CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is related literature covering teaching English in elementary school, the characteristics of young learners, vocabulary, technique teaching vocabulary for young learner.

2.1 Teaching English in Elementary School

According to Brown (2007), teaching is how the teacher helping and showing someone to learn in doing something, giving instruction, guiding in the study of something, providing with knowledge, coursing to know or understand. He stated further that teaching is guiding and facilitating meaning, enable the learner to learn setting the condition for learning.

Sukarno (2008) explained that in order to prepare the students’ English language competencies in the golden age, English should be taught in elementary school because in this level children can learn anything easily. Besides, it is the situation that usually called as critical period. According to Cameron (2001), Critical Period Hypothesis constitutes the term given to the children who can learn a second language foremost effectively before puberty. It occurs because the children’s brain is still able to utilize the mechanisms that support mother tongue acquisition.
Farwaniya (2009) stated that for the successful teaching English in primary schools, there are two essential things that should be understood by the teacher. First, is essential for the teacher to understand the young learners’ characteristics, instincts, and interest in their cognitive, linguistic, and emotional aspect in teaching and learning process. Second, the goals, the contents, and the syllabuses of primary English teaching are discussed in terms of the English curriculum in primary schools.

Teachers of young learners should possess ability to stimulate interest, to plan various activities, to create friendly environment and to encourage the students to have a positive feeling toward English (Kasbolah, 2001).

To reach the objective of learning English, Dakin in Paramita (2004), argued that a teacher, as motivator must have three cognitives. They are as follows; 1). Give the students experience of the language they are learning, teach them rhymes, tell story, talk to them or invite them to sing. 2). Give them activities to do. For example: painting, modelling, playing games, composing stories and singing. 3). Do not stick rigidly to pre-determined language syllabus. Let the course activities take occurrence of stimulating event in the environment, the varying need of the students and the mistakes they made, influence vocabularies and structures that are introduced or practiced on each lesson.

2.2 The Characteristics of Young Learners

Young learners are unique, they different from the older learners. Young learners mean children from the first year of formal schooling (5 or 6 year old) to eleven or twelve-year age. Young learners have special characteristics that differentiate them
from adult learners that should be known and understood by the teacher to give contribution to improve their quality of teaching and learning process (Long in Uysal, 2015).

Besides, Beckman & Klinghammer (2006) argued that young learners are students from about 5-10 years of age or in the kindergarten to grade 5 of elementary schools. In addition, as the experts in teaching English young learners, they classified the characteristic of young learners as follows: 1). Kids need chance doing physical move and play during the class. 2). During the play, the children learn and practice social skills, as example communication and language skill. 3). They have exciting to learn other language including English as foreign language. 4). Their cognitive abilities are still developing stage; they prefer better with language as a hole, rather than rules about language. 5). Since they are in the stage of developing their native language rules, they are able to generalize and create their own rules about a second language as they use it. 6). Their cognitive and psychomotor skill are developing; they better oral skill than literate skill, so this strength can be used in teaching a second language. To do so it requires many repetition and clear instructions (Beckman & Klinghammer, 2006).

Besides, Cameron (2005) stated that the characteristics of young learners are as follows:

1. They can use intonation pattern in their mother tongue.
2. They may not always understand the rules
3. They use language skills long before they are aware of them.
4. They have very short attention and concentration span.
5. They are difficult to differentiate between the fact and the fiction.

Harmer (2001), stated that different age has different needs, competences, and cognitive skills. Their different characteristics become the main consideration in treating them differently as the teaching subject. Those are the characteristics above are important to be recognize by the teacher in order to be ready dealing with young learners during teaching and learning process.

2.3 Vocabulary

Thornbury (2002) stated that Vocabulary is a collection of all words in a particular language and have a form of an expression that is associated with meaning. According to Alqahtani in Linda (2017), vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. For that reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time.

According to Cahyono in Sulistiono (2017), good vocabulary mastery supports mastery of the language skills; receptive skill (listening and reading) and productive skill (speaking and learning).

2.4 Techniques Teaching Vocabulary for Young Learners

According to Brown (2001), technique is all various exercises, activities, or practices that are applied by teacher in a language classroom in order to get the aim of the lesson. It is conducted to make students understand to use and comprehend words that the teacher has presented. Especially in teaching vocabulary teacher should be able
to choose the variation of techniques. It is also supported by (Celce Murcia, 2001), teaching vocabulary is a main part of teaching language. As a lexical, communicative competence needs teaching vocabulary. That is why, the techniques that can be applied to young learner or beginner level students should be simple and interesting.

There are several teaching techniques, which are appropriate for young learners. According to Gairn and Redman (2006), techniques of teaching English vocabulary are categorized into two kinds of activity. They are as follows:

2.4.1 Teacher-Centred Techniques

Teaching centred activity means that the technique which selected by the teacher. This technique includes visual techniques, verbal techniques, and translation.

2.4.1.1 Visual Techniques

Visual techniques dividend in to part; a. visual b. mime and gesture.

a. Visuals

Visual techniques can be divided into six. They are flash card, photographs, blackboard drawings, wall chart, and realia. It is because introducing a new word by showing the real object often helps the students memorize the word through visualization. Object can be used to show meanings whenever the vocabulary consists of concrete nouns like classroom material or animal, also several areas of vocabulary such as place and description of human activities.
b. **Mime and Gesture**

Besides Visuals techniques above, there is mime and gesture techniques in teaching English vocabulary because many words can be introduced through mime, expressions, and gestures. For instance, adjectives: happy and sad. Also, when teaching an item such as to *stand up*, the teachers should guide the students in order to illustrate it. Blackboard and gesture can be used to reinforce the concept.

### 2.4.1.2 Verbal Techniques

Gairn and Redman (2006) stated that verbal techniques include four elements. They are use of illustrative situations (oral and written), use of synonymy and definition, contrasts and opposites, scales, and examples of the type.

a. **Use of Illustrative Situations (Oral or Written)**

The teacher can be illustrating the concept by using oral or written. This is the most helpful when the items look more abstract. The teacher often uses more than one situation or context to check that learners have understood the concept.

b. **Use of Synonymy and Definition**

This technique often used by the teacher in teaching low level student. For instance, it would be justifiable at low level to tell student that “miserable” means “very sad”. Definition itself usually inadequate as a means of conveying meaning, and clearly contextualized examples are generally required to clarify the limitation of the item such as “sugar is sweet”
c. **Contrasts and Opposites**

By contrasting with the opposite some words are easily to explained by the teachers, such as “long” contrasted with “short”. Others word like “hot” is also illustrated easily by contrasting it with “cold” that understood by the student.

d. **Scales**

In scale technique the teachers can introduce new words to revising and feeding in the new item with different scale. For example, besides “warm” and “cool” the teacher can introduce “boiling” and “freezing”. Also, this technique can be used to teach adverb of frequency; always, often, never, sometimes, etc.

e. **Example of the Type**

In this technique, teachers can illustrate the meaning of a group of items such as foods and transportations. For example, bus, train, plane, motorbike is transportation.

2.4.1.3 **Translation**

This is the simple techniques that the teacher may use in explaining new words because some words too complicated to understand and the teacher is not able think how to explain it, he/she can quickly to translate it. On the other hands translation is traditional way of explaining the meaning of words. It can be done by the teacher or with using dictionary.
2.4.2 Student-Centred Techniques

This technique includes several classify, they are asking others, using dictionary, and contextual guesswork.

2.4.2.1 Asking Others

Asking others technique can be used by the learners to inquire the teacher or friends to tell the meaning of words that he/she did not know before. Also, it is effective if the students want to say something but they do not know how to say directly it in English.

2.4.2.2 Using a Dictionary

The learners can use dictionary if they have no teacher or peer to ask when they get difficult in order to say and understand the meaning of words. It can solve the problem of spelling in some difficult words. The dictionary which is written to foreign learners or a bilingual dictionary is very helpful as a source for the learners to confirm uncertainty.

2.4.2.3 Contextual Guesswork

Contextual guesswork techniques encourage the learners to hold an idea or meaning of word. The activity and materials of classroom should facilitate the learners in order to develop them to guess from context. It will help the students’ self-confidence so that they can catch the meaning which related to the context.