CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the literature in order to give theoretical explanation. The theoretical explanation includes teaching English for Young Learners, Characteristic of Young Learners, Teaching Vocabulary, techniques of Teaching Vocabulary.

2.1 Teaching English For Young Learners

According to Brown (2000), presenting and aiding someone in order learning how to do something is called teaching, giving instruction, leading in the study of something, providing with knowledge, their understanding of how the learner will determine their philosophy of education. The point is student will learn something new about anything including a language.

According to Cameron (2001) in Islahudin 2017, it is completely different. Teacher needs to demonstrate more potential in order to give the basic knowledge to the young learners. Teaching English to young learners needs an extra attention for caring. The teacher must have sense of creativity and become such a mother of them. Furthermore, the teacher needs to aware the students of young learner’s characteristics. Spelling, language structure, stress or intonation, and vocabulary are included in English. The teacher needs to use simple and clear language.

According to Beckman & Klinghammer (2006), young learners also have shorter attention span than adults, which suggest that a variety of short activity during a class would be better than one long activity. However, as they get older,
children’s attention span becomes longer, their motor skills develop and capable
to do more reading and writing.

In order to reach the children’s world, the teacher needs to be well skilled in
guiding them to develop their misunderstandings towards more proper, more
general, and differently prearranged concepts (Cameron; 2003). It means that the
teacher needs to recognize how children make sense of the word and how they
learn. The teacher needs skills to analyze the learning task using language, which
is more suitable for children in order to convey the message. Thus, teaching
English to young learners needs all the skills of the good teacher in supervising
children and keeping them on task, and knowledge of language, language
teaching, and language learning.

2.2 Characteristics of Young Learners

According to Beckman & Klinghammer (2006), to be able to enter young
learner’s worlds, the teacher should recognize their characteristics. The following
are the characteristics of young learners;

First, young learners need to have chances physically move during class and
to play. Second, they learn and practice social skills, including communication
and language skills. Third, they are curious and usually eager in learning another
language. Fourth, they are still developing cognitive abilities; they deal better
with language as a whole, rather than with rules about language. Fifth, since they
are still in the stage of developing their native language rules, they can simplify
and make their own rules about a second language as they use it. Sixth, they are
still developing cognitive and motor skills; their oral skills are stronger than
literate skills, this strength can be used in teaching a second language. It requires a lot of repetitions and clear directions, to do so.

The characteristics of young learners proposed by Scoot and Ytreberg (2002) are shown:

Five to seven years old.
1. They can talk about what they are doing.
2. They can tell you about what they have done or heard.
3. They can plan activities.
4. They can argue for something and tell you why they think what they think.
5. They can use logical reasoning.
6. They can use their vivid imagination.
7. They can use a wide range of intonation patterns in their mother tongue.
8. They can understand direct human interaction.

Eight to ten years old.
1. Their basic concepts are formed. They have decided views of the world.
2. They can tell the differences between fact and fiction.
3. They ask question all the time.
4. They rely on the spoken word as well as the physical word to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and do not like.
7. They have a developed sense of fairness about what happens in the classroom.
8. They are able to work with others and learn from others.

2.3 Teaching Vocabulary

Vocabulary is a significant element in order to communicate in the target language, because it is necessary by the learners in studying a foreign language. Learners will simply use English either actively or passively if they have many vocabularies in their mind. It helps them to comprehend without difficulty what the speakers say and what they will say or respond. Therefore, vocabulary mastery has a significant role in learning English. The more the learners build it, the more easily they will learn.

According to Richard and Renandya (2002), the core component of language part is vocabulary. It is connected with another part of language. Basically, vocabulary is given to assist learner in order they can achieve their speaking, listening, reading, and writing ability. The teacher has to aid the students in increasing vocabulary knowledge by exploit things around them, such as; by listening to radio, reading or watching television, listening to native speaker and using different context of a language.

From the explanation, it is clear that teaching vocabulary to young learners should be essential in order to guide the students to vocabulary mastery.

In teaching English vocabulary to young learners, it is not only giving words, memorizing the words and applying the words in sentences. However, in teaching vocabulary the teacher also should know all kinds of techniques and how to apply the techniques, so that they can practice those vocabularies on the needed condition, facilitate the students in comprehending the material and make the
students interested in the material presented so the students will understand the material quickly.

2.4 Techniques of Teaching Vocabulary

English teacher has to know how to teach vocabulary and to apply any special techniques in presenting vocabulary itself. In order to conduct the students understand to use and to comprehend words in the language skills. It is not only to guide the students to get the meaning of new words easily.

According to Gairn and Redman (2006), teaching vocabulary techniques that lean to be more teacher-centered are separated into three techniques, namely: visual, verbal and translation. Meanwhile, the techniques for teaching vocabulary, which are linked with learner-centered are asking others, using a dictionary and contextual guesswork. They are presented bellow;

2.4.1 Teacher-Centered Approach

The technique which the activities are preferred by the teacher is called teacher centered approach. The teacher tends to provide the activities or media for students during learning. For instance, the teacher provides pictures for visual technique. The teacher-centered approach are explained in details bellow;

2.4.1.1 Visual Techniques

Visual techniques divided into two categories; they are visuals, mime and gesture.

a. Visuals

Visual techniques include flashcards, photographs, blackboard drawings, wall charts and realia. It is introducing a new word by showing the real
object often assist the students remember the word through visualization. The object can be used to show meanings whenever the vocabulary consists of concrete nouns such as animal or fruit, furniture and certain areas such as place, professions, description of people, action and activities.

b. Mime and Gesture

There are words that often introduced through mime, expressions and gesture. For example, adjective: sad and happy or when teaching item such as *to sit*, a teacher might built a situation to illustrate it, making use of the blackboard and gesture to reinforce the concept.

2.4.1.2 Verbal Technique

The verbal technique consists of five elements; they are consisted of the use of illustrative situations (oral and written), synonym and definition, contrasts and opposites, scales and example of types.

a. Use of illustrative situation (oral and written)

There are some vocabularies can be introduced by using illustrations. This could be the most useful ways when the items become conceptual. The teachers often use more than one situation or context in order to ensure that learners have grasped the concept.

b. Use of synonym and definition

Teacher often uses synonym with low level students, when certainly they have to cooperate and restrict the length and difficulty of their explanation. For instance, it would reasonable at low level to tell the students “miserable”, means *very sad*. It is frequently used with higher-level
students and consequently *bloke*, for instance means the same as *man*. Definition itself is often inadequate as a means of conveying meaning, and obviously contextualized example are general necessary in order to clarify the limitation of item. “to break out” in “a fire break out” has the sense of “to stat”, but this would be ambiguous definition for a learner and might push him to think that *the lessons broke out* was acceptable English.

c. Contrasts and opposite

In this technique, some words are easily explained to learners by contrasting it with its opposite, such as word *good* contrasted with *bad*. A new item like *big* is easy to interpret by contrasting it with *small*, which would already recognized by students. In this case, the teachers must have identified exactly which vocabulary has been mastered by the students and which has not.

d. Scale

Once students have learned two contrasting or related similar items, the teachers can introduce new words for revising and feeding in the new item. For example, if students know ‘hot’ and ‘cold’ the teachers can introduce words ‘warm and cool’.

e. Example of the type

Example of type is common procedure to exemplify or illustrate the subordinates meaning of item such as *flower, vegetable, and food*. For example: rose, jasmine, and orchid are all *flower*. 
2.4.1.3 Translation

There are some words that need to be translated directly. This Translation can be effective way for the teachers when the students think that words too complicated to understand. It is in order to avoid misunderstanding of the students. This technique also can be effective way to convey the meaning because it saved a lot of time. So, the students do not need to get involves in the process in finding the meaning.

2.4.2 Student-Centered Approach

There are three categories in this Student-centered approach, namely; asking others, using dictionary and contextual guesswork.

2.4.2.1 Asking Others

In this technique, a student can ask the teacher or another student to explain the meaning of a word that they did not know. Moreover, this technique also be used by the students when they find the difficulties in expressing their idea in English. The best strategy is making the context sufficiently clear so the listener can then provide the students with the word they are looking for.

2.4.2.2 Using Dictionary

The students can use a dictionary if they have no teacher or peer in learning vocabulary. It can be solve a number of problem in getting quick information about word meanings and the way of spelling vocabulary.

2.4.2.3 Contextual Guesswork

Contextual Guesswork technique encourages the students to take risks presuming the meanings of words that they do not know as much as possible. This
also will aid to build up their self-confidence. So, they can work out the meanings of words based on context of the text.