CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Theoretical Studies

This chapter aims to describe the related references on which the research hypothesis is built. In this chapter, there are some points to be explained in relation to English vocabulary and the aspects of young learners.

2. Vocabulary

a. General Concept of Vocabulary

Vocabulary is a material studied by students at all school levels in Indonesia. It was mastered if they wanted to master English well. It is impossible to be successful in studying a language without mastering vocabulary. Vocabulary cannot be separated from language. This means that vocabulary is an important part of a language. Vocabulary is the primary language. (James Coady and Thomas Huckin, 2003; Susanto, 2017) without vocabulary, the language cannot be used to maintain all information in language. People cannot effectively communicate or express their ideas in both oral and written forms. To support the speaker's interaction in communication, vocabulary is important because it can be used as a foundation for constructing a word into a good sequence of sentences. A study of teachers' perspectives on

strategies for teaching vocabulary was conducted by some researchers who examined the perspective of teaching vocabulary to English foreign language learners (EFL). This study indicates that vocabulary is an important part of foreign language learning. Therefore, the teacher has various strategies for teaching vocabulary, as well as their personal views about strategies for teaching vocabulary. Therefore, students must acquire vocabulary mastery. Vocabulary is the easiest aspect of a second language to learn, and it rarely requires formal attention in the classroom.

A vocabulary is defined as a sound that expresses meaning and forms an independent unit in a language. It can be said that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language. Lehr, Osborn, and Hiebert (2004) and Susanto (2017) defined vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. This indicates that vocabulary is the main aspect of a language. Moreover, teachers applied strategies for teaching vocabulary, such as teaching vocabulary using objects, drilling, spelling, drawing pictures, using expressions and gestures, guessing from context, and using games. However, this study was limited to the literature on using each

strategy at a specific level; therefore, it is difficult to imagine how the strategy can be applied. It is quite clear if it has been illustrated how it can be applied appropriately. Another critical study, conducted by (Hatch and Brown (1995) and Schmitt (2015), stated that vocabulary is a set of words for a particular language that people might use. It means vocabulary as the words of a certain language that are used by language speakers in using language. From the above description, we conclude that vocabulary is a word that can be arranged as a sentence or conversation. Identify the current perspective of teaching vocabulary to EFL learners. This study indicated that one key to facilitating a good way of learning is to maximize learners' exposure to English vocabulary. This seems to indicate that this perspective guides the teacher to provide a strategy that can give students the opportunity to get as much exposure as possible. Schmitt 2015) asserted that games are an alternative strategy that can be applied. This is due to games that engage students with teaching and learning activities. Based on these previous studies, it seems that teaching strategy is very important, especially for teaching vocabulary, and it is related to the teacher's perspective on the right strategy to teach vocabulary for students. However, these studies were applied to teachers who teach adult learners and adult EFL learners. It might have yielded different results if this study was conducted with English teachers

who teach English to young learners. In terms of the existing gap in those studies, it is crucial to research teachers' perspectives on teaching vocabulary to young learners to facilitate language learning among young learners. Vocabulary is an important part of language because it appears in each skill.

b. Teaching Vocabulary to Young Learners

In teaching English, as teachers, we all know what we should do before teaching in the classroom, such as making lesson plans, preparing some aid for teaching, and many others. Every teacher will do their own way to teach English, but basically, they will do the same thing as others as their method in teaching English.

This study presents a review of the literature on teaching English to very young learners as a second/foreign language (ESL/EFL), as teaching English to VYL is a prevailing research subject in an ESL/EFL context. As Cameron (2001) and Deni and Fahriani (2020) state that very young learners are exposed to spoken language only for a few years, it is of great significance to handle it meticulously. This paper first presents the characteristics of vocabulary for young learners regarding the role of age in language learning. In recent years, teaching English to young learners has become essential. However, it is not always an easy task to teach young learners, and many considerations should be

taken on how and what to teach. It is a fact that children are different from adults physically and mentally.

Furthermore, the study reveals that native-like proficiency in phonology is almost unachievable after 6 years of age, and allied problems in morphology and syntax emerge after age 12. Therefore, it has been claimed that there are some periods sensitive to language acquisition in different skills to reach complete proficiency (Haznedar & Uysal, 2010; Deni & Fahriani, 2020). Age is a significant factor in formulating decisions for teaching students. Students who are considered young learners enjoy studying language through cheerful activities in a bright and colorful room. Simultaneously, adults are expected to use abstract notions because they can reason. Harmer affirmed that adults often encompass a clear understanding of why they are learning and what they wish to comprehend. However, despite the assertion of language acquisition loss after age 12, Long (1990) and Yusuf and Rusdi (2017) indicate a gradual decrease in language learning, but not a single critical age for ultimate native-like proficiency. that children are not self-motivated and do not need to learn English immediately. They were not worried about a job or university degree that required English comprehension. That is, children and adults have different motivations. Adults may learn a foreign language to gain access to higher education or a better job, while

children may learn a foreign language because their parents send them to school. Children's worlds are their daily games, events of interest to them, new knowledge that may come across, and questions that their inquisition minds may ask. Furthermore, it seems essential for English teachers to prepare before they teach English to young learners. In doing so, teachers need to find sources and information related to the teaching methods or activities for young learners. One of these sources is the teacher. This means that teachers' real experiences will describe how to deal with young learners. Thus, the teachers' perspective on this issue seems helpful for helping others perform their tasks as teachers.

c. **Creative drama and vocabulary teaching to young learners**

Young learners are quick to learn vocabulary and slower to learn structures because words have tangible, immediate meanings, whereas structures are less useful. Students should meet and use the words in relevant contexts to fix them in their minds. This helps to establish their relationships with other words so that a vocabulary network is built. According to (Duffelmeyer 1979; Kao and O'Neill, 1998; Liu, 2002; Fleming, 2006; Stinson and Winston, 2011; Giebert, 2014), "learned is important in that it affects how well they are really understood. It is often the case that the knowledge gained by the learner is only the surface meaning of the word and the essential meaning of the word is missing." One

way to avoid this difficulty is to use a method that ties words to be learned directly from student experiences. Learners must be actively involved in word learning. This may be difficult in the confines of an average classroom. A growing body of international research evidence indicates that process dramas can be an effective tool for promoting the spontaneous production of language within the context of additional language learning. Creative drama, which provides psychological and logical meaning, is an effective classroom method. The motivation for vocabulary learning is simply to make working with words enjoyable. Creating a classroom atmosphere in which words are fun and playing with words is encouraged can be a powerful antidote to the natural fear of making mistakes that can easily inhibit learning (Thornbury, 2002).

Additionally, movement and pantomime are excellent components for developing vocabulary because children can experience the feeling and meaning of words. "Nouns, verbs, adjectives, and adverbs are better understood when children physically act them out in the sequential order found in basic sentences." Student teachers are unlikely to be able to sustain a form of innovative pedagogy that directly challenges existing conventional practices, hierarchies of power associated with them,

and the resultant challenges to their emerging professional identity.
(Stewing & Buege, 1994; DeCoursey, and Trent, 2016, p.537).

d. Benefits of Using Drama

This is relevant information concerning the use of drama in ESL/EFL classrooms. The benefits of drama in language teaching are summarized as follows:

a) Acquisition of meaningful, fluent interactions in the target language.

b) The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner.

c) Fully contextualized acquisition of new vocabulary and structure.

d) An improved sense of confidence in the student in his or her ability to learn the target language." (Wessels, 1987, p.10; Anngeliana, 2019).

Drama puts the teacher in the role of a supporter in the learning process, and students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let students explore language activities. In the student-centered classroom, every student was a potential teacher for the group.

Drama for second-language learners can provide an opportunity to develop the imagination of students. The students can go beyond the here and now and even 'walk in the shoes' of another. It provides an opportunity for independent thinking (McCaslin 1996). Students were encouraged to express their ideas and contribute to the whole. Creative dramas offer exercises in critical thinking and the chance for students to be creative. A good example of this is role-play in small groups, and the ESL/EFL group will have many situations in which they can develop their own ideas as well as skills of cooperation when interacting with classmates. Group work builds social awareness and understanding as we walk in the 'shoes of another'. Drama gives an excellent method for studying human nature and working in harmony. Play acting provides the opportunity for a healthy release of emotion in a safe setting that can relieve the tension of learning in a second language.

e. Teaching productive skills involves the following steps.

1. Provide a model of the target genre that we want students to produce.

2. Work on the model; focus on meaning and form. The teacher should guide learners to analyze the text so that they can discover their linguistic and formal features by themselves.

3. After isolating the different linguistic and formal features of the model text, learners must work on accuracy activities. The

objective at this stage is to practice the form and use of the language that will help them produce accurate messages in terms of pronunciation, spelling, verb tense, sentence structure, and text layout, etc…

4. After we feel that the learners can use the target language satisfactorily, they are introduced to a similar task in which they have to personalize the language and produce effective messages.

5. Planning or preparation is required prior to production.

    a. In the case of writing skills, learners have to go through a specific process that involves collecting ideas, planning, writing the first draft, revising it, and editing it.

    b. In the case of speaking skills, learners have to structure their discourse individually, in pairs, or in groups before actual production.

6. Feedback can be provided by the learners themselves, or by the teacher.

7. To give much more value to the learners' productions, it is advisable to post the video recording of their conversations or their writing on social media such as YouTube, Facebook, or on the class blog, if there is any.