

CHAPTER 2

LITERATURE REVIEW

This chapter gives detailed information about the theories from experts related to the research. The literature review explains teaching strategies for teaching vocabulary to young learners, including a description of young learners and methods for teaching English vocabulary to young learners. Furthermore, the relevant previous study is attached to give more relevant data and information regarding this research.

2.1 Teaching Strategy

The word ‘strategy’ refers to the planning or execution of stages or activities in the planned teaching and learning process. In language teaching, strategy is one of the ways teachers employ to teach the material. Usually, the teacher uses a strategy to help the students understand the subject matter. A teaching strategy, as defined by Sri (2022), is a comprehensive lesson plan that includes a structure, an instructional objective, and an outline of planned tactics required to implement the strategies. Furthermore, she explains that the development of teaching strategies is the teacher’s behavior in the classroom, which includes providing the appropriate stimulus for timely responses, increasing responses through additional activities, and so on. Hamruni (2009), cited in Munawwarah (2021), adds that a teaching strategy is a plan, method, or series of exercises designed to achieve a specific educational objective. It also includes the following components:

- a. Teacher : Teachers are the primary agents of teaching and learning, transferring knowledge. Teaching manipulation creates an anticipated environment for students, aiming to help them achieve competence, based on the accepted curriculum, modifying other teaching strategies.

- b. Student : The student is a component who participates in a study program to improve their ability to accomplish academic goals.
- c. Purpose : The purpose is to establish a basis for choosing the strategy, content, media, and teaching evaluation.
- d. Teaching Material : An important component of the teaching process is the utilization of teaching material, which is a medium to accomplish instructional objectives.
- e. Method : A general set of classroom requirements for achieving linguistic goals.
- f. Technique : A technique is a teaching strategy, skill, or style a teacher selects to assist teaching and learning.
- g. Media : Media in education, which is commonly referred to as media education, is the media utilized in the teaching-learning process to impart knowledge to students.
- h. Evaluation : Evaluation is a crucial step in understanding the teaching-learning process, providing teachers with expectations through summative or formative assessments, either oral or written.
- i. Situation or Environment : The environment, which includes physical characteristics like the weather, school, and location, has an impact on the teacher's choice of instructional style.

The components above are part of designing the teaching strategies. Focusing to the research context, there are several things highlighted as the main components in this research such as teaching materials, teaching techniques, media, and evaluation. In this research there are several teaching materials in vocabulary learning such as school subjects and class items, colors, greetings and introductions, etc. Some of the teaching materials that have been mentioned are then taught using several techniques or strategies

which are the main discussion in this research. By choosing the right strategy, the process of adding students' vocabulary will be more effective and full of enthusiasm. In the process of implementing strategies, media does not escape attention because this is one of the crucial things that can help students gain vocabulary knowledge. After the teaching process with various strategies, the teacher carries out an assessment to measure students' abilities, to find out how well they accept what they have learned both written and verbally.

2.2 Teaching Vocabulary to Young Learners

2.2.1 Description of Young Learners

The definition of young learners has been discussed in several statements. According to Carmel (2022), children that learn any second or foreign language at school, generally under the age of twelve, are referred to as "young learners" (YLS) or Very Young Learners (VYLs) in professional literature. In teaching English as a foreign language, "young learner" could be interpreted as age and also experience. It can be assumed that a 15-year-old student who has never learned English before can be categorized as a young learner (Sehan, 2018). However, there is no consensus among experts about this assumption until today. Therefore, the age classification for this is applied both in the teaching of English as a first language and as a foreign language. Students in junior high school's 7th grade who are 12 or 13 years old were the main focus of this study. Students who are young learners have unique characteristics. Understanding the characteristics of young learners is an important point for young learners' teachers (Shin & Crandall, 2014) because it will influence many aspects of effective teaching, such as teaching strategy, methods, learning materials, lesson plans, and how to get along with them. In this situation, teachers must pay close attention to the needs of the students as they study. According to Pribilova (2006), there is a significant difference between what we should do with a child who is five years old and a child who is 12 years old, as cited in Liyaningsih (2015). Based on the statement before, the researcher is

aware that different children will be handled differently. Scott and Yteberg (2000) have identified the general characteristics of children as young learners, as cited in Liyaningsih (2015). The characteristics mentioned are as follows:

- a. They understand the situation more quickly than they understand the language used
- b. Their understanding comes through hands, eyes and ears
- c. They are very logical
- d. They have a very short attention and concentration span
- e. They sometimes have difficulty in knowing what fact is and what fiction is
- f. They cannot decide for themselves what to learn
- g. They love to play and learn best when they are enjoying themselves
- h. They seldom admit that they don't know something either
- i. They are enthusiastic and positive about learning
- j. They have their world

Considering the characteristics mentioned above, the teacher's strategy in teaching young learners is also different from the way the teacher teaches adults. The teacher should know and be aware of the characteristics of young learners in order to choose the best strategy for helping the children learn.

2.2.2 Strategies for Teaching English Vocabulary to Young Learners

Young learners can learn English through a variety of strategies. To select a suitable plan, the teacher should consider the learning style of the young learners. Additionally, teachers can develop effective strategies to help young learners understand the language by determining their preferred learning style. Teachers may effectively accommodate these learning styles by modifying their strategies and providing various activities to accommodate multiple learning styles. Every student will then have at least a few activities or exercises that fit their learning preferences and increase their chances of success.

Wallace (2007:207) explains that teaching vocabulary should consider the following factors:

- a. Aims :The aim of teaching vocabulary is to make it easy for the teacher to formulate the materials which will be introduced to the students.
- b. Quantity : The teacher must determine the number of vocabulary items to be learned to prevent learners from becoming confused or discouraged by learning too many new words.
- c. Need :In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.
- d. Frequent exposure and repetition The teacher should provide frequent exposure and repetition of target words to help students master them effectively, while also allowing them to use them in writing or speaking.
- e. Meaningful presentation: In teaching vocabulary, the teacher should present target words in such a way that the meaning of the target words is unambiguous.
- f. Situation and presentation Teachers instruct students to use words :appropriately, considering the situation and the person they are speaking to.

According to Elyas and Alfaki (2014), there are some strategies for teaching vocabulary to young learners:

1. Games

Games help to avoid the monotonous learning process. Games are often associated with fun, which can reduce anxiety. Thus, the acquisition of in-out is more likely to occur. The game also helps the teacher to create a context in which the language is useful and meaningful. Games contribute to vocabulary learning if teachers give students a chance to learn, practice, and review the English language in a pleasant atmosphere.

2. Pictures and mime

Teachers can use pictures and mime to teach vocabulary to students. This strategy is recommended for teachers because it's easy to practice. For example, when teachers want to introduce some vocabulary items like home, plane, markets, and so on. It's hard to bring them into the class. So, this strategy is suitable for teaching vocabulary.

3. Realia

In this strategy, teachers can use real objects (such as pictures or small objects that can be brought to the class) in classroom activities to teach new items of vocabulary. Additionally, the advantage of this strategy is that students have the advantage of knowing the words combined with the real object to make students memorize the words.

4. Song

This strategy can capture the young learners' attention in language learning so that they are not easily bored with the learning activities in the classroom. Music and songs can help students understand the English language by listening to and pronouncing the words in English. By using music and songs, the children can have fun and become familiar with English words and sounds. Therefore, it is a good chance for English teachers to use this strategy in teaching English to young learners to engage their motivation and spirit in learning English.

5. Translation

Teachers utilize a simple and fast way to get the aim or goal of English language learning. At the point when students need to change their native language to the target language, sometimes translating a few words is hard because they have no underlying similarities in the two dialects.

6. Action/Gesture

Using gestures when teaching draws focus and makes the lesson more engaging. Hand gestures, facial expressions, pantomime, body movements, and other gestures can all be used as teaching tools.

7. Memorization

A cognitive strategy focused on committing information to memory for later recall. It involves the conscious effort to learn and retain facts, concepts, or skills. In the context of language learning, such as teaching English vocabulary, memorisation strategies can include techniques like repetition, association, and the use of mnemonic devices. These methods aim to enhance the encoding and storage of information in the brain, making it easier for learners to retrieve and use that knowledge when needed.

2.3 Study of the Relevant Research

Numerous studies have been conducted regarding teachers' strategies in teaching English vocabulary to young learners. First, a study by Deni (2020) explores the perspectives of teachers on strategies for teaching English vocabulary to young learners. The study was conducted through semi-structured interviews with two English teachers at the Qur'an Learning Center, an elementary school in Jakarta Selatan, Indonesia. The results of the study revealed that teachers believe that teaching strategy is essential for

teaching vocabulary to young learners. They use various strategies such as games, singing songs, and interesting media like videos, real objects, and pictures to engage students in learning new vocabulary. The study also highlights the importance of repetition and context in helping students remember new words. The article aims to provide reference and knowledge for English teachers who teach young learners, emphasizing the need for creative and engaging approaches to teaching vocabulary to young learners.

Second, a study by Sitompul (2020) found that young learners use a variety of strategies, including memorization, reading, and dictionary use. The article also highlights the importance of meta-cognitive strategies, such as guessing from context and using synonyms and antonyms, in improving vocabulary acquisition. The authors emphasize the need for teachers to provide opportunities for students to practice and apply these strategies in different contexts, as well as to encourage students to engage in independent vocabulary-building skills. The study also suggests that technology, such as educational software and mobile applications, can be useful tools in supporting vocabulary learning.

Last, there's a study that explores the strategies used by teachers to teach English vocabulary to junior high school students which conducted by Gultom (2022). The study found that teachers use a variety of strategies, including comprehension, memorization, dictionary use, and teaching vocabulary through games. The article also highlights the importance of classroom management, motivation, and vocabulary accomplishment in supporting students' vocabulary learning. The study suggests that teachers need to provide a clear relationship between new material and previously taught material, pay attention to vocabulary that is partially known, and avoid entering words with unknown relationships. The article emphasizes the need for teachers to understand what students want and use the right teaching strategy to facilitate their learning and understanding of vocabulary

Based on relevant studies, this study attempts to explore various teachers' strategies in teaching English vocabulary to young learners in the

context of junior high school to fill the gap.