

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. The characteristics of elementary school students

Teaching elementary school students is different from teaching adults, because they have different characteristics. According to Brumfit started that the characteristics of young learners are:

- a. children respond the language well through concrete things (visual things) rather than abstract things,
- b. children need physical movements and real activities to stimulate their thinking,
- c. children will be enthusiastic if they are taught using fun activities or being involved in activities,
- d. children love to play, and learn best when they are enjoying themselves,
- e. children learn well through something that is close to their culture, and
- f. Children like to work together.¹

Children of elementary school are children at the age 7 up to 12, they are in the smart age and often show what they know and are proud of it.

The writer wants to add several characteristics based on Mary and Jane opinion's in teaching children between seven and twelve. They are:

- a. Are learning to read and write in their own language
- b. Are developing as thinkers
- c. Understand the difference between the real and the imaginary

¹ Brumfit, <http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/>, January 30 2010

- d. Can plan and organize how best to carry out an activity
- e. Can work with other and learn from others
- f. Can be reliable and take responsibility for class activities and routines.

You as teacher can help them with

- a. Encourage them to read in English (stories, comics, reading games)
- b. Encourage them to work meaning out for themselves
- c. Explain things about language, but only very simple things
- d. Use 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.²

From the explanation above, the writer concludes that the elementary school students still need a specific guide from their teacher and people around them especially their parents in order to follow the lesson well. In addition, they get bored easily during the class activity, so teacher should make the class interesting.

2. Teaching Language to Children at Elementary School

Elementary school is the institution where the students for the first time receive English language. In elementary school, teaching English is very important because it is a basis for their study in the future. Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worthwhile to remember that a good teaching could make students extremely enjoyable.³ The methods for teaching children should maintain the characteristic of children in the

² Mary Slattery and Jane Willis, *English For Primary Teachers*, (New York: Oxford University Press, 2003), p.5.

³ Jeremy Harmer, *How To Teach English*, (England: Pearson Education Ltd, 2007), P. 25.

order that the students can learn the target language optimally. In language learning context, it is believed that children will learn a foreign language more effectively under certain conditions. Teaching learning for children should be fun and natural. They are sensitive in everything that touches the senses; they react easily to physical object. When the teacher teaches the meaning, it should be made perceptibly through concrete object or by the presentation of experience. A language teacher should choose the simple vocabulary and structure that are relative easy to learn.

English at Elementary School is emphasized on four skills in order to fulfill the development era that requires English. With the four skills in listening, speaking, reading, and writing in the simple form, the students of elementary school are expected to have language competence, which includes the language components.

Because the children have different characteristics, the teacher must be creative in teaching learning process. Such as make learning English enjoyable, fun, the material must suitable with child rents or young learners and the methods for teaching children should maintain the characteristic of children in the order that the students can learn the target language optimally.

3. The Importance of Learning Vocabulary

To communicate, people need to use a means of communication, it is language. Without language people cannot cooperate, interact, and express what they want. Language constitutes a means of communication among members, of society in their everyday live. In order to communicate with other people in certain language, one has to have a means of expressing ideas. Finocchiaro say that every language has its own arbitrary symbol or word, used to express the meaning of an object or an idea.⁴ It means that symbol is meaning embodiment of certain idea that

⁴ Marry Finocchiaro, *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company.Inc,1974),p.4

is produced by a speaker to express an idea. In this case, one can also say that a set of words or a sentence constitutes a means of transferring ideas addressed to the listeners. Thus it can be inferred that a means of transferring ideas is a set of words or the amount of vocabulary one possesses.

People usually agree that the larger one possesses vocabulary that is easier he or she can express his or her ideas because he or she has a lot of things to say and stock of ideas in his or her mind. Therefore, those who have a lot of ideas or thus who have larger vocabulary are able to communicate with others easily.

Because we have a little stock of vocabulary or idea, we often cannot understand what other people say. If someone has a little vocabulary, he or she also cannot express his or her idea clearly. It is similar when we are learning English. The need to acquire vocabulary becomes increasingly important when learners face real convention and authentic texts. They have to enrich their vocabulary first in order to be capable of communicating well in the target language.

Thornbury has the opinion. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁵ According to Nunan, points out that the acquisition of an adequate vocabulary is essential for successful second language use.⁶ Because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensive communication.

The explanation implies that learning a language cannot be separated from learning it is vocabulary because whenever we want to communicate with other people using a language, we should have mastered a stock of words related to the topic spoken. Vocabulary is one of the language components, which supports the speaker in

⁵ Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2004), p.13

⁶ David Nunan, *Language Teaching Methodology Text Book for Teacher*, (London: prentice hall, 1995), p.117

communication. It plays a very important role in developing the four language skill. It appears in all language skills whether listening, speaking, reading, or writing.

4. Concept of Teaching Vocabulary

a. Definition of vocabulary

In learning a foreign language, in this case English, we have to learn vocabulary because it is essential part of the language. There are several definitions about vocabulary. Hornby says that vocabulary is:

- 1) All the words that a person knows or uses
- 2) All the words in particular language
- 3) The words that the people use when they are talking about a particular subject.⁷

Similar to Hornby, Webster's defines vocabulary as:

- 1) A list or collection of words and phrase usually alphabetically arranged and explained or defined.
- 2) A sum or stock of words employed by a language, group, individual, or work in a field of knowledge.
- 3) A list or collection of term or codes available for use(as indexing system)
- 4) A supply of expressive techniques or devices (as of an art form).⁸

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. Or with other word vocabulary is stocks of words, written or spoken that have meanings, which are used to communicate between one people to another.

⁷ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press;2000),p. 1447

⁸ Merriam Webster's, *Collegiate Dictionary*, (United State of America: An Encyclopedia Britannica Company, 2003), p. 1400

b. Teaching vocabulary

The basic factor the success of the teaching learning process is an effective teaching. To do an effective teaching, it is necessary for the teacher to have a theory that accounts for effective language teaching, including a specification of the key variables in effective and how they are interrelated. It is also important to develop principal for his preparation of language teaching, especially for vocabulary teaching

For English teacher adolescents, vocabulary teaching also invites notable reactions. Because vocabulary is an unlimited number, many people think the teaching vocabulary is a waste of time. It is true if the participant of the teacher preparation programs had received emphasis of vocabulary in the classroom. The students who are good in their vocabulary will study through their experience without special classes' vocabulary the participant or students will master many vocabularies they frequently use. Consequently there are some methodologies believe that the meaning of words could not be taught. As a result a little attention was directed to techniques for vocabulary teaching.

However, a number of studies have dealt with lexical programs recently. The scholar found that the problem frequently interferes with communication; communication break do not use the right word. One solution to this problem is to accept that students have different needs, and to further accept that they must assume some of the responsibility for defining those needs and the vocabulary that will be relevant to those needs.⁹ John's opinion says that vocabulary can be seen as a priority area in language teaching, requiring test to monitor the learners' progress in vocabulary learning and to assess how adequate

⁹ Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 1986), p. 55

their vocabulary knowledge is to meet their communication needs.¹⁰ Consequently teaching vocabulary is important for teaching English as a foreign languages preparation component that support the language skills.

c. Ways to Improve Vocabulary

Building up our vocabulary is arguably the most important part of a language learning process. If we don't have a base vocabulary to work with, we can't study grammar, we have absolutely no use for spelling or pronunciation exercises and writing or reading is definitely out of the question. That's why it's crucial to have a good vocabulary work-up at the beginning of our studies but also to keep building it up as we go. Here are a few ways for us to improve vocabulary.

1. Translated texts

Reading is a good way to find out about new ideas, facts, and experiences, reading can enlarge your English vocabulary.¹¹

This is a great method to use in the beginning of our studies, when we can't handle reading (and understanding) a text solely in the foreign language we are emphasizing on. Translated texts act as a natural dictionary as they will involuntarily form connections as we read the two versions of the same text. The downside however is that if the texts are too ambiguous or too complicated, we risk misunderstanding entire phrases or mistakenly attributing meanings to certain words. That's why it's extremely important that the translated text we're working with is well written and doesn't have any slang, confusing words, words with different meanings and so forth. We should also look for the most basic translated texts at first. Don't worry if you find it silly to translate "It's hot during the summer", it's a starting point and we won't be better off skipping it.

¹⁰ John Read, *Assessing Vocabulary*, (United Kingdom: Cambridge University Press, 2000),p.1-2

¹¹Mickulecky and Jeffries, *More Reading Power*, (USA: Addison-Wesley Publishing Company,1996),p.1

2. Vocabulary games

Vocabulary games are a great way to enhance our word base, but they should usually be used only as an additional method for this purpose. The fact with vocabulary games is that they cannot teach us the same amount of new words as say translated texts or other methods that deal with improving your vocabulary, but they can be a fun alternative to take during those study breaks. Also, remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

3. Foreign language media

Media is obviously a strong source of vocabulary gain and the fun fact about it is that you won't be shedding a sweat learning the new words, as they will come naturally. Every bit of radio, TV, stationary ad, computer game or any other type of media we can watch or hear in the foreign language we're studying should be treated as an opportunity to improve vocabulary. Obviously, some languages will be harder to learn through this method, whereas others will be extremely easy English. If you find a good learning source, we could use foreign language media as main method of vocabulary increase, but if these sources are scarce, we shouldn't rely solely on it¹².

In this research, the writer uses “spoof text” to teach English concrete noun.

d. Types of vocabulary

There are many types of vocabulary that are divided by the experts. Marianne Celce and Murcia Elite Olshtain, divide the lexicon or vocabulary into two groups. They are function and content words. The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and

¹² <http://www.ncbi.nlm.nih.gov/pubmed/16080348>, Juni 26 2009, 09.30

adverbs). The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).¹³ Gairns and Stuart have different classification. They divide the vocabulary in two groups also. They are receptive and productive vocabulary. Receptive mean language items which can only be recognized and comprehended in the context of reading and listening. Productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing.¹⁴

In traditional classification that is stated by the experts in English language, there are four types of vocabulary. There are verb, adverb, noun, and adjective.

Taken from the book entitles *English Grammar*, there are eight word classes such as below:

1. Noun

A noun is a word used as the name of anything a person, an animal, an object, a place, a situation, a quality or an idea.

Example: Take your **bag**, please!

2. Pronoun

Pronoun is word used as substitute for a noun.

Example: Tony says that **he** has finished the work.

3. Verb

Verb is a word that tells of an action or state of being and the time of when it is.

Example: Alfian **studies** grammar.

4. Adjective

Adjective is a word that qualifies a noun or pronoun by

¹³ Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76

¹⁴ Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 1986),p.64

describing it.

Example: Rani is satisfied to get the second prize

5. Adverb

Adverb is a word that modifies or describes a verb, an adjective, or another adverb.

Example: He comes quickly.

6. Preposition

Preposition is a word placed before a noun or pronoun to show its relationship to some other words in a sentence.

Example: Joni goes with Iven

7. Conjunction

Conjunction is a word used to connect one word to another word, or one sentence to another sentence.

Example: We are late because rain on the road

8. Interjection

Interjection is an exclamatory word or phrase to express a sudden feeling of mind or emotions.

Example: Hush! That mouse run¹⁵

e. Nouns

1) The Definition of Noun

According Hornby, noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these¹⁶

According Azar and Barbara that nouns are the basic tools for giving names to things and concepts; therefore, learners need to

¹⁵ The Syllabus Team of KMI Modern Islamic Boarding School "Darussalam", *English Grammar*, (Ponorogo: Darussalam Press, t. th, pp. 1-2.

¹⁶ AS Hornby, *op.cit.* p. 791

control a large vocabulary of noun as well as associated words such as pronoun, adjective, and preposition.¹⁷

Nouns are usually the first words which small children learn. The highlighted words in the following sentences are all nouns. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

From the definition above, the writer can draw a conclusion that noun is a word which is used to name or identify a person, place, thing, idea and condition. There are two nouns such as concrete noun and abstract noun, and this research will discuss about concrete noun.

2) Definition of Concrete Nouns

Concrete exists in a form that can be touched, felt, seen, etc., real and solid¹⁸.

Concrete nouns are a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell.

Concrete noun refers to things which can be touched or seen as distinct object. For example:

a. Kind of animals

- | | |
|---------|-------------|
| - Wild | - Crocodile |
| - Gull | - Penguin |
| - Snake | - Horse |
| - Wolf | - Goat |
| - Tiger | - Crab |

b. Kind of food

- | | |
|---------|-------|
| - Bread | - Jam |
|---------|-------|

¹⁷ Betty Scramper Azar and Barbara F Matthies, *Fundamental of English Grammar*, (USA: Prentice Hall Regents, 1995), p.54.

¹⁸ Frank, M., *Modern English, a Practical Reference Guide*, (New Jersey: Prentice Hall. Inc., Englewood Cliff, 1972), p. 6.

- Meat - Fish
- Butter - Egg

c. Fruits

- Apple - Banana
- Mango - Grape
- Watermelon - Star fruits
- Guava - Coconut

3) Kind of concrete nouns:

a. Proper Nouns

Is a word that stands for name of person, country or any particular names which begun with capital letter¹⁹.
Examples: Yusi, Beni, Faris, Indonesia, Tokyo, etc.

b. Common Nouns

Is a word that denotes no one thing in particular, but it is common to any number of the same kind. Examples: dog, book, cat, man, etc.

e.g.:

- Take your **book** please!

c. Material Nouns

Is a word that denotes the matter or substance of which things are made. Examples: gold, wood, sugar, paper, etc.

e.g.:

- This ring is made of **silver**
- The table is made of **wood**

d. Collective Nouns

Is a word denotes the group of collection of multitude taken as one complete whole. Examples: team, committee, navy, army, etc.

¹⁹ Sam. S. Warib, *Kamus Ideal Grammar and Conversation*, (Kediri: Asahan Ilmu), 2007, p. 98

e.g.:

- The army made the ceremony
- Those are fleet.²⁰

5. Spoof

There are many references to define what spoof is, such as; definition, social function, generic structure and significant lexicogrammatical features or language features.

a. Definition of Spoof

Spoof is text which tells factual story, happened in the past time with unpredictable and funny ending.²¹ From the definition above, it can be concluded that a spoof text is a spoken or written text, which is used to tell other people about their experiences with a humorous twist.

b. Social Function of Spoof

“The social function of spoof is to retell events for the purpose of sharing and entertaining”.

It means that the purpose of spoof is to give the reader a description of what, when and ending it occurs.

c. Generic Structure of Spoof

There are some steps for constructing a written spoof, they are;

- 1) Orientation : Who were involved in the story, when, and where
- 2) Events : Tell what happened in chronological order
- 3) Twist : Provide the funniest part of the story

From the statement above, the writer concludes that spoof introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in twist as ending of story.

²⁰ Arif Fahrudin, *Kupas Tuntas Toefl*, (Jogjakarta : Diva Press), 2005, p. 104-105

²¹ Otong Stiawan Djuharie, *Mengerti Bahasa Inggris*, (Bandung: Yrama Wiya, 2007),

d. Generic Features of Spoof

The significant lexicogrammatical or language features of spoof are:

- 1) Use of nouns and pronouns to identify people, animals or things involved. For example; Edy, he, we, the dog, the librarian, etc.
- 2) Use of action verbs (e.g.: wanted, laughed, slept, etc.) and saying verb (e.g.: asked, ordered, said, replied, etc)
- 3) Use of past tense (he came there; the boy was surprised; he was at home)
- 4) Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.
- 5) Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, afternoon, in the canteen etc.
- 6) Arranging story in appropriate with events.
- 7) Ended by an unexpected event or twist.²²

From the explanation above, it can be concluded that a spoof text can be used to teach vocabulary especially on concrete noun because spoof is experiences story with unpredictable and funny ending.

6. Teaching Concrete Noun Using Spoof

Teaching concrete noun using spoof text means the teacher and the students use spoof as the reading materials. The students identify and study the words from the context that are found in the spoof given.

According to Wallace, there are six principles on teaching vocabulary. But there are only four which are related to this study. They are:

a. Aim

In teaching learning process the teacher has to be clear about his aims. He has to decide on what is involved in vocabulary learning. He also has to know what kind of words and how many words that

²² Alexander Mongot Jaya, *English Revolution*, (Jepara: Mawas Press, 2006), p. 9

students should mastery. In this study, the aims teaching vocabulary should be based on the curriculum given.

b. Quantity

Teacher has to divide how many new words in a lesson students should learn. The decision of the number of new words in a lesson is very important. The actual factors, depends on varying form class to class learner. If there are many words, the students may be confused, discouraged, or stressed. Teacher should limit the words that will be taught to the students. Teacher should limit the words by underlying, bolding or making a certain mark of the words or just vocabulary especially on concrete noun in the text of spoof given.

c. Needs

The choices of words should be relate to aims of the teaching. That it is also possible for the teacher to put the responsibility of choosing the vocabulary to be taught to the students.

d. Meaningful Presentation

In teaching vocabulary, the teacher should present the target words in such a way that their meanings are perfectly clear and unambiguous. In this research, the teacher will present the words in context that is using spoof.²³

By using spoof, the writer hopes it will help student to improve their memory in concrete noun because spoof is an interesting medium. The students will be happy and enjoyable in learning process and get funny story. So, students will catch the word and memorize concrete noun easily.

In this case, students will study the words that are used in context. As a result, they will know the meaning of words and how to use it clearly.

²³ Wallace J. Michael, *Teaching Vocabulary*, (London: Bridles Ltd, 1982), p.27-29

B. Previous Research

In making this proposal, the writer was considering some previous research to support the writer's thesis proposal that is:

1. The first is a study by Ahmad Jamhuri (2201404553). The title is The Use of Anecdotes in Improving Students' Vocabulary (A Classroom Action Research at the First Year Students of Madarasaah Aliyah Negeri Kendal in Academic Year of 2006/2007)²⁴. This research concludes that the use of anecdotes can improve students' vocabulary. It can be seen the result by testing the students. As a result the students' progress in mastering English vocabulary during these activities was good.

The similarity between her research and writer's on object of the study (vocabulary), research approach. The differences are on the kind of genre or media, her research use anecdotes and the writer use spoof.

2. Second the title is The Use of Songs as Media in Teaching Concrete Noun to Children; it is used to the fifth grades of SDN Nyatnyono Ugaran 2005/2006 by Ika Kartika (22014306470)²⁵. This research concludes that the average of the students' achievement in the first activity 76% and in the second activity was 80%. The relative frequency shows that the mastery level of concrete noun in the second activity is better than on the first activity. It was found that the use of songs and actions in teaching English vocabulary especially concrete noun is beneficial for the students to facilitate them in learning vocabulary.

The similarity between her researches and writer's on the object of the study (concrete noun) and participant of the study. And

²⁴ Ahmad Jamhuri, *op.cit*

²⁵ Ika Kartika, *The Use of Songs as Media in Teaching Vocabulary to Children*, (Semarang: State University, 2006)

the differences on the media of used, research approach and data collection.

C. Action Hypothesis

In this research, the researcher proposes the hypothesis that spoofs can improve students' memory on concrete noun at the class VA of SD Ngadirgo 03 Mijen Semarang in the Academic Year of 2009/2010.