a media of teaching because there is no time, fund, etc. It should not be happened if they try to be more creative and know about Longtion Autorun.

2.4.1 The uses of Longtion Autorun in English Languange Teaching

Bamrung Torut (1999:136) suggest that the use of Longtion Autorun can be divided as follows:

a. Drill and Practice

In this use of CALL, computers are viewed as a tool for saving times with immediate feedback. The theoretical principal underpinning Drill and Practice are the behavioral learning theory and the audio – lingual approach. The main aim of drill and practice is to review the content / background knowledge, and to assess learner to master separate language skills (such as reading, listening, etc.)

Drill and practice consist of three steps :

1) Providing stimulus.

2) Receiving active response from the learner, and

3) Giving immediate feedback.

There are several types of Drill and Practice activities or exercise, such as paired associate (matching); sentence completion; multiple choice; part identification; true-false; and short answer questions.

Well designed Drill and Practice programs can record the learner's progress and scores and the time students spend on each exercise. Some programs add timing features to help the learners to control their speed while practicing. Drill and practice computer program in the early years focus on practicing language skills and components separately, for instance, vocabulary, grammar (such as irregular verbs, past tense, and articles), reading and translation.

b. Computer as Tutor

The role of the computer as a tutor is to present to the learners the content of the lesson as text graphic, video, animation, or slides, including learning activities, drill and practice. The computer serves as a means for delivering instructional material.

The programs consist of the following stages : 1)Introduction (stating aims, background knowledge), 2)Presentation of the content, exercise and/or testing, and 3)Giving the feedback.

c. Computer as Simulation / Problem Solving

Simulations and problem solving are used to foster analysis, critical thinking, discussion and writing activities. The computer is not used much for

tutorial purposes. The program is designed to create language interaction through problematic situations, conditions or problems challenging the learner to solve. Many simulation programs are problem-solving games, which are both entertaining and educational in nature and purpose ("edutainment").

d. Games and Computers

The main principle behind computer gaming is that "Learning is Fun" (Torut, 1999:139). The principal aim to create a pleasurable learning environment and to motivate the language learner. However, good educational games should have clear educational objectives.

e. Computers as Tools for ELT Teachers and Learners

The most common tool used by teacher and learners is probably word processor (Torut, 1999:140). Word processors are tools for creating documents, for making handouts, sheets, desktop, publishing, letters, and flyers for language teaching and learning.

f. Internet Application.

Computers can be connected to the internet and can incorporate interactive multimedia: text, graphics, audio, video, and animation. It can be said that the explosive growth of the internet has given new life to interactive media.

2.4.2 The Procedure Use Longtion Autorun in Teaching Vocabulary

The implementation Longtion Autorun to conduce vocabulary have a 2 step, there are preparation and application. Details information this below.

Preparation

Before the teacher entered the class, she must prepare her lesson plan and

the material will teach to the students. She also brings the materials, such as laptop or computer, sound and projector to the classroom.

Application

The teacher usually starts the lesson by greeting the students and checking the attendance list. It is support by the result of the using this method that the teacher always greet the students when they start the lesson. The activities during the teaching and learning process the classroom.

1. Teaching new words or phrases

   Teacher preparing for the question or a task. For example the teacher show some picture about the material such as food and drink with sound in the Longtion Autorun and play game with students.

2. Reviewing vocabulary and the topic

   The learner finding the answer or doing the task. There are various types of activities.

3. Checking/testing key words students have stored and automatized.

   The teacher will taken 2 – 3 topics that was learned, and the teacher will measure ability each students with given exercise, it can be word puzzle, jumbled letters, interviewing, etc. With Longtion Autorun this activity do supported.

2.5 Review of Previous Study

The previous study was reviewed in order to avoid imitation. In this study, there were three previous studies. The first a thesis was entitled "Developing English vocabulary material using CALL instruction on the 3rd grade students SD

Muhammadiyah Manyar GKB" it was done by Dian Kurnia Oktaviani (2008). It was found the previous study related to this research. In this study was designed to be developing material. In this study, there was research problems that tried to be answered, there is how the English vocabulary material is using CALL instruction on the 3rd grade students of SD Muhammadiyah Manyar GKB developed. The result of this study shows that this product is quite easy in operating. Because this product is in the form of CD-ROM, it just should be inserted on the CD-ROM and run it. With this thesis have some advantages for teacher and students. There are for teacher, this product perhaps could help in combining the way in teaching English with other ways. It also perhaps could make students motivated in learning English. And, for the students, this product offered new thing in learning English especially vocabularies and also the way to operate computer. It could be fun activity whereas hopefully they would not feel bored in learning English.

The second was done by Nunik Khoironi (2010) with title The Influence of Using CALL (Computer Assisted Language Learning) to student's vocabulary achievement. The design is experimental Research and the subject is 5th Grade Student of SDN Dukuh Payung Brebes. The result of the study showed that the influence of using CALL to student vocabulary achievement was applied. It can be seen from the process of teaching – learning that the students were active and enjoyed. The student's dominated the process teaching – learning. It is suggested that teacher must able to more reading more references to help student to get maximal knowledge ability in studying English. By these ways, it may help the teaching – learning maximal.

The next previous study that conducting with the title "An analysis of CALL materials at English education department of University of Muhammadiyah Gresik" was done by Dipo Al Kautsar (2011). He has problem statement there is How do the call materials of call (Computer assisted Languange Learning) match with the call syllabus of English education department in University of Muhammadiyah Gresik? Then he found that the CALL course support the students needed to develop the material of English adopted an authentic material and adapted the materials to fit in with the teacher need and students of English.

Even thought this previous this study is similar but it is different in gain of the data and the strategy in teaching vocabulary. The researcher describes developing material in teaching vocabulary using Longtion Autorun and the researcher uses Research and Development design. Related to that study, the writer tries to find a different way in introducing new vocabulary using different media. This study to teach vocabulary in fourth grade in elementary school.