CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Teaching Vocabulary

Teaching language cannot be separated from teaching vocabulary. People learn vocabulary before they learn to communicate; even it is their mother tongue. When people want to speak, read, write and listen they should have vocabulary to convey or understand the ideas. Vocabulary is one of the components of a language. Students, who want to learn a target language, have to learn those elements.

a. The Definition of Vocabulary

In this study, there are several definitions about vocabulary, they are:

Donna Young explains that vocabulary is the study of:[1]

1. The meanings of words

   Many words have several different meanings *each*, study the meanings of the words and the part of speech.

2. How the words are used

   Study the words in context; apply what you learn by writing sentences with your words.

3. Root words, prefixes, suffixes

   Studying these will aid in the study of vocabulary.

4. Analogies

   This is comparing two pairs of words and choosing the pair that goes together.

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[1]Donna Young, *What Is Vocabulary*, http://donnayoung.org/forms/help/vocabulary.htm, 1 July 2010

Hiebert defined that vocabulary is knowledge of words and word meanings. Firstly, words come in two forms: oral and print. Secondly, word knowledge also comes in two forms, receptive and productive.[2]

According to Hornby, "Vocabulary is a total number of words which (with roles for combining them) make up a language"[3]. This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.

From the definition above, vocabulary can be concluded as a list or sum of words or term or codes that people know and use in particular language. Vocabulary will not only be focused on learning process which leads to improve the students' mastery of language. Furthermore, vocabulary will let the students to know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language.

b. **The Types of Vocabulary**

There are many types of vocabulary divided by the experts. Scott Thornbury, divides vocabulary into two groups, they are:[4]

1. Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making

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[2] Elfrieda Hiebert, *A Focus on Vocabulary,* http://www.prel.org/products/re_/ES0419.htm 1 July 2010

[3] A S. Hornby. *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press,1987) p. 959.

[4] Scott Thornbury, *How to Teach Vocabulary,* (London: Longman, 2002), P.15

some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

2. Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Gairns and Stuart have different classification. They divide the vocabulary in two groups also. They are:

1. Receptive vocabulary means that language items which can only be recognized and comprehended in the context of reading and listening.

2. Productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing.[5]

c. **Technique in Teaching Vocabulary**

Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.[6]

According to Ruth Gairns and Stuart Redman, there are many techniques of vocabulary teaching. They are:[7]

1) Mime and Gesture.

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, the teacher can give command such as open the window; open your book, etc. Another example is teaching part of body, the teacher can

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[5] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary,* (New York: Cambridge University Press, 1986),p.64
[6] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Fransisco: Longman, 2001), p.16
[7] Ruth Gairns and Stuart Redman, *Op. Cit.*, p. 73

give command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids.

In this technique, the teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized results.

Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is received in the students' mind before they are given the English word because they can understand it from the picture which drawn.

3) Verbal Explanation.

In this technique, the teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. The teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

d. The Principles for Teaching Vocabulary

Principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.[8]

According to Wallace there are principles of teaching and learning vocabulary, they are:[9]

1) Aim

The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do and which word.

2) Quantity

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3) Need

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

4) Frequent exposure and repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. Michael J. Wallace says that there has to be a certain amount of repetition until there is evidence that the student has learned the target word.

5) Meaning presentation

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[8] Jack C. Richard, *et. al.*, *Longman Dictionary of Language Teaching and Applied Linguistics* (Malaysia: Pearson Education, 2002), 3rd Ed, p. 418
[9] Michael J. Wallace, *Teaching Vocabulary* (London: Heineman Education Books. Ltd, 1982) p. 27

The teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although 'meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6)   Situation presentation

The choice of words can vary according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.

According to Olha Madylus, in his article there are four principles for teaching and learning vocabulary. They are:[10]

1)   Recycling

It is vital to ensure that new vocabulary is regularly recycled or revised, because if students do not get the chance to put it into use they will easily begin to forget it.

2)   Motivation

It is also important to ensure teenagers are paying attention and involved in their lessons and lots of ideas for practicing vocabulary are fun.

3)   Exams

An aspect of language that is judged in examinations is the range of vocabulary that students have, so they must be able to use vocabulary they have learnt effectively in exam situations.

4)   Communication

In order to communicate clearly and effectively a good range of vocabulary is needed. It enriches both spoken and written language.

2. Teaching and learning English at Elementary School

   a. The characteristic of elementary school students

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[10] Olha Madylus, *Teenagers: vocabulary*,
http://onestopenglish.com//section.asp?docid=146797, 1 July 2010

Learners are often described as children, young learners, adolescents, young adults or adults. Within education, the term children are generally used for learners between the ages of about two to fourteen. Students are generally described as young learners between the ages of about five to nine, and very young learners are usually between two and five. At what ages it is safe to call students adolescents are often uncertain, since the beginning of adolescence is bound up with physical and emotional changes rather than chronological age. However, this term tends to refer to the student from the ages of about twelve to seventeen, where the young adults are generally thought between sixteen and twenty.[11] In this research, the students in SDN 01 Mulyoharjo at fourth graders as participant are included young learners, because generally they are nine year old. They have different characteristic and motivation from the students in higher level. They usually consist of students at the age of six up to twelve years old, where the element of fun becomes a part of their world. The elementary school students might have low motivation in learning. So, the teacher has a challenging task to motivate the students to learn and make learning process is enjoyable.

Everybody is different, either their characteristic of personality. Therefore, it is necessary for us to treat them with different treatments in order to make them convenient. In the same case, teaching English for the fourth graders of elementary school level is also different with teaching English for students at the higher levels. The fourth to sixth grade elementary school students are still called as children because their ages are between nine until twelve years old.

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[11] Jeremy Harmer, *How to Teach English*, (England: Pearson Education Ltd, 2007), p.16.

Some people say that children learn language faster than adults do.[12] The children have their own characteristics which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, etc. They also prevail to the children's ways of learning language, and this influences on the ways to teach them. To give the best quality of teaching English to the children, the teachers should know and understand them.

According to Mary Slattery and Jane Willis, children at that group have some general characteristics as follows.[13]

1. They are learning to read and write in their own language.

2. They are developing as thinkers.

3. Understand the difference between the real and the imaginary.

4. They can plan and organize how best to carry out an activity.

5. They can work with others and learn from others.

6. They can be reliable and take responsibility for class activities and routines.

Wendy Scoot states some general characteristics of the students in elementary school are as follows[14]:

a) They are competent users of mother tongue

b) They can tell difference between fact and fiction

c) They love to play and learn best when they enjoy themselves. But they also take themselves seriously and like to think what they are doing in real work

d) They are enthusiastic and positive about learning

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[12] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), P.37.
[13] Mary Slattery and Jane Willis, *English for Primary Teachers,* (New York : Oxford University Press, 2001), p.5
[14] Wendy a. Scoot and Lisbeth H. Yterberg, *Teaching English to Children,* (New York: Longman, 1990), p. 2-4

e)   They rely on the spoken as the physical would convey and understanding

f)   They are able to work with others and learn from others

g)   They own understanding comes through eyes, hands and ears. The physical world is dominant at all times

h)   They have very short attention concentration span.

From the characteristics above, the writer can conclude that elementary school students are unique and very enthusiastic in understanding and learning everything. They lost interest more quickly in doing something, and they more like to have other children around them and sitting with others encourages cooperation. The teacher has to be flexible. It means that the teacher does not to follow her lesson plan strictly but the teacher may improve the learning process based on the encountered situation. The teacher should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique in order to be able to attain a successful activity.

b.   Teaching English Vocabulary for elementary school students

Teaching English is not easy, moreover teaching English for elementary school student. Bearing in mind that students at this level are still children, the activities of teaching and learning should be enough in order to make them understand what is expected of them. Teacher at this level should plan lesson with a varied activities, so the classroom becomes fun and enjoyable. Teacher is also required to be careful in choosing the match teaching strategy to them if the teacher wants to get satisfactory result of teaching.

There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up to eleven years old children, the fourth graders should not be given too many

words. It is better to give them about seven or eight new words at one time.

As a teacher, there are activities that can be done especially when a teacher is teaching 7 until 12 year olds, a teacher can:[15]

a.   Encourage them to read in English (stories, comics, reading games)

b.   Encourage them to work meanings out for themselves

c.   Explain things about language, but only simple things

d.   Use a wider range of language input as their model for language use

e.   Encourage creative writing and help them to experiment with language

f.   Explain your intentions and ask them to help with organization of activities.

By doing activities above, it helps the teacher to manage classroom well and the students feel comfort in the class.

To help the learners in learning foreign language Marry Slaterry and Jane Willis suggest some ways to teach them:[16]

a.   Make learning English enjoyable and fun

b.   Don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part.

c.   Use a lot of gestures, action, pictures to demonstrate what you mean.

d.   Talk a lot to them use English, especially about things they can see.

e.   Play game, sing a song, and say rhymes and chants together.

f.   Tell simple stories in English, using pictures and acting with different voices.

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[15] Mary Slattery and Jane Willis, *Op. Cit,* p.5
[16] *Ibid,* P. 4

g. Don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue.

h. Consistently recycle new language but don't be afraid to add new things or to use words they won't to know.

i. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

According to the explanation above, the writer concludes that teaching vocabulary to the fourth graders; teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly. In order to help the students to develop their language ability, language teacher can do the way to help young learners in learning English as their foreign language.

3. **Pictorial Story**

   a. **The Definition of Pictorial Story**

   Pictorial story is the other name of comic. This term is created by Rodolphe Topffer. Commonly, people in Indonesia called it with comic. In this case, the writer uses pictorial story term because the writer wants to introduce this term to people and tries to explain about pictorial story which same with comic.

   A. S. Hornby states that comic is book or magazine containing stories etc. in the form of drawing.[17]

   Nana Sudjana defines pictorial story as a kind of cartoon form expressing character and playing a story in sequences of

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[17] AS Hornby, *Op. Cit*, P. 168

closely related drawing and designed to give fun to the readers.[18] It contains several continued stories. The stories are brief and interesting, completed with action.

From the various definitions above, the writer concludes that pictorial story is an art work which has sequence of stories that uses pictures and words as main element for presenting its information and ideas.

The Pictorial Story must be about topics that are inherently visual and that can satisfy the needs of the storyteller and the medium that is used. Pictorial Story is a standard and long-standing form for print, especially newspapers.[19]

b. Components of Pictorial Story

1) Picture

Picture is the main element to construct a Pictorial Story. According to Hamalik picture is concrete. It is implied that students are able to see and understand something abstract easily through pictures. Hamalik also mentions that picture overcomes time and space. Therefore, by using picture, teacher will be able to present something which is likely impossible to bring at class.[20]

Moreover, Hamalik also says that picture is cheap and can be easily found in newspapers, magazines, books, billboard, posters, and even on postage stamps.[21] He would like to say that economically pictures would be beneficial for the teacher. Teacher does not need to draw pictures by themselves, but they may take pictures from any sources.

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[18] Nana Sudjana dan Ahmad Rifai, *Media Pengajaran*, (Bandung: Sinar Baru Algensindo, 2002), P. 22

[19] http://www.jprof.com/photojn/photojn-stories.html, 25 June 2010

[20] [20] Oemar Hamalik, *Media Pendidikan*, (Bandung: Penerbit Alumni, 1980), P.81

[21] La Mond Beatty, *The Instructional Media Library*, (New Jersey: Englewed Cliff, 1981), P. 3

Latuheru also says that motionless picture can be easily found in textbooks, magazines, newspapers, comic books, etc. In addition, Latuheru also says that motionless picture can economize teacher's time and energy, and it will also attract students' attention. Teacher does not need to speak too much to explain the texts given because it is already clear and understandable.[22]

Motionless picture has some advantages in the teaching learning activities. Motionless picture can translate abstract ideas into a more realistic one. It is also easy to use. Teacher does not need any other equipment when they can make picture. Even motionless picture is relatively inexpensive. Teacher can make it by themselves. If they do not have enough time, they can make pictures from newspapers, magazines, or even comic books.[23]

2)   Color

Color is one of the elements that are needed when people create pictorial story. Beatty says that teachers should consider color in teaching any material to students. Color can help them to create an exciting and enjoyable classroom. It will also evoke a pleasant environment for students to learn. When students feel comfortable, they can concentrate themselves to the material being taught.[24]

Here are three major contributions of color to any learning situations. They say several functions may be served by the color selected for use in visual:[25]

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[22] D. J Latuheru, *Media Pembelajaran*, (Jakarta: DEPDIKBUD, 1988), P. 42
[23] Oemar Hamalik, *Op Cit,* P. 81
[24] Beatty, *Op Cit,* P. 64
[25] Robert Heinich, *Instructional Media and New Technologies of instruction,* (New York: John Willey and Sons, 1982), P. 77

a)   To the realism (fidelity) at the image by depicting its actual colors.

In other words a picture or anything else can show what the object portrayed in naturally like.

b)   To point out similarities and differences and to highlight important cues (emphasis).

It means that color can show the differences and similarities of the object in the picture.

c)   To create a particular emotional responses.

It means that through color, human's emotion can be aroused.

3)   Story

Story is another element that builds Pictorial Story. Usually students will not easily forget a story, because they are interested in it. It usually uses simple and understandable words so the students will just go on and follow the story without thinking what they have already learned from the story.

Pictorial Story is multidimensional. It means that it combines both words and images. It can be used to teach a variety of things.

c. **Strengths of Comic in Education**

Strengths of Pictorial Story in education can be described as follows:[26]

1. Motivating

The most frequently mentioned asset of Pictorial Story, as an educational tool, is its ability to motivate students. Through Pictorial Story as a medium, the teacher can give

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[26] http://www.geneyang.com/comicsedu/strengths.html, 1 July 2010

motivation to the students to learn English more enjoyable and interesting ways.

Students, especially young learners, like to read Pictorial Story. If they are given options to study or read Pictorial Story, they will choose to read pictorial story. So, with the use of Pictorial Story as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English.

Pictorial Story motivates the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of Pictorial Story. Pictures tell any story more effectively than words.

2. Visual

Pictorial Story, being composed of pictorial and other images, is a fundamentally visual medium. The interest of students in picture emphasizes the potential of visual medium.

3. Intermediary

Pictorial Story can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used pictorial story in this manner with tremendous success.

4. Popular

Pictorial Story is a popular reading for children. If we ask the students, whether they have read pictorial story or not, most of them would say, "yes". It is very popular because Pictorial Story has interesting story and full of colors. That is why the children like it. By Pictorial Story, students can learn about culture. Teacher can introduce popular culture into their classroom easily and effectively through Pictorial Story. By incorporating popular culture into curriculum teacher can

bridge the separation many students feel, between their lives in and out of school. Through Pictorial Story books, teacher can lead their students in a study of contemporary lifestyles, myths, and values.

d. Teaching Vocabulary Using Pictorial Story

Pictorial Story has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it. Amazingly, nearly everyone says yes if they are asked whether they have ever read Pictorial Story. The wide spread of Pictorial Story has been interested the writer in using Pictorial Story as a medium for teaching.

A teacher may use the potential of Pictorial Story in motivating the students. The main role of Pictorial Story book in teaching is its strength in motivating the students' interest. It is better to combine the use of Pictorial Story with a particular method of teaching. So, the use of Pictorial Story as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable Pictorial Story which is appropriate to the way the students think and the students' age. Also, a teacher should help them get broader information and knowledge from the pictorial story.

B. Previous Research

In this part the writer describes some previous researches which are relevant to this thesis. First, thesis under title "Using Short Comics to Arouse Students' Motivation in Learning Reading Comprehension (A Classroom Action Research at the Seventh Grade of MTs Darul Ulum Semarang in the Academic Year 2008/2009) by Wildan Maghfiroh (3105206) Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2009. This research, the researcher uses short comics to arouse

students' motivation in learning reading comprehension. The result of this study is short comics is effective to arouse the students' motivation in learning reading comprehension. It is proved by percentage of post-test after being taught by using short comics is good.[27]

Second, thesis under title "Teaching Vocabulary By Using Short Stories (A Case Study at the First Semester of the Tenth Grade of SMAN6 Semarang 2006/2007) by Avdhikka Rayni Qomariah (2201402081) English Departments Faculty of Languages and Arts Semarang State University, 2007. This research focused on students' vocabulary. And the result of the research is students' vocabulary in English words improved after they were taught using short stories.[28]

Third, thesis under title "The Use of Circle Games as a Strategy to Improve the Student's Mastery in English Vocabulary: An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang" by Kurniawan Yudhi N (2201403001) English Departments Faculty of Languages and Arts Semarang State University, 2007. This research focused on students' vocabulary, and the result of the research is the achievement of the students in learning vocabulary through circle game was improved.[29]

From the explanation above, the writer will try to use pictorial story as a media in conducting their research, because to add the reference in teaching vocabulary research. The subject is the elementary students.

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[27] Wildan Maghfiroh, *Using Short Comics to Arouse Students' Motivation in Learning Reading Comprehension A Classroom Action Research at the Seventh Grade of MTs Darul Ulum Semarang in the Academic Year 2008/2009*, (Semarang: Tarbiyah Faculty, Walisongo State Institute of Islamic Studies Semarang, 2009)

[28] Avdhikka Rayni Qomariah, *Teaching Vocabulary By Using Short Stories A Case Study at the First Semester of the Tenth Grade of SMAN6 Semarang 2006/2007,* (Semarang: English Departments Faculty of Languages and Arts Semarang State University, 2007)

[29] Kurniawan Yudhi N, *The Use of Circle Games as a Strategy to Improve the Student's Mastery in English Vocabulary: An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang,* (Semarang: English Departments Faculty of Languages and Arts Semarang State University, 2007)