CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher presents a review of related theory. The researcher discusses some important theories in order to build comprehension frame of thinking of this research.

2.1 Vocabulary for Young Learners

In this point, researcher will discuss some important parts about Vocabulary for Young Learners in order to build an understanding of this theory. There are two aspects that will be discussed such as the definition of young learners and teaching vocabulary for young learners.

2.1.1 Young Learners

In defining young learners, it can be seen in some ways such as the age of learners, and the characteristics of young learners. Firstly, we begin to define young learners based on their age. According to Harmer (2007), young learners are those who are in the range age of 5 to 9.

The term young learners cannot only be seen from the age of learners, but also from some characteristic. Diptoadi (2010) stated that there are several characteristics of young learners that are different from adult such as needs, abilities, and interests. Diptoadi (2010) also describes that teacher of young learners must consider their particular emotional, social, and physical needs.
Young learners prefer learning by doing because it makes young learners curious about the world around them and they enjoy having fun in the process.

According to Nunan (2011), young learners are those who are in pre-school and primary school, and older learners are secondary school and above. Second, young learners have a holistic approach to language. It means that they understand the meaningful messages but cannot analyze the language, like how to write and read words or cannot analyze letters in vocabulary. Older learners show growing interest in analytical approaches, which means that they begin to take an interest in analyzing words. Third, young learners are lack of awareness in their learning process. Young learners do not know about the importance of language they learn and the purpose why they should learn language, while older learners know the importance and the purpose of learning language. Fourth, young learners have limited reading and writing skill compared to older. It is because young learners are in pre-school, they only learn about how to spell words and letters such as A, B, C, D and others. Next, young learners are more concerned about themselves. It is because in the young age, learners put their attention on themselves due to limited knowledge in their environment and do not know how to interact with other people around them. Last, young learners is considered as kinesthetic learners. In teaching learning process, young learners usually do not pay attention to the teacher because in early age they enjoy playing by themselves and running around the class.
2.1.2 Teaching Vocabulary for Young Learners

There are several types of vocabularies that need to know in the learning process. Nevertheless, not all of them should be mastered. In teaching vocabularies, teachers should carefully determine it based on learners’ needs, and suitability. According to Nunan (2015), although to a certain extent what is useful to one learner may not be useful to another. They only recognize something simple and easy to understand like letters and words. Mena (2011) said that five years old learners are beginning to distinguish letters, numbers, and words.

According to Silverman and Hines (2009) learners in kindergarten grew in knowledge of words targeted and general vocabulary, means that they understand the vocabulary that they usually hear in their life such as “Yes” “No” and etc. Also words targeted means that young learners will learn and understand the vocabulary that teacher have taught. Young learners do not understand the meaning of many basic foundational vocabulary words such as “same versus different”. From that point, we should avoid the words that are not familiar for young learners such as foundational vocabulary. Linse (2005) said that course books for young learners often emphasize nouns because they are easy to illustrate and the only words that can easily be featured are nouns. Furthermore Pribilova (2006) revealed that young learners’ vocabulary should be repetition so that they can be more familiar to those word and stick to them.
2.1.3 The Importance of Learning Vocabulary to Young Learners

Learning vocabulary is one of important aspect in learning new language even in early age in order to develop new language. Linse (2005) states that learning vocabulary is an important aspect of learners’ language development. Also, According to Hedge (2000), in learning a foreign language, vocabulary plays an important role. It means that rich vocabularies help learners to understand and learn to expand new words.

Wijayanti, Suharjito, Sukmaantara (2016) states that the difficulty of understanding English text occurs because they were lack of vocabulary. Richards and Renandya (2002) said that Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabularies and strategies for acquiring new vocabulary, learners often achieve less than their potential and may discourage from using the language. It is also supported by Astipuri (2011), that the vocabulary is important aspect to develop English skills such as speaking, listening, reading and writing.

2.2 Approach to Teach Vocabulary for Young Learners

There are many different methods and approaches of how to teach a foreign language, including vocabulary. Pribilova (2006) mentions some of them that can be used for teaching young learners. To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the
vocabulary item. We need to let them repeat it in different ways and they should be given a chance to listen to the teacher talking about it. Also the direct method or the direct approach, there are no translations. Only target language is used in the classrooms and complete sentences are used. Using Song is a very successful method in helping learners to memorize words. This method stimulates the learner’s brain by music while learning. Nowadays, however teachers seem to be leaving this method.

From those explanation, the approaches that will be used in this research are music and picture. Song explained as the best method to teach vocabulary for young learners and the picture will help young learners illustrate the vocabulary become concrete thing. The picture will be presented in pop-up book media.

2.3 Pop-up Book as Media to Teach Vocabulary

The researcher will discuss some important parts about Pop-up Book as Media to Teach Vocabulary. There are some aspects discussed below.

2.3.1 Pop-up Book

Pop-up book can be defined as printed media due to several characteristics of printed media in it. Arintia (2015) said that pop-up book is one kind of printed media. The characteristics of printed media are; first, the texts are read linearly and printed media easy to bring it anywhere or read it every time. Second, both texts and visuals show one way communication and tend to be receptive. This media is acceptable for learners because it helps learners
understand easily and clearly. Also, printed media can be developed based on the purpose, material and target learners of study. Besides, the purpose of printed media is to help learners in understanding the material. And finally, the content or the material in printed media should be suitable for teaching and learning process. Moreover, Ariantia describes that pop-up book visualizes messages, information, or concepts. They are in various forms, such as photographs, drawings or illustrations, sketch or drawing lines, graphs, charts, and a combination of two or more forms.

In addition, the pop-up book pictures appear to become 3 or 2 dimensions. According to Dyk (2011), moving from a static printed page to a three or two dimensional mechanical book changes the dynamic between reader, words, and illustrations. The relationship becomes more interactive, more tactile, and more dynamic. Bluemel and Taylor (2012) said that a pop-up book is a book offers the potentials for motion and interaction through the use of paper mechanisms such as fold, scrolls, slides, tabs, or wheels.

Bluemel and Taylor (2012) revealed that the specific features to the pop up format are movable books should be amazing than usual picture book for the reader by movement picture. It should be added to the story or information given in the book in one or more ways. Thus, the art in pop-up books should reinforce the text by making the characters and or the setting come to life, establishing mood of the story through the use of color such as warm or cool, bright, soft, or dark, and extending the story by the addition of visual details not described in the text.
2.3.2 Pop-up Book as Media to Teach Vocabulary for Young Learners

Mena (2011) said that young learners must have plenty of opportunities to discover and play with print media in various forms such as stamps, stencil, pop-up book etc. Besides, Glaister (2002) said that pop-up book is interesting media for young learners and it can make abstract thing or object become concrete thing with the real object. Also the concrete things can increase cognitive process for vocabulary acquisition.

Pribilova (2006) said that younger one reacts quite well when teachers show them the concrete illustration. She also added some explanations about visual technique that supports young learners to learn vocabulary. In addition she confirmed that the presentation of new vocabulary can be classified for example according to verbal and visual technique, like pictures, word pictures, pop-up book, several realia and etc.

2.4 Song for Young Learners

The word “song” is familiar in our daily life. Song has been used in teaching learning activity because song is considered effective. Orlova (1997) explains that song can be used as a tool to support learners and help them to easily understand, learn new vocabulary, also develop language acquisition of learners. Al-Azri, Al-Rashdi, Kazazi (2015) said that songs serve as a very good and natural language tool. In order to teach young learners, teachers should consider the activity that young learners enjoy in the learning process such as singing, moving and learning by doing, and others. Al-Azri, Al-Rashdi, Kazazi (2015) also
adds information that song provide learners with such indirect and implicit opportunities for vocabulary learning, songs expose learners to learn the language by giving them chance to memorize and use them repeatedly. Krashen and Terrel (1983) said that songs provide language input, which is an essential element of language acquisition. Both of researchers agree that song is suitable to teach young learners.

Diptoadi (2010) said that most songs are repetitive and young learners enjoy repeating them again and again. The repetition makes young learners easier to memorize the song. Slattery and Willis (2001) came up with the similar notion that using songs can encourage young learners repeat words and phrases spontaneously, even if they do not initially understand them. Besides, song can boost their creative minds and pupils who are shy or might have learning problems become more confident with their self to show their true skill (Al-Azri, Al-Rashdi, Kazazi, 2015). The last Song can attract young learners to pay attention in their teacher when they are in unfamiliar situations like when the learners playing with their self or walking around the class.

Song for young learners is different from song in general. Diptoadi (2010) describes that song should be closely related to the theme of the lesson. It is because song will be a part of the lesson and the purpose is to learn and reinforce language, while the content should be related to learning material. If learners are able to sing and build fluency, their confidence in using English will increase.
2.5 Using Song and Pop-up Book Combination to Teach Vocabulary

According to Linse (2005), young learners should be exposed to vocabulary items repeatedly in rich context, while the vocabulary items should be recycled in different activities. It is also supported by another researcher, Cameron (2001), who stated that learning vocabulary takes a long time and many exposures to the word used in different situation. According to Silverman and Hines (2009), representing vocabulary in more than one way may supplement and clarify the instructional dialogue and provide young learners with additional information they need to make sense the vocabulary they learn. Therefore, the combination ways are important in teaching learning process for young learners.

Al-Azri, Al-Rashdi, Kazazi (2015) said that using pictures and accompanying them with songs, can help young learners develop a better understanding of the target vocabulary. This will increase their chances of smoothly learning the new targeted vocabulary in the best natural way possible, which is also fun for them. It is because at their age is very interested in something fun for them, and they will be easy to understand in something that they see and hear. Pribilova (2006) said that young learners often put vocabulary together with what they can see, hear and touch.

In conclusion, the combination of these two media is helpful for both teacher and learners. In teacher case, the combination can make teacher easier to teach young learners because both of media are suitable for young learners. By using these media, teacher will be easier to handle young learners. Also the repetition in several ways make learners easier to learn new vocabulary.