CHAPTER II
THEORETICAL REVIEW

A. Characteristic of Students at Elementary School

It is possible to point out certain characteristics of young children that teachers should be aware of and take into account in their teaching. The characteristics of the Elementary school student that are listed below are the characteristic of children, which are relevant for language teaching.

The Elementary school students of grade four up to six are children of eight up to twelve years old. According to Grant in Good and Brophy (1987: 3), children of ten years old are relatively mature children with an adult side and childish side. These are the other characteristics of the children at eight up to twelve years old are as follows:

1. Their basic concepts are formed. They have decided views of the world.
2. They can tell the differences between fact and fiction.
3. They ask question all the time.
4. They rely on the spoken word as well as the physical word to convey and understand meaning.
5. They are able to make some decisions above their own learning.
6. They have definite views about what they like and dislike doing.
B. Vocabulary Knowledge

1. Definition of Vocabulary

Webster’s School Dictionary (1980: 1047) states that vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined. It also states that vocabulary is a sum or stock words employed by a language, group individual, or work or in field knowledge.

As the explanation above, vocabulary becomes an important thing in learning English. Why? Because vocabulary is the first basic important thing in learning English and also when we will speak, write, listen and read in English, of course we cannot avoid vocabulary. We have to master vocabulary more and more. As we know that the lacks of vocabulary often bring much trouble for us (as an English learner). We often get trouble because of the lack of vocabulary. The conclusion is that we cannot deny that vocabulary is one of the important things in learning English.

Vocabulary is also essential in communication with others. If one does not know the meaning of words used by others in communication, they will be unable to respond in the communication.

Harmer (1991: 153) states that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used.
Further, Nunan (1991: 81) states that the lack of vocabulary makes students unable to follow the lesson well. They are also unable to use English maximally.

Vocabulary is also important in mastering the four language skills. Kustaryo (1988: 3) states that to understand a text a student must have a good command of vocabulary of the target language through learning does not mean merely learning words. Vocabulary proficiency, however, will enable the students to acquire the skill of listening, speaking, reading, and writing. Vocabulary is also important to express idea or to ask for certain information. If someone is lack of vocabulary, they will find the difficulties in expressing their idea orally or in written.

From those statements, it can be concluded that vocabulary mastery is needed in order to master four language skills namely reading, speaking, listening, and writing. So, it proves that vocabulary becomes the first basic important part in learning English.

2. The Importance of Vocabulary

Tarigan (1984: 125) points out the importance of vocabulary in language learning. He states that language skill mostly depends on the mastery of vocabulary. Thus, the more vocabulary mastered, the bigger possibility someone can skillfully use the language.

Rivers in Nunan (1983: 125) argued that the acquisition of an adequate vocabulary is essential for successful language use because
without an extensive vocabulary, it is impossible to use the structure and functions learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language.

Vocabulary is very important for students, so the learners are hoped to master some skills such as reading, writing, speaking, and listening in what speaker said. The vocabulary can help the students or learners, by the time they enter school, they have acquired a considerable understanding of a large number of words, and most of us understand some words that good enough to use them own selves.

Based on the description above, the writer hope that the objects (Toys, Replica, and Miniature) can help them in learning English especially active vocabulary:

3. Teaching and Learning Vocabulary
   a. Teaching Vocabulary

   Teaching is helping students to learn, how to do something, how to create enjoying learning situations which make students invite to learn, giving instruction causing students to understand.

   According to Finochiro (1974: 73-74), there are several premises and comments related to the teaching of vocabulary as follows:

   1) Not all the words a student hears during any lesson need to become a part of this “active” vocabulary during that lesson or
even in later season. Some words in the new language (and in our native language) will remain “passive”, that we understand them when we hear and read them, but we do not use them ourselves in speaking or writing. The vocabulary for active use should be systematically presented and practiced.

2) Vocabulary should always be taught in normal speech utterances.

3) New vocabulary items should always be introduced in known structures.

4) The vocabulary items should be centered about one topic.

5) Whenever a familiar word is met in a new context, it should be taught again and practiced. If possible, only one context should be taught one time.

6) Vocabulary items should be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways. We dramatize, illustrate using our students and ourselves, show picture, paraphrase, give the equivalent if necessary, and use any appropriate technique.

7) Vocabulary should be practiced as structures are practiced in substitution drills, transformation drills, question and answer, etc.

8) Vocabulary items should be reintroduced many times with all the structures and in all the situations in which they can logically be used.
9) Student should be encouraged to learn and use nouns, verbs, adjectives, and adverb.

Vocabulary mastery becomes an important part in learning English. Learners have to master vocabulary in adequate number to support the four skills. Without having vocabulary mastery, learners cannot master English well. Mastering English vocabulary is a key to be a successful in learning English.

Especially, there are two points of mastering vocabulary, namely active and passive vocabulary. The active vocabulary consists of the words used in conversation and writing, while passive vocabulary consists of the words that are not usually pointed one’s speaking vocabulary but which are recognized and understood. In other words, active vocabulary refers to vocabulary that students have learnt and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which students will recognize when they meet them but they will probably not able to produce.

Nuttal (1983: 53) states that active vocabulary consists of words that we know well enough to use by ourselves, and the passive one is words we understand approximately when meet them, but cannot use them. Active vocabulary is claimed for the degree of accuracy and fluency, while passive vocabulary is for unproductive one.
Based on the description above, actually, teaching vocabulary for the beginner needs many appropriate ways. We have to know how far their competence and what the right technique are. We cannot teach just once as students need practice. Through knowing words which have been made by the students, the teacher should review them to measure their understanding.

b. Evaluating Vocabulary Mastery

According to Hughes (1989: 147), there are two kinds of evaluation in vocabulary items writing: Recognition and Production.

1) Recognition

This is kind of testing that could be recommended without many reservations items may involve a number of different operations:

a) Synonym

All of the options are words which the test-taker are expected to know.

b) Definitions

This type has options with the same length.

c) Gap Filling

This type contains words which the test-taker is unlikely to know.
2) Production

The testing of vocabulary productively is so difficult that it is practically never attempted in proficiency tests. Information on receptive ability is regarded sufficient. The suggestions presented below are intended only for possible use in achievement tests.

a) Picture

This method of testing vocabulary is obviously restricted to concentrate nouns that can be unambiguously drawn.

b) Definition

This type has words defined entirely in words more common or simpler than themselves.

c) Gap Filling

This type is an alternative word to the one we have in mind. It can be solved by giving the first letter of the words (possibly more) and even an indication of the number of letters.

So, in this research, the writer will use production items covering Pictures, Definition, and Gap Filling to evaluate the students’ vocabulary mastery.

c. Learning Vocabulary

We are sure that vocabulary is an important thing in learning English. According to Lado (1972: 1), there are several ways that the learners can learn English vocabulary, namely:

1) The Dictionary
Dictionary is used when students have trouble in catching the meaning of words. It can be used effectively if they are aware of words limitation and consultation.

2) Note Book

One of the most effective ways to control learning of new words is to keep a vocabulary notebook. You can write down words whenever you hear or see them in your small notebook. So, you can keep it in your pocket.

3) Educated Guessing

Often, especially in reading, you will find some words in their exact meaning. If it is not absolutely, it is necessary for you to know in order to understand the sentence. Therefore, do not run to the dictionary every time you meet a strange word. Wait and see if something else in context gives you a clue to its meaning.

In learning vocabulary, there are suggestions on how to study vocabulary for the students:

1) Choose the best time so that you do not feel pressured.

2) Try to find a place free of thing that may disturb your studying.

3) Do not try to do all the exercises in one sitting. Studies have shown that you will remember your material better if you space your studying over a period of time. The things to do are to find and work at a space that is good for you.
4) Recall which refers to how much you remember it is very important in learning a word and its meaning. You should cover the meaning to see if you can recall it.

5) When the entire exercise is complicated, go over the word you have learnt. In addition take a few minutes before a new exercise.

6) To remember the vocabulary words, try to use them daily in written or speech.

(Rubin, 1992: 2)

C. Media

1. The Definition of Media

Media are all of things around us; they can be person, material, event, graphic, method or technique that can be used as the tools of communication. In teaching and learning process, media are important thing because media can help the students to remember the material in their mind well. They can remember 50% from what they have heard and seen.

There are several definitions of media from some resources:

Media are everything that we can use to send a message from the sender to the receiver. In this study, the sender is the teacher and the receiver is the student. According to Bretz in Sadiman (1993: 20), there are three main kinds of media namely: sounds, visual, and movement.
Teaching media such as reality, picture, maps, blackboard, video, overhead projector etc can help the students to remember thing in their mind well. They can remember 50% from what they have heard and seen.

Hamalik (1886: 23) states that the media are any tools, methods, or techniques are used to make the communication and interaction between the teacher and the students more effective in the teaching and learning process.

2. Reason of Using Media

There are several reasons to use media in teaching according to Sudjana and Rivai (1991: 2):

a. Media can make students interested in teaching and learning, so they will be motivated and not bored to study.
b. Media can help the teacher to explain the materials easily so the students understand it easily.
c. With media, the students can have many activities such as observation, action, and demonstration.

3. The Function of Media

There are many functions of media. Sadiman (1990: 16) states the functions of educational media are as follows:

a. To clarify the presentation and avoid a verbalism.
b. To overcome the limitation of space, time, and power sense such as
   1) the object, which is too big to be brought to the class. And then we can use Reality, pictures, film or model;
2) the object, which is too small to your eyes, cannot see it, and then we can use micro projector, film or picture; and
3) the object, which is complicated, can be presented in picture.

c. Media can overcome the passive attitude of the students. In this case media have some functions to
1) build the motivation in study,
2) enable more direct interaction among the students and the environment and reality, and
3) enable the students to study by themselves with their own capability and interest.

d. Every student has their own characteristic, environment, and experiences, but the curriculum is the same. So the teacher should make the same perception among the students. This problem can be overcome by using media, that are able to:
1) give the same stimulus,
2) make the same experience, and
3) appear the same perception,

D. The Objects (Toys, Replica, and Miniature)

1. Definition of the Objects (toys, replica, and miniature)

a. Definition of Toys

Toys are thing which is usually played by children. Toys are imitation objects that can be used in teaching and learning process. The toys usually are imitation of things, animals, vegetables, fruits, and dolls.
(Hornby, 1995: 1357) states that toy is a thing to play with, especially for a child.

b. Definition of Replica

Replica is a close or exact copy of something. Replicas usually are reproduction work of art produced or supervised by the maker.

In Oxford Advanced Learner’s Dictionary, replica is a close or exact copy of something.

c. Definition of Miniature

Miniature is something which is a very small than the original. Miniatures usually are small copy of school, university, place of recreation, and the other interesting places and things.

In Cambridge Advance Learner Dictionary Miniature is something which is a very small copy of an object.

2. The Advantages of Using the Objects (Toys, Replica, and Miniature)

a. The Advantages of Using Toys

Bryan Smith in (http//www.com/cn.html) says the reasons why toy is useful.

1) Using toys in class helps focus students’ interest because toys is imitation things that can be seen by students in the classroom and having something to look at keeps the students’ attention.

2) Toys give long retention to the students, because they have experience in learning new words with context. So they will memorize for the long time.
3) Toys can be used for any stages of the lesson help in presenting new language. For instance, teacher wants to introduce new things by using toys in classroom. He just mentions or asks the name of toys by using English without saying the meaning of them. So directly teacher has presented a new language to the students.

b. The Advantages of Using Replica

1) Replica can be used for any level in education to teach English. Besides that, replicas help the teacher to deliver the material easily.

2) Students will enjoy in learning because replica is exact copy of something, so they feel fun in learning.

c. The Advantages of Using Miniature

1) Miniature gives context in learning. Miniatures help the students to understand the new word with the sample things that can be touched and observed directly.

2) Miniature is more durable than picture. It can be used for long time continuously.

3) Miniature can be used to review language presented earlier. For example, in the previous meeting, the teacher has explained about vocabulary, so in later meeting if it uses miniature in his teaching he does not need to explain anymore about the material. He only needs to ask the students to review the material based on the miniature that are used.
From the explanation above, it can be concluded that we need media to teach English especially vocabulary. The teacher should be creative and can choose an appropriate media to improve students’ interest in learning English and make a class become effective and fun.

3. The Disadvantages of Using the Objects (Toys, Replica, and Miniature)

a. The Disadvantages of Using Toys
   
   Exactly, toys can be used in teaching and learning process because toys have many advantages, but using toys in teaching and learning process are still strange because they have many disadvantages, such as:

1) Teaching vocabulary using toys is not practical because it needs special preparation.

2) Toys are not available in our environment. It is often expensive and not readily obtainable, and we spend much money to get them.

b. The Disadvantages of Using Replica

   1) Replicas are not practical, so teacher should prepare them well before deliver the material.

   2) Replicas are limited things so we cannot get them everywhere.

c. The Disadvantages of Using Miniature

   1) Miniatures are expensive so we need much money to get them.

   2) Miniatures are small in size so students in a back raw cannot see the miniature clearly.
As the object have limitations, so if there are some objects cannot be presented in the class, the teacher can use photograph, picture or real thing to change inaccessibility of the toys.

4. Teaching and Learning Vocabulary by Describing Objects (Toys, Replica, and Miniature)

Students at elementary school are children so the writer tries to help them in learning English especially vocabulary using media. In this chance the writer uses toys, replica, and miniature as a media to help the students. Why? Because they are very close with the children, so they can make students easy and fun in learning English.

These are the step of using media (toys, replica, and miniature) in teaching learning process:

a. In Individual Play

1) First, the teacher gives the media to the students.

2) Second, the teacher asks the students to describe the thing that they get on a piece of paper.

3) Third, the teacher asks the students to come forward and read the result of their description.

b. In Group Play

1) First, the teacher divides the students into 5 groups consist of 8 or 9 students.

2) Second, the teacher describes the thing without mention the name first.
3) Third, the teacher asks the students to guess what the thing is, and then the teacher will give reward to the group that can answer it correctly.

The success of this research can be seen from the students’ activeness in learning process.

E. Basic Assumption

The fourth grade student of Elementary School includes children or young learners. They still like playing with anything which is interesting. They are not serious in study, and they will be bored if the teacher just gives materials without any creativity. Teaching vocabulary needs Media, which motivates the students to receive and produce new words. The objects (toys, replica, and miniature) are one of the solutions because it can motivate the students and make the students easy in mastering vocabulary.