

CHAPTER II

THEORETICAL REVIEW

In this chapter the researcher explain and described about; 1). The Nature of Perception, 2). Islamic Boarding School 3). Elementary School in Indonesia, 4). Characteristic of Elementary students' age, 5). Vocabulary for Elementary student, 6). The Principles of English Teaching Techniques for Children, 7). Techniques in Teaching Vocabulary, 8). Relevant Previous Research, 9). Basic Assumptions.

A. The Nature of Perception

Perception is the process of human thinking about certain phenomenon. Walgito (2008: 53) said that perception is a process preceded by the sense organs. The perception process cannot be separated from the sense organs and the sensory process preceding the perception. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain.

Perception also includes how we respond to information. The information that accepted by someone will be organized and be interpreted. It make someone realized what he/she obtained. Davidoff in Walgito (2008: 53) said that the stimulus accepted by the sense organs, though the perception process the stimulus can be meaningful after organized and interpreted in this process. It can be concluded that perception is a process by which a person's brain arrives at meaningful interpretation of stimuli.

Sereno and friends in Mulyana (2007: 181) said that there are three stages of perception.

1. Selection

Selection is the process of attending a stimulus. Which simply means our mind and body help us to select certain stimuli to attend.

2. Organization

We arrange the information that we perceive from selection. Organization of stimuli by way of neural process; this starts with our sensory receptors (touch, taste, smell, sight, and hearing), and it transmitted to our brains.

Where we organize the information we receive. Organization is way to help you make sense out of the stimulus that you have received and understand it.

3. Interpretation

We start to interpret all the things that we perceive and organize in selection and organization. In other words, after we receive and organize, we can interpret the information, which simply means that we take the information and turn it into something that we can categorize.

B. Islamic Boarding School

Based on Indonesian religious ministry, Islamic Boarding School is educational institutions organized by the Islamic religious community which organizes boarding educational unit and / or integrally hold other types of education. Islamic boarding school provides new innovations in Indonesian educational system. Wekke & Sanusi Hamid (2013) noted that Islamic Boarding School not only teach religion but also encourage santri (students) to take a part of world progress. From the definition above the researcher can say that Islamic Boarding School provide a good environment to the students in improving

religion knowledge and general knowledge. It always be a students learning center which is expected can create the students become the agents of change in the future.

C. Elementary School in Indonesia

Elementary school is one of formal educations in Indonesia for 6 until 12 years old students and it is a basic requirement for higher education. Based on constitution of 2003 number 20 article 6 (17) stated that basic education is an education level which underlying the secondary educational level. It is also stated that the form of basic education is Elementary School (SD) and Madrasah Ibtidaiyah (MI) or another form in the same level and also Junior High School (SMP) or Madrasah Tsanawiyah (MTS) or another form in the same level.

To improve the educational quality of Indonesian citizens, Indonesian government held a program of nine-year compulsory study. The program makes elementary school become one of the education levels that should be taken by Indonesian citizens. The education in elementary school is expected to develop the students' attitude and to provide knowledge and basic skills to support their daily life and to improve their readiness to join the higher education levels.

D. Characteristics of Elementary Students Age

Generally, Indonesian children study in elementary level at six years old. It is the age where children are ready to receive the lesson and regular learning experience. At this age, the development of physical and intellectual tends to slow but it is consistent, the motoric ability improve continuously, and the children think more logical (Sumantri, 2011: 2.1). The development of children's physical is very different from each other even though they are in the same age and the

same condition. In this period the physical growth are continue like increasing height and weight. Children become higher, heavier, and stronger and they have more abilities.

The children in elementary level can develop themselves well, because their abilities are increased, they think in conceptual thinking, they are able to solve a problem, to remember, and to use the language well (Sumantri, 2011: 2.8). Sumantri (2011: 2.9) also stated that the children in elementary level are more critical; they can consider and focus on one thing. Their selfish character is reduced and the way they think is related to their condition now.

E. Vocabulary for Elementary Students

Vocabulary is an important aspect in learning language. It is needed for expressing meaning and in using the receptive (listening and reading) and productive (speaking and writing) skills. According to Ur in Alqahtani (2015) stated that vocabulary can be defined, roughly, as the words we teach in the foreign language. It is most convenient to think of words as freestanding items of language that have meaning (McCarthy, 1990: 1).

As the beginners, the elementary students need to learn vocabulary for the first knowledge in learning English. It should be considered as an internal part of learning a foreign language since it leads the way to communication. According to McCarthy (1990: 79) that the most frequent word in the language must be presented in the early stages of language teaching and this is a sensible decision, because the learners are survivals-level repertoire for comprehension and production. From vocabulary, they can improve their ability in mastering the language skills. Vocabulary knowledge is often viewed as a critical tool for

second language learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015).

McCarthy (1990: 79-102) divided some important aspects in teaching vocabulary, namely:

1. Frequency

In teaching vocabulary teacher needs to make a list of the most frequent and common words in the subject area. The most frequent words are usually the most informationally empty words (i.e. grammar/function words) and yet the learner needs to communicate and understand messages with considerable content right from the very beginning.

2. Learnability

Words may be easy or difficult for a variety of reasons, and may need special attention or focus in teaching, namely:

- a. Words may present spelling difficulties.
- b. Words may present phonological difficulties.
- c. The syntactic properties of words often make learners difficult.
- d. Words may be perceived as very close in meaning by the learners and therefore difficult to separate one and from another.
- e. Learners may be unable to relate the meaning of a word to their world experience or to their culture.

3. Learners' Needs

Predicting what learners will need in the way of vocabulary is important in selecting what to teach are not easy. There are three principal ways in which the selection of vocabulary can be influenced:

- a. Teachers'/course book writers' prediction.
- b. A sense of need in the learners, fostered by the teacher.
- c. The learners' own sense of their needs, which may conflict with the teachers' perceptions.

To make vocabulary learning more effective, the teacher should know not only the important aspects in teaching vocabulary, but also what needs to be thought about a word. According to Nation (2001: 27) there are three significant aspects of a word, namely: form, meaning and words.

1. Form of a words involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).
2. Meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression.
3. Use involves the grammatical function of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

F. The Principles of English Teaching Techniques for Children

Teaching and Learning English is a process of gaining the language which is done between teachers and students. In language teaching and learning process, techniques have important aspects in creating effective learning. Technique is something that actually takes place in language teaching or learning (Setiyadi, 2006:14). Techniques are very important in presenting materials to language learners. Techniques are not exclusive to certain methods. Each methods can have

its own techniques. According to Setiyadi (2006:20), approaches and methods are relatively permanent but techniques may be adapted to the environment of the language learners and language teachers. The language teacher may be expected to develop their own techniques by underlying principles of the methods, especially for the children.

Setiyadi (2006:179) noted that in language learning context it is believed the children will learn a foreign language more effectively under certain condition. It means the teacher should create and consider the effective techniques that appropriate with the children's situation and condition. Based on Setiyadi (2006:179) there are some assumption that should be considered by the teacher in teaching English as a foreign language to children, namely:

1. Learning should be fun and natural for children. In order for them to be successful in learning the target language, there must be the absence of stress.
2. The language should be first presented through sounds, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterances concerning physical objects and their own experience.
3. Children are more sensitive to anything that touches the sense; they react easily to physical object. Language is taught by having the students use their sense: touch, see, listen, smell, and even taste if necessary.
4. Meaning should be made perceptible through concrete objects or by the presentation of experience.

5. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children. By teaching this way, children are expected to know what they are doing.

The methods for teaching children should maintain the characteristics of children in order that the students can learn the target language optimally. Based on those assumptions the teacher may develop his/her own techniques.

G. Techniques in Teaching Vocabulary

Vocabulary learning has an important role in native language learning of foreign language learning. English teachers should give their attention to the techniques for helping students learn vocabulary. Brewster, Ellis, and Girard in Alqahtani (2015) state some vocabulary teaching techniques, namely:

1. Introducing the Words
 - a. Drilling. Drilling is employed to make learners get accustomed to word form especially how it sounds.
 - b. Spelling the words. Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.
 - c. Write the words. Students can be more understand the word after seeing it in written form.
2. Introducing the Meanings of words
 - a. Using Objects. Using this techniques includes the use of realia, visual aids, and demonstration. They can help the learners in remembering vocabulary better, because learners' memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

- b. Drawing. Objects can either be drawn on the blackboard or drawn on flash cards. They can help young learners easily understand and realize the main points that they have learned in the classroom.
- c. Pictures. Pictures connect students' prior knowledge to a new story, and in this process, help them learn new words. They are excellent means of making the meaning of unknown words clear.
- d. Contrast. Verb "contrast" means to show a difference. Some words are easily explained to learners by contrasting it with its opposite. But, it is also believed that vocabulary is best acquired if it is similar to what is already learnt.
- e. Enumeration. An enumeration is a collection of items that is a complete, ordered, listing of all of items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually.
- f. Mime, Expression, and Gestures. Teaching using gesture appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they helps learners to infer the meaning of spoken word or expression, providing that they are unambiguous and easy to understand.
- g. Guessing from Context. Guessing from context as a way of dealing with unfamiliar vocabulary. This technique encourage learners to take risk and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. They

are many clues that can be used by the teacher, such as illustration or example in a situation, explanation in students language, definition in simple English and giving example in sentences.

- h. Eliciting. This technique is more motivating and memorable by simply giving students a list of words and the meanings to learn and to memorize.
- i. Translation. Even though translation does not create a need or motivation of learners to think about word meaning, in some situation translation could be effective for teachers, such as when dealing with incidental vocabulary. There are always some words that need to be translated and this technique save a lot of time.

H. Relevant Previous Research

To support this study, there are some result of study that relevant with researcher's thesis study. Those study was discussed the same theme.

The first, journal was written by Wekke and Sanusi Hamid. The title was Technology on Language Teaching and Learning: A Research on Indonesian Pesantren. The purpose of this study was to investigate how pesantren compliment technology on language teaching and learning. Qualitative Research Approach was applied to answer the research question

This study was conducted in the Southern Sulawesi Province by using a phenomenological approach. The writers utilized three data collection techniques, namely participant observation, non-participant observation and in-depth interview. In this study, the writer found some conclusion, including The Learning Arabic can made a cultural or habit. But the form of learning must be enjoyable so

that the students can grasp everything and anything being conveyed by their teacher. It shows that the development of human character must be supported by surrounding factors (culture).

The second journal was written by Mofareh Alqahtani. The title was *The Importance of Vocabulary in Language Learning and How to Be Taught*. In this article the writer summarized the important research on the importance of vocabulary learning and explaining many techniques used by English teachers when teaching English. The writer also summarized that an attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching. Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners.

The third journal was written by Erkaya and Drower. The title was *Perceptions of an EL Learner on Vocabulary Development*. The objectives of this study are to assess what teaching and learning techniques have improved the acquisition of vocabulary of a single intermediate English language (EL) learner from Turkey. This research is an action research design that utilizes observation, interviews, and documents. In this study, the writer found that there were gains in vocabulary knowledge and use as well as progression of strategies, and also that the students failed to utilize advanced vocabulary strategies when he needed the most. Implications for future studies for diversified learners are also discussed.

I. Basic Assumptions

Vocabulary has big parts in language learning. It is believed as the central aspect in foreign language teaching and learning. As the beginners, vocabulary is

much needed. Without the vocabulary beginners will not know what they should do with the language learning. They cannot understand or express their own ideas. In teaching vocabulary for beginners especially children, the teachers should create effective, meaningful and understandable learning. They should consider about the children characteristics, condition and situation. Based on the explanation above, this research attempted to find out teachers' perception on vocabulary teaching and learning the techniques. Teachers' opinion may reveal the teachers' vocabulary teaching techniques, the reason of using the techniques and the difficulties in implementing the techniques.

