

CHAPTER II

Review of Related Literature

2.1 Teaching English in Indonesia

In education context, English has function as communication to fulfill daily communication needs, get knowledge, make relationship, change information and enjoy language esthetical in English culture (Curriculum 2004). Realizing that English is very important, our government has the decision to put English in national curriculum as the first foreign language that must be taught to the students at the elementary school, start from first grade to sixth grade. As what English curriculum states about one of the functions of English is that *“Bahasa Inggris bertujuan untuk menumbuhkan kesadaran tentang hakikat dan pentingnya bahasa inggris sebagai salah satu bahasa asing untuk menjadi alat utama belajar”* (“English purposes to build consciousness about the importances of English as one of foreign language to be the main equipment of learning”) (Curriculum 2004).

At the first foreign language in Indonesia, English becomes one of the important lessons that must be taught as a compulsory subject at the elementary school until University level. That is why English becomes one of the essential lessons at school. As stated at Curriculum GBPP 2004, the objective of teaching English is that at the end of the study the students are expected to able to master the four skills, listening, speaking, reading, and writing to develop their ability in communication

2.1.1 Teaching English At Elementary School

Referring to GBPP 1994 stated that *“English Is the first language which is very important and must be taught to gain and improve as well as to develop science, technology, art and culture and also to create a good relationship with other people”*.

Teaching English at elementary school aimed to arouse the students' interest in joining the English teaching learning process in the classroom. Based on KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006 stated that *“The scope of English matter in elementary school is the students must be able to communicate orally and written on the four skills of English like listening, speaking, reading, and writing. The writing and reading skills aimed to support the oral communication of teaching and learning process in the classroom”*.

The problems happen among teachers of elementary school nowadays because they are lack of English teaching experience. So, of course, they do not have enough ability to deliver English matter. Accordingly, teaching English in elementary school is difficult because it needs full preparation, patient, and the certain technique of teaching material, like playing game, telling stories, out door activity for the next level. The researcher thinks that the teachers play significant role in learning and teaching process. They must have a suitable techniques to teaching matter.

2.1.2 Teaching English for the young learners

As it is known that teaching English for the young learners is different with teaching English for adult, because they are still young and beginner. Moreover they have their own characteristics including biological, cognitive, affective, personality, and social characteristics. They are still playing and imitating something which attract their attention based on their fantasy and imagination. Besides, they have a greater immediate need to be motivated by the teacher or the materials in order to learn effectively (Ur: 1986). So, that is why, teacher must teach them related to what they like, for example teaching using pictures, games or even stories. In this study, the researcher only focuses on teaching English Positive Degree using pictures.

2.2 Language teaching Media

Many developments in language teaching evolved from a growing awareness of the different media with which we can work. Individual teaching styles as well as methodological approach distinguish themselves in part by the media used for presentation of language, production of language, and monitoring of students output. (Price, cited in Rivers, 1987:155)

Moreover, Price states that we need many technologies at our disposal to present language effectively in the context in which it occurs. We can present language and monitor our language in more than one medium. Changing the usual medium of presentation and feedback is an important key to interesting and creatively in teaching. (Price, cited in rivers, 1987:155).

2.3 Kinds of pictures

Talking about pictures, Yunus (1981: 49-50) divides pictures into three kinds, they are:

1. Composite pictures

Composite pictures are large single pictures, which show a scene in which a number of people can be seen doing things. This picture is a medium for students to see the places, people and events that they would, otherwise, not see because of some factors like distance, time and cost. They do not only show a local subject but also foreign subject. Therefore, students can see the difference between countries and cultures. Because of their size, composite pictures are most appropriate for whole class teaching rather than individualized learning of group work.

2. Picture series

A picture series is a number of related composite pictures linked to form of series or sequence of events. Usually a picture series is available in textbook, comics and cartoon strips in magazine for the teacher to copy enlarge. It is also available commercially. It is supported by Finocchiaro (1969:194) that, situational picture are series of related picture-about six eight-one chart will be found invaluable.

3. Individual pictures

Individual pictures are single pictures, persons or activities. Such pictures vary in size from small newspaper pictures. Szyke points out that, “Picture of individual person or thing perhaps used, mainly at elementary school to introduce or test vocabulary items” (Szyke, 1981:4). It is supported by Finocchiaro (1969:186-187) that, “an individual picture is one in which the items to be taught is found alone or is highlighted in some fashion which containing person or object.

2.4. The Nature of English Comparison

Comparison itself is branch of the characteristics of adjective, which has two parts, those are, comparison of adjective and comparison of adverb. There are types of comparison with gradable adjective and adverb, namely, to a *higher degree*, to *the same degree*, and to a *lower degree* (Greenbaum and Quirk, 1990:152-156). Comparison to a higher degree is stated by the inflected form in *er* and *est* or with *more* and *most*. *er* and *more* are called comparative which generally used to express a comparison between two persons, two items or two sets. In this research the researcher only focuses on the same degree form or positive degree form. It is started by *asas* :

Example :

- Elent is as beautiful as Violita
(X + to be + as + adjective + as Y)
- Ivonne is not so tall as Ella
(X + to be + not +as/so+ adjective + as + Y)

2.4.1 Teaching English Comparison Using Pictures

Learning English Comparison is not easy as it looks. Sometimes students get difficulty to distinguish each comparison. Besides, teacher always uses textbook when he teaches his students. These things makes the students think that learning English comparison is drudgery. To sustain the students' motivation and to produce positive attitude toward learning, picture come in handy.

The importance of using picture in teaching English comparison is indisputable. Using picture can knock down the students' boredom and increase the students' motivation toward English comparison. It is because pictures more interesting (Esnestovo, 1981:5).

The appeal that picture has made students lift up their hands from the books focus themselves on what being learned and stop disturbing others when they start to get bored with the lesson and above all. Using picture can encourage them to participate in teaching-learning activities because learning English comparison using picture always bring a lot of fun than hard work and even the less able students will be motivated to express their ideas (Li-Shing, 181:10). The positive effects that a picture gives and the students' active involvement in class will enable them to retain and recall the meaning of the word better. In addition,

pictures serve as a context of language that help the students interpret the meaning of a word more easily.

2.4.3 The Importance of Teaching English Comparison Using Pictures

Studying grammar that is needed to form a sentence is very important for language learners. It is because grammar is a part of element of any language. Also it is closely related to communicative competence. Just as there is no language without sounds, so there is no language without grammar. If learners want to be better writers or they want to speak well-formed sentence, they have to study grammar because the knowledge of grammar can help the language learners to understand the message in our language skills. On the other hand, grammar is not easy to be learned. A good technique from teacher can help students to understand the grammar well. The more creative the teacher is the better the result will be.

Teacher can use a medium like pictures to help students to understand the grammar. As what Wright (1989, 4-5) says, he present teaching grammar using pictures follows : “Put the pictures on the board. The pictures can be used to illustrate a number of example of each structure”.