CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English in Elementary School

1. Teaching English for young learners.

The young learners means children from the first years of formal schooling (five or six years old) to eleven or twelve years of age. The way children learn a foreign language, obviously depends on their developmental stage.¹Young learners respond to language according to what it does or what they can do with it.

In teaching English for young learners, the teachers will need to have plenty of objects and picture to work with and to make full to use of the school and surrounding. Playing with language in this way is very natural stage in the first stage of foreign language learning.

Learning English, as a communication means is not similar to learning other, it indicates more than learning the vocabulary and the structure but it is about how to represent the language in the social context.

An area where English should be used as much as possible is the everyday organization and running of the classroom language is one of the most realistic communicative situation in which the children find themselves. It is not difficult to give instruction for the usual classroom routines in English: If use gesture as well, the children will soon become used to them.²

Every child has different characteristic and different motivation from the student in higher level like junior high school, senior high school and university. The most important step to word working successfully with children is to understand them; teaching young leaner is not the same as teaching adult because in elementary school the students might have low motivation in learning. So, in this case, the teacher has a challenging task to motivate the students to learn. According to Mary

¹ Sarah Philips, Young Learners, (New York: Oxford University Press, 1993), p. 5.

² *Ibid*, p. 6-7.

Spartt, motivation is the thoughts and feelings we have which make us want to do something continue to want to do it and turn our wishes in action, motivation influence:

- a. Why people decide to do something
- b. How long they want to do it for
- c. How hard they are prepared to work to achieve it.³

So in this case, the teacher has a challenging task to motivate the student to learn. Sholeh Abdul Aziz stated that:

أن التعلم هو تغيير في ذهن المتعلم يطرأ على خبرة سابقة فيحدث فيها تغييرا جديد

"Learning is a change of the learner based on his/her past experience, so that it new change" 4

We hope that the students are able to use English in appropriate context and they are motivated to study English since they will feel they are learning to do something useful with the language, so that the goal of teaching will be achieved, that is to make changes of the learners 'attitudes.

2. Teaching vocabulary to Young learners.

Vocabulary is one of components of a language besides sound system, grammar, and culture. Students who want to learn a target languages, in this case English, of course, have to learn those elements. Learning language can not be separated from learning vocabulary. Whenever we want to communicate with other people using a language, we should have mastered a stock of words (vocabulary) related to the topic spoken. So, vocabulary is one of the components which support the speaker in communication. In other words, vocabulary plays a very important role in developing the four languages skills.

³ Mary Spartt, *et.al, The Teaching Knowledge Test Course*, (New York: Cambridge, 2005), p. 38.

⁴Sholeh Abdul Aziz, At-Tarbiyah Wa Turuqut Tadris, juz.1, (Makkah: Darul Ma'arif.tth.), p. 169.

According to Caroline T. Linse, vocabulary is the collection of words that an individual knows.⁵ A six–year–old speaker who has a very well developed vocabulary for someone her age in her native language might know the words abstract and dynamic. Very young children learn vocabulary items related to the different concepts they are learning. When children learn numbers in their native language, they are adding numerical concepts as well as vocabulary items. Colors are another example of vocabulary items which also represents conceptual knowledge.

Learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. The strategies should be useful within the classroom as well as when learners are in a situation where they encounter new and unfamiliar words on their own. The strategies should also help children acquire new vocabulary words that they hear and see.⁶

B. Picture

1. Definition of Picture

Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation.⁷

Picture is representation of anything (as a person, a landscape, a building) upon canvas, paper, or other surface, produced by means of pointing, drawing, engraving, photography.⁸

Picture in this classroom can represent situation which would be impossible to create in any other way. Many actions can be demonstrated in a classroom, many objects can be brought into the classroom: toys, tools, clocks, ect.

2. Picture as Teaching Media

The use of media or aids in learning process should be matched with curriculum used and student's level ability. Thus, a teacher must have knowledge

⁶ *Ibid*, p. 122.

⁵ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: MC Graw Hill, 2006), p.121.

⁷ Oxford Learner's Dictionary, (New York, University Press, 2005), 4th Ed, p.355.

⁸ http://ardictionary.com/picture/sgiboture/02072009/phtml.

about media in teaching learning process. Media which is used should be easy to understood and know by the students in order to help them mastering the material or competence which is taught.

According to Ibrahim Nasir, in teaching learning process needs media to give explanation the material in order to be easier than used conventional as follow:

أن المقصود من مصطلح الوسائل التربوية هي كل ما يستخدم

من وسائل حسية بغاية ادراك المعانى بدقة وسرعة

"Medium of learning are everything being presented from concrete media and aimed of understanding the meaning carefully and precisely".⁹

Using medium is the main point in teaching learning process, particularly in teaching speaking class. One of media which is widely used in teaching is pictures.

Sri Anitah says that pictures as media visual that can to easy meaning to learner. Some explanation abstracts can aid by use picture. So, the learner easier to understand what the meanings are.¹⁰

By showing pictures, students can focus on their activities or they will be interested in learning or they should be able to try to understand picture about. It can be used to create situation for English classroom more freely.

The picture is clearly indispensable for the language teachers since they can be used in many ways. Through, picture, learners can be shown people, places, and thing from areas outside of their own experience.

3. The Characteristic of Picture

Picture may be used as teaching media in a classroom. It is depended on the characteristic of picture that are interesting and informing about something. By representing pictures, it will encourage student's interesting and giving them any kinds of information.

⁹ Ibrahim Nasir, *Muqaddimat Fi al-Tarbiyah*, (Aman:Ardan,tth), hlm.169.

¹⁰ Sri Anitah, Media Pembelajaran, (Surakarta: LPP UNS dan UNS Press, 2008), p.9.

Picture is usually in color or black and white. A teacher should be able to select picture that will be most appropriate color pictures appear to be more interesting than black and white ones. Yet, the teacher should never select the picture poses a problem of their attractiveness. Sometimes color in picture poses and problem. If color used, it should be natural or realistic. It means that if we know that some kinds of thing are green or red in the pictures.

Picture provide context and stimuli for various classroom activities, for use with the entire class, they should be mounted and should be large and clear enough (at least 8"x10"), so that all students can see them. Smaller pictures are appropriate for small-group and pair work. When used to illustrate and concept, they must not be cluttered or confusing, only one thing should be represented by each pictures.¹¹

Nagaraj states that drawing pictures on the blackboard may seem difficult and even impossible for many teachers. But there is away out. Simple stick figure (matchstick figures) can be attempted successfully by everybody.¹²

Charts are easy to make and use. Unlike blackboard drawings, these can be displayed for a longer time. If a chart has to be used for the whole class, visibility becomes the primary criteria (letters/characters that are two and a half inches high are visible up to thirty feet). Picture must be clear and unambiguous.¹³

Teacher or students may draw the pictures. But, it is not impossible for the teacher to find it in many available sources, as follows:

a. Digital Photos

By using it, students is supposed to be involved making and creating their story and they could also use technology to manipulate them, changing colors, styles or sequences and deleting what they do not want or need.

 ¹¹ H.A. Curtain and C.A. Pesola, *Language and Children Making the Match*, (USA: Addison-Wesley, 1998), p. 210.
¹² G. Nagaraj, *English Language Teaching: Approaches, Methods, Techniques*, (London: Orient Longman

 ¹² G. Nagaraj, *English Language Teaching: Approaches, Methods, Techniques*, (London: Orient Longman Limited, 1996), p. 188.
¹³ Ibid, p. 189.

b. Internet

The Internet is a fantastic source of pictures and can be found related to any topic through major search engines. This adds the bonus of being right up to date, perhaps the latest film or cartoon characters or the students' favorites.

c. Magazines and newspapers

Magazines and newspapers provide a constant supply of topical pictures in a wide range of styles, color, black and white, and photographs and stylized images to name but a few. There are also ready-made picture stories in many forms that could be used, perhaps after deleting any text which appears.

d. Drawings

For those more artistic teachers and students among us there remains the option of drawing our own pictures. It is possible to adapt pictures and picture stories in the English language course book.

e. Pocket pictures

Pocket pictures are accessible, fun and add another dimension to the usual class.¹⁴

So, pictures are clearly indispensable for the language teachers since they can be used in many ways. Through, picture learners can be shown people, places, and things from areas outside of their own experiences.

There are strength and weakness of pictures as media, such as:

- a. The strength of pictures as media
 - 1) Can translated abstract ideas to more concrete and realistic
 - 2) Many stock in books
 - 3) Very easily to apply because no needs instruments
 - 4) Relative no expensive
 - 5) It could apply to several study level.¹⁵

Therefore, the writer was chosen the pictures as a media, picture are more understandable than words. The responses to pictures are often considerably faster

¹⁴ http://www.teachingenglish.org.uk//think/resources/pictures-story/13092008/phtml.

¹⁵ Sri Anitah, op.cit, p.8

than words. Another advantage of the use of pictures is that retention of pictorial information is quite remarkable over long periods of time.

b. Weakness of pictures as media

Besides giving advantages to use in class teaching, picture or photography have also some weakness as follows:

- 1) Sometimes smaller to show in big class
- 2) Still picture is picture two dimensions. To show third dimension (into noun), have to used one picture series of some object but from different side.
- 3) It could not show move.
- 4) The children not always knew how to read picture (interpretation).¹⁶

In this thesis, the writer was trying to present one of the several techniques that can be used by the teachers in teaching descriptive adjectives to young learners. This is by using picture through pictures from the book because it can be helpful to put them at easy by vocabulary to them in their own language and gradually meaning them on the using more and more English in class.

C. Adjectives

1. Definition of Descriptive Adjectives.

Descriptive adjective is word that modifies (describes) a noun or pronoun. Adjective make up a very large group of words in the English vocabulary.¹⁷

According to Pieter, adjectives are word that describes a noun.¹⁸ Adjectives tell about the qualities and features of people, things, or concepts (small, brave, elegant, intelligent) and can be viewed as an added intensifier or "decoration" to the basic sentences elements adding variety and descriptive value.

Descriptive is drawing about somebody or something is like, so, descriptive adjective is describes about somebody or something that to be connected with adjectives.

¹⁶ *Ibid*, p. 9.

¹⁷ http://simple.wikipedia.org/wiki/adjective/02072009/phtml.

¹⁸ Pieter A. Napa, *Basic English Grammar*, (Yogyakarta: Kanisius, 1991), p. 23.

2. Types of Adjectives

In this research, the researcher wants to introduce descriptive. Adjectives are words that describe a noun, which is size, quantifier, smell, color, age/temperature, shape and value. But according to the material this level (fifth grade), the researcher wants to give example:

- a. Shapes: circle, rectangle, triangle, oval.
- b. Colors: white bread, red dress, green house.

Based on explanation, the writer comes to conclusion that use of pictures as media to improve students understanding on descriptive adjectives to the fifth grade of MI Walisongo Semarang in the academic year of 2009/2010 are an effective media.

In this study, pictures are chosen as one of techniques in teaching vocabulary, especially to descriptive adjectives. Using picture really appeals to visual learners who many suffer in vocabulary classroom. The students will be more interested and enthusiastic right to learn how for students production of English adjective skill is.

D. The Role of pictures in descriptive adjectives.

Picture is one kind of media that can help the teacher draw the student's interest and arouse their motivation to learn. If the students are motivated, they will participate actively and will learn hard during the teaching learning process. Thus, a teacher utilizes pictures to help him/her get the student's interest and motivation.

Because pictures is one of recognized ways to understanding in vocabulary to Descriptive Adjectives. Besides that, picture will be very useful in the teaching learning process if they are carefully and creatively prepared by the teacher and then they are used effectively to support the presentation of the lesson.

According to Pesola," pictures are very helpful in keeping the classroom in the target language. They should provide the focus for meaningful, communicative activity, and not just be used to elicit one-word responses and naming".¹⁹ Therefore, using pictures really appeals to visual learners who may suffer in speaking classroom. The students will be more interested and enthusiastic of young learners in classroom activity. By presenting pictures, we suppose to learn how far students' production of oral skill.

In most common school, pictures are useful for narration and description purposes. It means that the pictures are for making students be able to create a descriptive and a narrative story.

For that reason, the researcher tried to present pictures as media to improve students understanding on descriptive adjectives for the fifth grade students at elementary school.

E. Previous Research

The researcher will describe some theses that are relevant to make the thesis arrangement easier :

"The use of pictures to improve student's ability in making a dialogue". In second grade of state Junior High School I at Gubug Grobogan, by Intan Indria Hapsari (2201404567), states that the implementing of pictures to improve students' ability in making a dialogue of junior high school was, effective way. It had been proved that the students were being sustained and encourage in improving students' speaking ability in making a dialogue. In the research that discussed about teaching learning process of speaking used pictures as its media.²⁰

"The use of Domino Game pictures as a technique in teaching vocabulary related to simple noun phrases", in fifth graders of SD Negeri Waru I Rembang in the Academic year of 2006/ 2007, by Sri Nuryanti (2201402025), states that teaching vocabulary using picture to relate to simple noun phrases is very beneficial for the students. It helps him in motivating the students to learn vocabulary, which was found from the teaching of

¹⁹Pesola, op. cit, p. 211.

 ²⁰ Indria Hapsari, *The Use Of Pictures To Improve Student's Ability In Making A Dialogue*, Skripsi Pendidikan Bahasa Inggris, (Semarang: UNNES, 2006), p. xiv

English vocabulary by using Domino Game pictures, is better than the teaching of vocabulary related to simple noun phrases. Therefore, a teacher should always try to find better technique for his or her teaching. The teacher can use domino game pictures as an alternative technique in improving student's mastery of vocabulary that is related to simple noun phrases.²¹

However this research is different with previous research, but our have same purpose that is improving student's mastery of vocabulary. In first theses use of pictures to improve student's ability in making a dialogue and the second theses use of pictures as a technique in teaching vocabulary related to simple noun phrases, and the researcher use pictures as media to improve student's understanding on descriptive adjectives.

Most of research deals with particular subject of English skill, such as listening, speaking, reading, and writing. Based on previous research, most of the research used pictures to teach language skill for any level. In my research will focus to improve student's understanding on descriptive adjectives using picture as media at the 5th grade of MI Walisongo Semarang.

F. Statement of Action Hypothesis

Hypothesis of this study is that the use of pictures is an effective media to improve students' understanding on descriptive adjective.

²¹ Sri Nuryanti, *The Use of Domino Game Pictures as a Technique in Teaching Vocabulary Related to Simple Noun Phrases*, Skripsi Pendidikan Bahasa Inggris, (Semarang: UNNES, 2006), p. xvi