CHAPTER II

REVIEWED OF RELATED LITERATURE

This chapter presents review of the literature that is connected to the topic of this study. It consists of teaching English for young learners, teaching vocabulary to young learners, media in teaching, types of media, the function of media, criteria of teaching media.

2.1 Teaching English for Young Learners

Brown, (2007:7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In addition, Harmer (in Patel and Jain, 2008:13) said that the main aims of teaching English are allowing the students to understand write, read, and speak for language development in the teaching learning process. Moreover, by reading standard books, students can gain the knowledge of science and technology for library development. Language teaching needs the formal instruction or the methods of training, like supporting activities such as the preparation of teaching materials, teaching grammar, dictionaries, or the training of the teachers, they all fall under the concept of teaching. In Indonesia, English becomes the foreign language that has an important role in the development of the country and in reforming its teaching learning process. English has been introduced from elementary school to university settings. Even some kindergartens in big cities have introduced it as one of the subjects.
Young learners are elementary school students. They are six up to twelve years old, who have different motivation from junior high school, senior high school and university students. Teaching English to young learners is obviously different from that to the higher level learners because they have specific characteristics. According to Harmer (2001:38), the characteristics of young learners are: (1) Children respond the language well through concrete things (visual things) rather than abstract things; (2) Children need physical movements and real activities to stimulate their thinking; (3) Children will be enthusiastic if they are taught using fun activities or being involved in activities; (4) Children love to play, and learn best when they are enjoying themselves; (5) Children learn well through something that is close to their culture; (6) Children like to work together; (7) Children of elementary school are children at the age of 7 up to 12, they are in the smart age and often show what they know and are proud of it.

Based on those explanations, we will know that teaching a foreign language to children is different from teaching adults. Teachers have to show more capability for giving the basic knowledge to the children. Teachers of young learners should give an extra attention in caring and learning activity. The teachers must be patient, creative, high spirit, sense of humor, and of course love children.

2.2 Teaching Vocabulary to Young Learners

According to Richards and Renandya (2002:225), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. They are words that are well known, familiar, and used frequently (Hiebert and Kamil, 2005:03). Vocabulary is one of the language components which have to be mastered by students of all levels of
schools in Indonesia in learning a new language. By mastering vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinions or ideas conveniently.

The goal of teaching English in elementary school is to motivate or to encourage the students to be more confident in studying English at higher educational level. Teaching English to the students of elementary school is presenting vocabulary since they learn English for the first time. The students are introduced with simple things around them, which are familiar to them. Meanwhile, curriculum of elementary education also contains a number of vocabularies to learn besides expressions and simple sentences about things around the children, their family, school, geography and communication to the environment. Media is obviously a strong source of vocabulary gain and the fun fact about it is that the teacher will not be shedding a sweat learning the new words, as they will come naturally. Every bit of radio, TV, flash card, stationary add, computer game or any other type of media can be used by the teacher in teaching learning process to increase vocabulary.

Based on the explanation above, in language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, the better they will get the skill that can be reached in using language.
2.3 Media in Teaching

Teaching media as complements are used by the teacher to be communicative with the students. Smaldino, Russell, Heinich, Molenda, (2005:09) state that media are considered as instructional media when they carry messages with an instructional purpose, i.e., to facilitate communication and learning. Media can help students and teachers achieve their goal in the teaching and learning process. The teachers should use media in their teaching process because media can fulfill some demand such as students’ experiences, a wide range of connection with outside the class activity, connect the students with the environment directly, stimulate the students’ motivation, and combine the experience from the real to the abstract thing. In addition, media makes observation to occur for the students and media does not change the concepts of the teaching itself (Ruis, Muhyidin, and Waluyo, 2009: 3). The teaching media also help the teacher in teaching learning process such as helping the teacher to explain the lesson, giving examples and exercises. Media are very essential means in English teaching to support the learning process in the classroom.

In addition, a teacher and media have a relation each other because the teacher needs media to create the interesting and effective teaching learning process in the class. In the teaching and learning process, media can assist the teacher to explain the material of the lesson clearly, stimulate the students’ motivation, and combine the experience from the real to the abstract thing.

Based on the statement above, the writer concludes that media is helpful for the teaching learning process in the class because media can attract students’
attention, give them more opportunity to use the language and help them understand the meaning of a word better.

2.4 Types of Media

Senses and part of the body that are used actively in learning are hearing, seeing, and speaking. So, the teaching media which is used as the helper in learning English can be classified into three big categories: visual media, audio media, and audio visual media. These categories are described as follows.

2.4.1 Visual Media

According to Abimbade and Salawu (2013:18), visual media is teaching media that mostly appeal to the sense of seeing only (pictorial ones). In addition, Smaldino, Russell, Heinich and Molenda (2005:82) affirm that visual can also motivate learners by attracting and holding their attention, and generating emotional responses. There are several kinds of visual media such as pictures, flash cards, blackboards, power point, real things and replica.

2.4.1.1 Picture

According to Smaldino, Russell, Heinich and Molenda (2005:142), “Pictures are photograph representation of people, places and things. Pictures are found in books, magazines, newspapers, catalogs and calendars”. Based on the statement above, it can be concluded that picture is easily obtained because it can be made or chosen from the materials around us. Picture gives information to the students about English language such as structure and vocabularies. The good pictures that are used by the teacher can make vocabulary or structure class more
interesting. The interesting situation in the class will develop the students’ memory about new vocabulary.

2.4.1.2 Blackboard or Whiteboard

The blackboard or whiteboard is the most important visual media which most of the classrooms have. Abimbade and Salawu (2013:18) affirm that the board can be used to present drawings, diagrams and written language. It is always available for various purposes without special preparation. The teachers’ most widely used and most valuable tools, however, is the blackboard. It can be used effectively in the teaching learning process in the class.

2.4.1.3 Flash Card

Arsyad (2009:119) stated that Flash Card is a simple media that uses a small card containing images, texts or symbols that remind marks or guiding students to something related to that picture. In teaching English, flash card can be used to encourage and stimulate students to explore ideas, either orally or in writing. Flash cards usually measure 8 x 12 cm, or can be adjusted to the size of the number of students in the class. The card that contains images (objects, animals, etc) can be used to train students to spell and enrich the vocabulary. Flash card can guide and stimulate students to provide the desired response.

2.4.1.4 Power Point

Power point is the presentation program which assists people to create their own presentation material easier. Power point can produce slides that have many contents such as: videos, music, drawings, graphs, texts, clip arts, and charts (Stephen, 2006:2).
Based on the statement above, it can be concluded that power point can assist the teachers to present their learning material for students. The teachers can use the slide to avail their teaching material. For example, they can use pictures and words to teach vocabulary to the students. It can make the teachers easy to prepare their vocabulary material because they are not necessary to print the pictures out.

2.4.1.5 Real Things

Students understand and retain the meaning of a word better when they have been shown or have touched some object associated with it. For this reason, Real thing is a real object such as coins, tools, plants, animals, or collection of artifacts that teachers can bring into the class room to illustrate the meaning of the teaching material more clearly, meaningfully and memorably (Abimbade and Salawu, 2013:07). Moreover, real things and replica can make the learning teaching process more effective.

From the explanation above, it can be concluded that real things make the teaching and learning process more interesting, meaningful, unforgettable and clear. These media can be brought by the teachers easily to the classroom because they are readily available to use. Using this media the teacher shows the object one by one and says the name, then the students will follow him. After all of the objects renamed, hopefully the students can say the names of objects one by one by themselves.

2.4.2 Audio Media

According to Abimbade & Salawu (2013:21), “Audio media is used to dictate, vocabulary practice and listening section to give some information.
Actually, the teacher must be concerned about students’ listening skill’. Audio media can be used for vocabulary practice, dictation, direct, instruction and gathering of information from different categories of people. Audio media appeal to the ear. They present stimulating verbal messages to the learners.

In line with Abimbade and Salawu’s statement, it can be concluded that Audio media is used to teach listening skill. It can attract the students to hear kinds of vocabulary in English and be used to check students’ competence in listening. Therefore, this media can stimulate students’ interest in the listening activity. There are several kinds of audio media, such as radio, tape recorder and laboratory language.

2.4.2.1 Radio

According to Abimbade and Salawu (2013:22), Radio has a big potential as media in the classroom activity, stimulates interest and further study, as well as arouses students to think and act, etc. In addition, the radio has many sources that are beneficial for students’ needs such as songs, interviews, news, and quizzes. The teacher can use those sources to make various teaching materials in the classroom.

2.4.2.2 Cassette Tape

According to Smaldino, Russell, Heinich, Molenda (2005:176), Cassette tape can be used for listening, students’ recording, extending discussions, and for assessment tool in listening class. It gives the teacher and the learners opportunities to assess and approve all classes of oral work. It is useful in speech training, reading, composition, comprehension, drama, discussion, singing, poetry, music, dancing etc.
2.4.2.3 Language Laboratory

Patel and Jain (2008:66) state that Language laboratory is the place where the learners have to listen on headphone. The language labs are set up with a view to provide listening activities in order to make them develop good speaking habit. The learning materials are recorded on audiotapes which are played back by the teacher. Learner himself records his practice and listens to it.

2.4.3 Audio Visual Media

Abimbade and Salawu (2013: 18) state that audiovisual media are media which provide the learners with opportunities of seeing and hearing at the same time. In addition, Audio visual aids may create interest and motivation at the highest degree because through this teaching aid, learners' both eyes and ears become active, so they are widely used in the teaching of language. Both audio and visual media have high an impact on the mind of learners, (Patel and Jain, 2008:64). Therefore, Audio visual media can help the teacher arouse ideas and concepts clearly. It can also make learning English interesting and vivid. The kinds of audio visual media are film, television, Digital Video Disc.

2.4.3.1 Film

According to Barrance (2010: 2), “Film is a tool you can use to motivate and engage pupils in the classroom, and contextualize difficult areas of the Curriculum.’’ In teaching English, using film as a media is able to assist students to improve their listening, speaking and writing’’ (Barrance, 2010: 5). For example, when students watch film, they will listen the accent of the language, try to tell the story of the film by their own language and review the story in the writing form. If the teacher expects to use film as their teaching media, they must
be sure that the film is related with their teaching material. Film can give more explanation about the material because the students use their seeing and hearing senses at the same time. It is better than only reading or listening to the material.

2.4.3.2 Television

Television is an electronic system which sends the information from still pictures and moving pictures by sounds (Arsyad, 2011: 51). In other words, television is a medium that uses visual and sound at the same time to convey the knowledge to the students. In the educational field, television is a medium which can exhibit the real phenomenon directly in the society. Moreover, television can show many things such as educational, politic, and daily life that stimulate the students to be more active. The teacher must plan, introduce, guide, and correct misunderstanding if she or he expects to use television in the teaching learning process. It can also help the students get new information of education from the other regions even other countries.

2.4.3.3 Digital Video Disc

According to Smaldino, Russell, Heinich, Molenda (2005:210), “Digital video disc is a medium offering digital storage and playback of full video”. In addition, DVD can save, duplicate, and replay without losing the quality of the video. So, the DVD can be used by the teacher all the time based on the learning material and students’ needs. The teaching and learning process will be interesting and enjoyable instead of boring.
2.4.4 Multimedia

With the development of technology, all kinds of teaching media can be used at the same time through one tool that is called as multimedia. This assumption is supported by Smaldino, Russell, Heinich, Molenda (2005:140) who state that Multimedia refers to any combination of two or more media formats that are integrated to form an informational or instructional program. The categories of multimedia are computer and internet (Munadi, 2008:148). Multimedia is combination from some media, so it can make the teaching learning process more interactive, effective, efficient, and interesting.

2.4.4.1 Computer

According to Smaldino, Russell, Heinich, Molenda (2005:215), “Computer assists both teachers and students. Some of the roles of the computers are relatively simple, such as multimedia composer, presentation aid, communication device, and data retrieval source.” By using computer, students are able to access a lot of information and knowledge that they need in their learning process.

2.4.4.2 Internet

According to Smaldino, Russell, Heinich, Molenda (2005:263), “Internet is a frequently changing collection of millions of computer networking serving tens of millions of people around the world”. Internet provides information on all aspects of human endeavor, politics, history, religions, culture, economy, education, etc. This is why the military, government, companies, organisations, parastatals, institutions and individuals input and output related information from the Internet (Abimbade and Salawu, 2013:54).
Nowadays, internet (interconnection and networking) becomes the greatest innovation in information technology. Because internet has many advantages in society’s life, it is beneficial as a teaching medium in the teaching learning process. Using internet as media can make the teacher creative and innovative because the teacher can apply online media to give students new experience in the teaching learning process. The teachers can apply several online media such as facebook, twitter, youtube, online dictionary, blog, E-library as their teaching media.

Based on the explanation above, using internet can make the teacher to be more creative to teach students in the learning process. Additionally, the students can access and analyze the information which matches with their learning material independently.

2.5 Function of Media

Generally speaking, media can give a contribution to the teaching learning process. It can facilitate learning, get the students’ attention and make the teaching learning process run well. By using teaching media, students can be more motivated to study, so they can spend time effectively. As stated above that teaching media are not meant to change the functions of the teachers, but these teaching media just help the teacher to teach the lessons and help the students to understand the lesson easily. It means that the teaching media have many important roles in the teaching learning process.

Sadiman et.al (2010: 17) stated that, commonly, the teaching media has functions in the teaching learning process. Those functions are as follows:
1. Media avoid the use of traditional teaching style in the teaching learning process. In other words, media are broadening the way to deliver the message. So they are not limited in spoken or written words only.

2. Using media are covering the limitation of time, place, and sense. It means that using film, video, replica, micro projector, photos, model, picture, and diagram can assist the students to learn about big objects, small objects, past events, and the complex objects easily in the classroom.

3. The variation of appropriate media can increase the students’ activeness in the teaching and learning process. In this point, media are beneficial for increasing students’ interest, establishing the students’ interaction with reality and their environment, and the students can learn by themselves based on their interest and ability.

4. The unique function of media is to give the same stimulation, establish the equal experiences, and make the same perception on the different curriculums, teaching materials and background between teachers and students.

From the description above, we know that the media have some functions to make the teaching learning process work smoothly and perfectly. The media also can help the teacher in explaining the materials to the students more effectively.

2.6 Criteria in Selecting Media

Selecting the criteria of media is a concept that the media is part of instructional system in the teaching learning process. The teachers should choose the suitable media based on the students’ needs in the class. According to Arsyad
(2009:75), there are some criteria to select the appropriate media used in the teachers’ teaching process.

1. The media are chosen depending on the goal of teaching. In other words, the media are selected based on the teaching material and support to fulfill the students’ needs.

2. The media should be suitable with the content of the lesson. It means the media should be connected with students’ ability and mental.

3. Media should be practical and long lasting. It means that the media should be easy to bring, ready to use, and easy for teachers to make because the high and expensive media is not a guarantee that the media are good.

4. One of the important criteria is that teachers must be competent to utilize the media. In other words, good media will be useless if the teacher cannot use them correctly.

5. The teacher must know which media are appropriate for every group of students (small group, big group and individual.) because the media that is suitable in the small group of students is not always suitable for the big group of students.

2.7 Student’s Response

Students’ response is something that students say or do to express their feeling by giving answers, replies and reaction which might be good or bad, positive or negative, agree or disagree, appropriate or inappropriate, correct or incorrect, and others feelings and expressions. Chaudron (1988:32) explained 7 kinds of students’ responses. They are student response choral, open-
ended/students-initiated, silence, confusion work-oriented and confusion non work-oriented, laughter, using native language and non verbal.

a. Choral Response

Choral response is students answer or follow the teacher’s speech jointly.

b. Open-ended/ students-initiated Response

Open-ended/ students-initiated response is responding to the teacher with students’ own ideas, opinions, reactions, feelings while answering in the classroom.

c. Silence Response

Silence is quite for a while in classroom interaction.

d. Confusion work-oriented and Confusion non work-oriented Response

In confusion work-oriented, the students are busy themselves, they ignore the teachers and do not concern with their task. On the other hand, confusion non work-oriented response is a moment where the students are out of order, not having as the teacher wishes, not concerned with task and at hand.

e. Laughter Response

The students ignore the teacher and response by laughing and gigling in the classroom.

f. Using Native Language Response

The students using native language when response some questions of teachers.

g. Non-verbal Response

Non-verbal response is students’ response which can be shown by sign of gesture of expression of facial without words communicative between teachers and students.
These responses will be expressed by the students in teaching and learning process. All of the students will express not only positive or appropriate responses but also negative or inappropriate responses. In a nutshell, the teacher should give positive stimulation in order to get positive responses from the students.