

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Definition of Teaching**

Hornby (1987, p. 886), teaching means to give instruction to somebody, cause somebody to know or be able to do something give to somebody knowledge, skill, etc (at school). It means that teaching is give knowledge, skill to someone.

Brown (2000, p.10), teaching is showing or helping someone to learn how to do something, giving instruction, to guiding in the study of something, providing with knowledge, causing to know or understand. It means that in teaching, a teacher does not only give knowledge, but the teacher should guide the students to know and to learn a new thing and also help them in understanding many information and knowledge they get.

Based on the above definition can concluded that teaching is helping someone knows something, give to someone knowledge, skill, guiding in the study. So someone to know or understand about them.

#### **B. Definition of Learning**

Learning is familiar word with all walks of life. For students or students, the word “learning” is an integral part of all their activities in studying in formal education institutions. Each individual basically has the instrict and potentials

necessary for survival. Therefore, then every individual has a curiosity and want to develop the potential available to him in order to survival it is necessary to learn. Learning also needs of everyone. Because by learning someone will have a broad knowledge. This is supported by the definition of learning by Jennah (2009, p.8), which states that learning is a complex and unique process so in managing in the learning process should be attempted to provide learning facilities (also media and learning methods) should be in accordance with individual differences participants Educate.

According to Slameto (2003, p.2) learning is a process of one's efforts to obtain a change in the behavior of the new overall, as a result of his own experiences in interaction with the environment. Whereas based on Sardiman (2001, p.20). stated that learning is shown by a change in behaviour as a result of experiences. According to Anita E. Woolfolk (1996, p.196) in her book said that "Learning is process through which experiences causes permanent of change knowledge or behavior".

Based on the definition above can concluded that learning describes the process as "a relatively permanent change in behavior based on an individual's interaction experiences with its environment.

### **C. Teaching and Learning Process**

Lindsay (2006, p.3) stated that teaching and learning process is a relation between a teacher and the students that happens in an education interaction. The relationship between learning and teaching is complicated and often not direct.

Learners often do not learn what the teacher teach and equally often learn what the teacher do not teach. One way to help overcome this problem is to create a positive relationship.

From the definition above that teaching and learning is relation between a teacher and the students in education. Both the teacher and the students have the purpose of teaching and learning process.

#### **D. Teaching English for Young learners**

According to Wendy (1990, p.3) there are some definition about teaching English for young learners'. Teaching English for young learners' is love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work.

Lisbeth (1990, p.2) said that teaching English for young learners' is enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel succesful from the beginning. If we label children failures, then they believe us.

Joan (2013, p.1) said that teaching English for young learners' is participants engage in enjoyable activities designed specifically for young learners', such as songs, chants, finger plays, and storytelling.

From the definition above, it can be concluded that teaching English for young learners' is a way to introduce English as foreign language to young learners'

and than teaching English using variety fun activities and always creat students more interisting and glad. Young learners' like giving praised being their enthusiasm, enjoyable activities and doing 'real' work.

If we talk about learning and teaching English to children or commonly called the EYL (English for Young Learners), we need to understand what we mean by student EYL. Students EYL is a young learners to learn English. They are children of primary school age who receive English lessons as local content subjects in school.

Young learners here are elementary school students aged between 6-12 years. They can be divided into two groups, namely Younger Group (6-8 years) and Older Group (9-12 years). According to the class level, they could be called the children of Lower Classes, namely children grades 1, 2, and 3, and Upper Classes for students in grade 4,5 and 6. Meanwhile, Scott and Ytreberg (1990) divided them into groups of level one or level beginners (5-7 years) and Level two (8-10 years). Level Two groups can also be called a beginners if they're just starting to learn English at that age. Today many children of preschool or kindergarten students are learning English so that we can classify them in groups of very young learners. Basically, to keep in mind as one of the important goals in English learning is growing interest children in learning English.

### **1. Characteristics of Young learners**

Suyanto (2007, p. 11) states that there are some characteristics or traits of young learners in general, such as:

- a. In general, children aged 5-7 years have egocentric attitude where their tendencies like to connect what they learn or they do with themselves. They liked the subject matter related to their daily lives and surroundings, for example, topics using words or phrases, 98 such as "My ...: my family, my house .... They also give more attention to the words or phrases concerning the objects of his or worn even on his limbs. When the children get older, when at the age of 10 years (4th grade) they are in the process of change that had been egocentric leading to a reciprocal relationship or reciprocity.
- b. Level One group of young learners, the age group 5-7 years is still difficult to distinguish between things that are concrete and the abstract. The dividing line between the real world and the world of imagination is not yet clear to them. They can not distinguish something is real or not real. Concrete objects can easily be introduced to the students in English. These objects can be taught and packaged in a song, for example, pointing to objects in the classroom, teachers are teaching students to sing. The following example may refer to singing in the class. This is the window, that is the door, that is the white board, and this is the floor. When the age of 8-10 years, they've been able to distinguish between fact and fiction, is also biased understand abstract things.
- c. Children also tend to be imaginative and active. They also liked learning through games, stories and songs so they will be more motivated to learn English even though indirectly. Learning to speak while playing a fun activity for children or often referred to as a time-out recreational activities. Ur (1996) says there are

three sources of concern for the pediatric population in the classroom, images, stories, and games. Feeling easily bored, they have higher concentration levels and short attention spans. To overcome learning activities should be varied and need to be replaced every 10-15 minutes.

- d. The life of children full of color and joy. The activities and tasks are accompanied by pictures of interesting and colorful will make children happier. Joy of children is also commonly contained in the song. In general, sing and hear the song also favored by almost all children, including children who are shy even without realizing it they can learn vocabulary and phrases that are repeated in a song that they sing in a short time. Children usually quickly memorize the song of a simple, cheerful, and easy to pronounce, especially when that song sung with a corresponding movement.
- e. Children love stories as they love the game. Through the story, the students can be trained to focus more on the overall context than if stated verbatim. While going through the game, students are more motivated to be more active and more freedom in using the English language will sometimes spoken language according to their version.
- f. Naturally as novice learners, younger group prefers the task alone, but with friends nearby. They have not been able to share and very self-centered to limit the age of 7 years. Along with age, their social values changed. At the age of 8-9 years, they've been able to work together and learn from others.

- g. Learners aged 8-10 years old have enough awareness and readiness to speak. Readiness speaking they will have their stretcher into an English class. Meanwhile, in earlier ages, in fact they had not realized to what learning a foreign language even though they felt happy and in high spirits.
- h. Basically, kids love conversation instrik to interact and talk about what they have. Child as a learner of English is very important for language learning. For other lessons may be disturbing, but for language learning, especially foreign language is to encourage children to use the language they are learning. They must speak and interact in English with their peers and with the language teacher because they have to learn how to use English. The only the most effective way for children to learn to use language including foreign language is to use the language itself.
- i. Last but not least, young learners are active thinkers who love to learn something as well belajr language by doing something (learning by doing), such as playing or singing with moving limbs to signal or give meaning to the spoken phrase. (Suyanto, 2007)

There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five all children can do  $x$ , at the age of seven they can all do  $y$ , or that at the age of ten they can all do  $z$ . But it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching. You,

as the teacher, are the only one who can see how far up the ladder your individual pupils are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching. (Scoot and Ytrebergh, 1990)

## **2. EYL Teacher Characteristics**

Some EYL teacher characteristics which is clasified by Suyanto (2007:13) as follows:

- a. A friendly, fun, not stingy to give praise and appreciation if the kids do a good job and using simple language.
- b. Have a high spirit and creative ways to foster student interest and retain a sense of fun, because they have high physical activity and easily bored.
- c. Likes humor, clever storytelling can be implemented through stories that are tailored to the age and level of students' language skills.

## **E. Vocabulary**

### **1. Definition of vocabulary**

Cameron (2000, p.75) there are some definition about vocabulary. Vocabulary is one of the language spectrs which should be learned. A person is said to know a word if he can recognize its meaning when he sees it. It means that in learning vocabulary someone has to know the meaning and also to understanding and can use it in a sentence context.



Richards (2001, p. 225) in his book said that “vocabulary is core components of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening in different contexts, reading, or watching television”. It means that in language vocabulary is important. Without an extensive vocabulary, learners achieves less than their potential, from use of language learning opportunities around them such as listening to the extensive vocabulary, learners achieves less than their potential. From use of language learning opportunities around them such as listening to the radios, listening to native speakers, using language in different contexts, reading, or watching television.

Penny (1996, p.60) said that vocabulary can be defined, roughly as the words we teach in foreign language. It means that vocabulary is the words that thought in a language.

John (2000, p.16) said that vocabulary is knowledge that involves knowing the meaning of the word. Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone limited understanding in terms of speaking, reading, listening, and writing.

Hornby (1988, p.2) said that vocabulary is a list of word used in a book, usually with definition, and translation and spelling. It means that vocabulary is a list word with definition, and translation and spelling in a book.

*In Oxford Learners Dictionary*, Homby (1974, p. 974) said that vocabulary is the total number of word that make up a language. It means that in languages vocabulary is one of the main aspect that must be mastered well and previously before the learners.

Vocabulary is considered as the most important part in learning a language. It is imposible for student to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

Celce Murcia (2001, p.285) vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as priority in language teaching, interest in its role in second language learning has grown rapidly in recent years and specialist new emphasize the need for systematic and principled approach to vocabulary by both the teacher and the learners. It means that its central language learners is vocabulary, whether the language is first, second, or foreign.

From the definition above it can be concluded that vocabulary is the lists or the total number of words which are arranged alphabetically and used in the book for reference and it is usually explained added with definition, translation and spelling. A word is more useful if it covers more things than if it only has one very specific meaning. The decision about what vocabulary to teach and learn will be heavily influenced, then, by information we can get about frequency and use. But this

information will be assessed in the light of other consideration such as topic, function, structure, ability teach, needs and wants.

## **F. Definition of Media**

Media is one of the important things in teaching and learning process, it can be used to deliver the message about the lesson and make easy the teacher to explain about something. Smaldino, (2007, p.6) stated that; Media is the plural of medium, are means of communication. Derived from the Latin *medium* (“between”), the term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visuals, video, manipulative (objects), and people. The purpose of media is to facilitate communication and learning.

According to Oxford Advanced Learner’s Dictionary, media is the main ways that large number of people receives information and entertainment, there are television, radio and newspaper. (Hornby, 2000) It means media is a tool that usually used to receive any information and entertainment by people. People can receive it from television, radio, newspaper, magazines, poster and others.

In accordance with Hornby said that teaching media is everything and every ways which are used to deliver message or information, and it is able to increase feeling, willingness, and concentration of the students. so it can create teaching-learning process more effectively.

## **G. Kinds of Media**

There are many kinds of teaching media that can be used in teaching vocabulary. The information which is stated by Yunus (1981) as follows:

### **1. Chalkboard**

Chalkboard is long thin flat piece of wood or flexible rubberized surface, chalkboard or blackboard has varying color some chalkboards are: “placed on easel, many are fixed on classroom wall, while other move up and down across on wooden structure, more up to date model are made of a flexible rubberized surface with is rolled around especially construct frame (rolled board)”. (Yunus, 1981, p.:1)

### **2. Three dimensional aids**

Three dimensional aids are media, which have the height, the width and volume. The media from the three sides of sight. The media often called as “real object” (Finnochiero, 1974, p. 110). The media are often called as a real things or factual object represents. Thus a collection of common objects like stones, leaves, sticks, bottle tops, bottles, boxes, cartons, matchboxes, etc. Facilitates the presentation of many language items.

### **3. The pocket charts and word cards**

This simple tool is an excellent device for dramating word order. Taking piece of hard paper and pinning to it easily makes it, “ A pocket charts consist essentially of a piece of support material which pocket have been placed for the porpuse of holding word (and letter) card and picture”. (Yunus, 1981, p. 32)

#### **4. Pictorial and non-pictorial**

There are three kinds of pictures: picture of individual person and individual object, picture of situation in which person are 'doing something' with object and in which the relationship of object or people can be seen, and a series of picture on one chart. (Finochiero, 1974, p. 100)

#### **5. Two dimensional aids (Length and width design)**

Two dimensional aids as art or knowledge about drawing, in the terminology two dimensional aids is media visual it means not only drawing but also more wide. Two dimensional aids as media, it can communication with the facts and the opinions clearly and powerful combination with using the words and the pictures. The opinions can be include diagram, graphic and others.

Two dimensional aids is combination media with the fact and opinion clearly using words and pictures. The definition of two dimensional aids as media visual include as points, lines, pictures and symbols for describing the opinion, data, situation and happened. (Jannah, 2009, p. 55). Two dimensional aids actually using points, lines, pictures and symbols for teacher's opinion how to describe young learners' for easy understanding.

Two dimensional aids as media visual the function this media to inform what we mean, when the inform include symbol or sign communication of media and then symbols or signs can be understand, it means the inform process can be successful and efficient. (Sadiman, 2002, p. 33). From the researcher says actually two dimensional aids using symbols can be understand or inform what it means.

Two dimensional aids refer to materials with length and width. This material is flat and is not designed to provide depth. Some examples of two dimensional aids material including poster, flannel board, picture print and etc. (Daryanto, 2001, p. 18). Two dimensional aids is flat and not design to provide depth and varieties of two dimensional aids there are flannel board, picture print, poster and etc. It creates flat and not design different from three dimensional aids more real things.

From the definition above it can be concluded that two dimensional aids have characters there are points, lines and symbols. So, two dimensional aids is flat and not design different from three dimensional aids more design or the 'real' things. The variety media of two dimensional aids as picture print, poster, flannel board and etc. Two dimensional aids more flat design include points, lines, and symbols.

Two-dimensional art consists of paintings, drawings, prints, and photographs, which differ from each other primarily in the technique of their execution. Probably, our initial response to all four is a response to subject matter--that is, we first notice what the painting, drawing, print, or photograph is about. Such recognition leads us into the work's meaning and begins to shape our response to it. Beyond the recognition of subject, however, lie the technical elements chosen by artists to make their vision appear the way they wish it to appear, and these include media and composition.

## 5.1. Character of two dimensional aids

### Characteristic

A two-dimensional character is the same as one-dimensional character except for the fact that they show one emotion or character trait. They are also known as "cardboard" characters, your cutouts, because they lack dimension. They show a little bit of character through their words, actions, or emotions, but everything they reveal is of a one-track nature that's somewhat undeveloped and often lacking in background explanation or depth.

Unlike the one-dimensional character, they must react through speech or gesture to reveal an emotional trait. Their reactions and integrations in the story are often brief, but not always. Though a main character may be present the majority of the story, if he/she is lacking in depth, complexity, or history, that character becomes two-dimensional. One of the biggest dangers to believability or engagement of readers in a story is a lack of depth to main, or even secondary characters. Media two dimensional aids include media graphic, media board, and media print. Media two dimensional aids divided some types:

#### 1. *Media graphic*

Media graphic are visual images or designs on some surface, such as a wall, canvas, screen, paper, or stone to inform, illustrate, or entertain. Examples are photographs, drawings, Line art, diagrams, numbers, symbols, geometric designs, maps, engineering drawings, or other images. Graphics often combine text,

illustration, and color. Graphic design may consist of the deliberate selection, creation, or arrangement of typography alone, as in a brochure, flyer, poster, web site, or book without any other element. Clarity or effective communication may be the objective, association with other cultural elements may be sought, or merely, the creation of a distinctive style. Some types media grafis:

***a. Diagram***

Diagram is a simple drawing for looking the lines and symbols. A drawing or plan that outlines and explains the parts, operation, etc. For example making a clock from a carton.

Media diagram is a visual media that provides information about the cross section of parts of an object by using lines or gambar shapes or drawings of certain geometry shapes. In the cross-sectional drawings the diagram shows only the working relationships of certain parts that are considered important from a particular object. The purpose of the use of diagrams is as a fixture and to clarify from the object itself.

***b. Poster***

The poster is a combination of images and writings in a field that provides information about one or two key ideas, posters should be created with decorative images and clear letters.



The characteristics of a good poster are:

- a. Simple
- b. Presents one idea
- c. With a concise slogan
- d. Pictures and writings are jelas and
- e. Have a good composition and variant

Good posters can stimulate people to buy goods, stimulate them to use certain transport services, as do some airlines and other companies. It can also encourage people to visit a place like a travel bureau. It is no less important that the poster is used for lighting and overall and to extend government programs. Posters can also be an effective tool for electoral contestants. A Poster any piece of printed paper designed to be attached to a wall or vertical surface or placard for posting often in a public place.

*c. Map*

The map media is an abstract composition of dots, lines, symbols, fields, colors and so on. A map is a surface image of the earth in part thereof. Directly or indirectly the map reveals a lot of information such as the location of an area, its extent, its shape, its population, land, water, climate, economic resources, and relationships with others.

With a map people can visualize what is on the surface of this earth and determine the scene of something. With the use of the map as a learning medium agar students:

- a. Have a perception about the location and area of a region, the distance of a place to another place, the location of mountains, rivers, sea, land and other places.
- b. Know the development and distinguish one region with other region.
- c. Be able to know matters relating to demography, economy, politics, social, culture, defense and security from other regions. A representation usually on a flat surface of the whole or a representation of the celestial sphere or a part of it.

## 2. *Media board*

Media as board form include whiteboard, magnet board and flannel board.

Some types of media board :

### *a. Whiteboard*

A whiteboard is a non-electronic variation of the traditional "rewriteable" schoolroom blackboard, but is white instead of black and of a material that can be written on with colored markers (known as *dry erase* markers). Dry erase markers are easier to erase than the chalk used on a blackboard (which sometimes requires a wet rag for thorough erasing).

Media slates are generally made of wood, such as teak wood, which is painted black and can be written with white chalk. There are also used materials called (slate), but the price is expensive and difficult to obtain (the floor). Although this type of board is good for graphics, but because of this difficulty is less widely used. Another ingredient is to use black pigments; experiments with this material turned out to be less than satisfactory. The last experiment was the use of etched clear glass colored pigments.

The whiteboard color also varies. The black color is written with white chalk, this color is more impressive to the eyes and harmonious with other colors commonly used for decoration. The yellow color is biased in blue chalk. The green color with white or yellow lime is contrasting and interesting.

It is necessary to think and look for a kind of whiteboard in terms of shape, size, materials, and color, as it will affect the eyesight of the students and the teachers who teach. Similarly, the location of the board should be adjusted in such a way as to satisfy the class, should not be too high or too low. Generally for elementary school students it is 88 inches from the floor, for high school children 39 inches high from the floor. However, teachers should tailor the whiteboard to suit the common desires of the class.

### ***b. Flannel board***

Flannel board (also called flannel board or flannelgram) uses a board covered with flannel fabric, usually resting on an easel. It is very similar to Fuzzy Felt, although its primary use is as a storytelling medium, rather than as a toy.

Flannel board media is a 2 dimensional media that is very effective to present certain messages to specific targets as well. This flannel-lined board can be folded so that it is practical. The pictures to be presented can be mounted and removed easily so that they can be caught repeatedly. In addition to drawings, in elementary school or early childhood classes, this flannel board is also used to attach letters and numbers. Because the presentation is instantaneous, in addition to attracting the attention of students, the use of flannel boards can make the dish more efficient.

### ***c. Magnetic board***

Magnetic boards have revolutionised the way in which information is relayed in offices, schools and even at home. They have been well embraced for the replacement of old chalk boards. Magnetic boards are less hazardous especially for the asthmatic people who easily get irritated by chalk dust.

## ***3. Media print***

Media print is industry associated with the printing and distribution of news or other through newspaper and magazine. Some types of print media:

### **A. Textbook**

A textbook or coursebook (UK English) is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used in schools. A textbook is a book that presents message information that talks about a certain knowledge or subject matter in a neat, logical and systematic way.

#### **a. Benefits of using textbooks**

- a. The content of the textbook has been adapted to the curriculum, so that teachers no longer need to search or arrange new learning materials, but can benefit from textbooks
- b. The textbook can be used as a teacher's handbook as the source book
- c. For students, textbooks can be learned outside of school hours according to their ability
- d. Textbooks can be used individually, can also be used in groups so they can enable group learning, create semngat learning and foster cooperation.

#### **b. The use of textbook techniques**

In order for students to learn more effectively, teachers can guide in the following ways:

- a. Students are encouraged to mecatat terms that have not been understood and sentences that are difficult to ask to the teacher
- b. Students are asked to make a summary of the topics or subjects that have been made
- c. Students are encouraged to answer the practice questions contained in the book outside the lesson, the contents are discussed with his classmates. If in the book there are no daily matters teachers can prepare their own questions in accordance with the content of the topic or subjects that are taught
- d. Things are practical, students may be encouraged to experiment or research by working in groups.

### ***B. Magazine***

A magazine is a publication, usually a periodical publication, which is printed or electronically published (sometimes referred to as an online magazine). Magazines are generally published on a regular schedule and contain a variety of content.

Media magazines are not just hanaya as entertainment readings but can also be used as learning media. The use of magazines as learning media because:

- a. Can motivate students to read
- b. Acquire knowledge that allows not to teach teachers in school
- c. The knowledge gained from the magazine is actual and up to date, so it can be used as discussion topic for students

- d. Knowledge gained can add to the treasury of knowledge and open the horizon of thinking, whether local, regional, national and international

Another thing is a wall magazine is a periodical run on a notice board, especially in an educational where the students and other members of the articles, poems, drawings and other such compositions to share with each other. They can be in the form of collage giving a message.

Wall magazine are a medium within the educational for the students to express their creativity. It can also be utilized as a medium to increase interaction between students by having regular fortnight quizzes, so making it widely known. Certain topics can be discussed by regular posts on an open section.

### ***C. Comic***

Comic is a medium used to express ideas by images, often combined with text or other visual information. Comics frequently takes the form of juxtaposed sequences of panels of images. Often textual devices such as speech balloons, captions, and onomatopoeia indicate dialogue, narration, sound effects, or other information.

Comic media is a medium that is simple, clear, easy to understand. Therefore, comic media can serve as an informative and educative media. Nevertheless the use of comics as a medium of instruction, guru must be careful because it is often more commercial without considering the consequences.

Based on the results of a survey in Philipina by Andre Rianto (1982: 44) shows that every week children over 14 years old, 16% read comics, 17-19 years around 29.9% -20-29 years about 24 , 9% 30-40 years about 24.6%, and above 45 years about 14.6%, judging from the education of comic readers or pictorial story then the elementary school level education about 19.1%. Secondary School is around 43.7% and Universities are around 37.2%. Judging from the level of life of the sosilanya, the upper class who read comics there are about 3.8%, middle class about 37.8%, and lower class there are about 58.4%. In terms of sex, 64.3% consists of men, and 35.7% consists of women. Similar research has not been done in Indonesia