CHAPTER II
REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher includes some theories to support the finding and discussion which is related to the statements of the problem to be reviewed, they are: Theory of teaching vocabulary to young learners, Vocabulary teaching technique, the creative vocabulary teaching technique.

2.1 Theory of teaching vocabulary to young learners

In teaching vocabulary to young learners are different and interest because their ability needs response, also they need motivation to explore their experience, need to believe what they do, and need respect from people around them, more importantly that they need learning interest and effective.

Besides, Nation in Caroline's view (2005:121) explains that in teaching vocabulary, the teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own. The useful words mean words that children are likely to encounter-words that occur in high frequency. Also interesting and intriguing to children.

Additionally, in teaching vocabulary not only emphasize nouns. Caroline (2005:122) explains as a teacher, it is important that you include verbs, adjectives, adverbs, and preposition as part of your vocabulary curriculum. In

addition, teacher can include different lexical field such as colors, days of the week, and action verb.

Based on the explanations above, there are some principles for teaching vocabulary. They can be used to help learners develop oral and written skill at various stages of English language development. Because the children have not yet gained literacy skill in their native language, so this study focuses on oral language vocabulary.According to Caroline (2000:123), there are some principles for teaching vocabulary to develop vocabulary in children's foreign language:

- Emphasize both direct and indirect teaching: Direct instruction refers to teach the words and their meanings. While, indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning words on their own.

- Teach vocabulary words before new activity.

- Teach how to use context clues appropriately: This is a strategy that learners can use when they encounter unfamiliar words.

- Present multiple exposures to new vocabulary items: It's mean that a new word should reappear many times and in different situations for the next several weeks of instruction.

- Give opportunities for deep processing of vocabulary items. Deep processing means working with information at a high cognitive and/or personal level.

2.2 Vocabulary Teaching techniques

Based on the principle of the teaching vocabularyabove, the teaching vocabulary needsthe variety techniquesto support teaching vocabulary. According to Nation in Cameron's view (2001:85), the list basic techniques by which teacher can explain the meaning of new words, all of which can be used in the young learner classroom. They are:

- Demonstration: this technique can be implemented by showing an object or a cut out figure, by gesture and by performing action

- Pictures : this technique can be implemented by using photographs, drawing on the board, illustration cut from magazinesor book

- Verbal exploration: This technique can be implemented by definition, puffing the new word in a defining context (e.g. an ambulance takes sick people to hospital), and translating into another language.

2.3 Vocabulary Creative teaching technique

Basically, Teaching and learning English is, at its richest, an energizing, purposeful and imaginatively which involves developing youngsters' competence, confidence and creativity as well as building positive attitude learning.(Cremin, 2009:1)

So, in teaching vocabulary not only need variety techniquesbut the teacher should be able to apply teaching technique creatively and appropriate to Children's characteristics which makes learning more interesting, effective, innovative and imaginativein the classroom.

Before the researcher reviews literature about the vocabulary creative teaching technique, the researcher must know definition or meaning of creative teaching technique, characters of creative teaching in education and elements creative of English practice.

Creativity can be defined as the ability tocreate imaginatively, innovatively, artistically and characterized by being original or new, formed by a new process.According to Daryanto (2009:145), the meaning of creativity is related to foundsomething concern thing that produce new something by using something already exist. In the same line, according to Cremin(2000:4), the creativity involves the capacity to generate, reason with critically evaluate novel suppositions or imaginary scenarios. While Horner and Ryf (2007:1) state that creativity involves thinking and behaving imaginatively, all of imaginative activity must purposeful (directed to achieving an objective), generate and original in process, also the outcome must be of value in relation to the objective.

So, what are differences between teaching creatively and teaching for creativity? Cremin (2000:4) states that teaching creatively involves teachers in making learning more interesting, effective, using imaginative approach in the classroom. While, teaching for creativity focuses on developing children's

creativity, their capacity to experiment with idea and information, alone, and with others. Whereas, both of them are related, then the researcher focuses on teaching creatively particularly the creative teaching technique which used by teacher where the teacher is as facilitator in learning process in teaching vocabulary.

Moreover, to find out the creative teaching techniques are usedby teacher in teaching vocabulary, the researcher needs to know some characteristic of the creative teaching. According to Cremin (2000:4), there are some characteristics of creativity in education. Those are: posing question, making connections, being imaginative, exploring options, engaging in critical reflection/evaluation.

Based on the statement above, the researcher can conclude that in teaching creatively, posing question refers to how to be good at managing question appropriately, such as; The teacher can create interesting topic which make students interest and they can respond it correctly. So, the Students can try to think creatively also the teacher can make connectionsbetween pre activities into main activities. Then, being imaginative refers to how dothe teachers covering learning process imaginatively, such as: role play, singing, and games. Exploring option refers to give occasion to student in exploration their ability. Besides, the teacher gives critical reflection/evaluation in teaching creatively.

Additionally,to know why teacher's teaching techniques vocabulary can be called creative or not, the researcher must know what elements of creative vocabulary teaching technique. Cremin (2000:5) states the elements of creative

English practice includes profiling meaning & purpose, fore grounding potent affectively engaging texts, fostering play & engagement, harnessing curiosity and profiling agency, encouraging collaboration & making connection, Integrating reflection, review, feedback and celebration, taking time to travel & explore, ensuring the creative involvement of the teacher.

In order to teach creativity, creativity is not the only required element for creative instructors but they must also know their fields and know how to create an appropriate learning environment.So, what are the ways to teach vocabulary creatively? According Teresa Cremin (2000:4), the Teaching English Creatively offers ideas to involve children and demonstrates the potential of creative teaching to develop children's knowledge, skills, understanding and attitudes.

To find out creative technique in teaching vocabulary at Sabilussalam kindergarten, the researcher needs review literature about principle of teaching vocabulary.Besides, the teacher will not teach vocabulary effectively and creatively if the teacher do not mastered principles of teaching vocabulary and vocabulary teaching techniques. Both of them are thebasic creative teaching technique. After the researcher know and understand the principle of teaching vocabulary, the researcher combined betweenvocabulary teaching techniques with viewing of the understanding of some meaning creative teaching, characteristics of creativity in education, knowing the eight element of creative English practice, suggestions to teach English creatively,and active in building a creative environment. It concludes that Vocabulary Creative teaching technique is vocabulary teaching technique that implemented creatively based on

characteristics of creativity in education, element of creative English practice as the principles of creativity in education that explained above.

So, what are the techniques used as creative teaching technique in teaching vocabulary? According to Nation in Cameron (2001:85), the basic techniques of vocabulary teaching that have been explained above, they are Demonstration, Pictures, Verbal exploration. All of them can be implemented creatively in teaching vocabulary for young learners at kindergarten. But in this study, the researcher only focuses on demonstration techniques.

According to Nation in Cameron's view (2001:85), demonstration is the techniques are implemented by showing an object or a cut out figure, by gesture and by performing action.While, Daryanto (2009:403) states the demonstration method is a way to present information in learning process with showing about the ways of doing something as well as explanation visually and clearly. For example, sing a song technique, drilling technique, role play technique, and guessing game technique because the researcher only found demonstration techniques.

So, how does the creative techniques implemented by teacher in teaching vocabulary?. According to QCA inCreemin (2000; 157), the teacher needs to some suggestions to teach English creatively, those are:

- Stimulate imagination making significant connections.
- Be clear about freedom and constrains.
- Use a range of learning styles.

- Give clear purpose relevance to the work.

- Provide opportunities for pupils to work together.

- Build in anatomy.

Based on the explanation above, there are some of technique can be implemented creatively as follows:

2.3.1 Sing song technique

According Millington (2011:134), Song can help learners improve their listening skills and pronunciation, can be useful in the teaching of vocabulary and sentence structures. He also explains that in teaching vocabulary, Song can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning.

According to Millington, there are three steps to implement Song technique in teaching vocabulary. Those are the preparation stage, the core stage, the follow-up stage(2011: 138).The preparation stage is giving the goal of the task which is singing the song in the core activity stage. It isuseful to activate the vocabulary and to form basic sentence structures in the preparation stage. Core stage is to involve the students and maximize interest, it would be advantageous to singthe song several times in the core, each time varying the pace or volume and having thestudents perform actions and sing along chorally.Follow-up stage is the follow-up stage should attempt to build on the successful completion ofthe core stage. In other words, the students have sung

the song and now should beencouraged to use the vocabulary or sentence structures from the song.

Besides, Song technique makes children motivated to learn vocabulary because they feel enjoyable and fun singing and respond well in teaching vocabulary.But, the advantages of song technique in teaching vocabulary not only make enjoyment to children. In some manner as Millington's view:

"Songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, therebyhelping learners to reach higher levels of achievement. Secondly, songs, in particular choralsinging, can help to create a relaxed and informal atmosphere that makes the classroom a nonthreateningenvironment. By reducing anxiety, songs can help increase student interest andmotivate them to learn the target language. Students often think of songs as entertainmentrather than study and therefore find learning English through songs fun and enjoyable" (2011:136).

2.3.2 Drilling technique

Drilling means listening to a model which is provided by teacher, or a tape or student, and repeating what is heard, Tice (2014:1). The repetition drill technique is used by many teachers to introducevocabulary items to their students. The teacher says the word or phrase and the students repeat it. She also explains that there are some ideas for using drilling effectively in the classroom. Those are, repetition drill, disappearing text, dialogue building, mingle activities, information gap, etc(2014:2).

Based on the explanation above, the researcher focuseson repetition drill technique in classroom activity. So, how does the repetition drilling technique implemented in teaching vocabulary. Tice (2014:2) states that there are some

steps to implement repetition drilling technique in classroom activity. Firstly, make sure you give clear, natural sounding and consistent models. Secondly, use movement or gesture to help them visualize the language they are practicing. Thirdly, helps learners focus on correct pronunciation, intonation and attention-grabbing.

So, when the repetition drilling technique can be implemented.Tice (20014:1) states for drills to be meaningful, learned to understand what they are being asked to say. Monotonous chanting of contextualized language is not useful to anyone. This means that work on the meaning of the language must come before drilling. Drilling may follow a language focus stage particularly if you are dealing with spoken language. It may be too much, however, to expect learners to get it right immediately so you may want to introduce drilling later for remedial purposes. Or you may do it after a fluency task as a correction strategy.

Additionally, Tice (20014:1) states that for the learners, drills can:

- Provide for a focus on accuracy.

- Provide learners with intensive practice in hearing and saying particular words or phrases.

- Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.

- Help students notice the correct form or pronunciation of a word or phrase.

- Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction.

- Help memorization and atomization of common language patterns and language chunks. This may be particularly true for aural learners.

2.3.3 Role play technique

Tompkins (1998: 8) states that the Role playing is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Role play is really useful for both the students and the teacher.Y. Huang (2008:2) states that the role play is not only help students have more opportunities to "act" and "interact" with their peers trying to use the English language, but it can improve students' English speaking, listening, and understanding. Students learn to use the language in a more realistic, more practical way.

According to Magos and Politi (2008:100), the use of the role-play technique in teaching a second language helpslearners acquire knowledge, new skills and attitudes. Additionally, the role-play contributes to the improvement

of significant skills, particularly participation in conversations and the ability to handle everyday situations requiring communication.

So, how doesthe Role playtechnique implemented in teaching vocabulary.Kodotchigova (2000: 2) suggests some steps for creating a successful role play. The following are a modified series of these steps: The first step is selecting an appropriate situation. This step for creating a role play is to choose an appropriate situation. The second step is designing role play based students' language skills. At this stage, the teachers need to come up with ideas on how situation may develop. The third step is predicting the language needed. After the appropriate role play is selected, the teacher should adjust the language to the students' language proficiency level. The fourth step is Factual preparation. This step deals with giving instructions, information, and clear role description to the student. The fifth step is assigning the roles. Finally is Follow-up: Once the students finish in their performing the role play, a teacher should spend some time on evaluation.

2.3.4 Game technique

Halfield (1990:v) states that a game is an activity with rules, a goal and element of fun. He also explains that the emphasis in the game is on successful communication rather than on correctness of language.

Playing game is an important and natural part of growing and learning. Children like playing games, and they can learn a lot from them. Through games, they can learn things in a fun away. As they enjoy the activities of game,

the children will not be afraid to speak English and will likely use it as a natural part of the game Paul (2003:15).

Playing games allows students to explore and become familiar with words and phrases. There are many benefits of using games to teach English especially in teaching vocabulary. Those are: games help the teacher create context in which the language is useful and meaningful. Besides, it helps the teacher build better class relationships and encourage class participation. Additionally, games provide language practice, review, in the various skill. Through games, children experiment, discover, and interact with other. Games encourage the creative and spontaneous use of language and promote real communication. Games are enjoyable and challenging but not threatening.

According Hadfield (1990:vi), there are some game techniques used in language teaching, includes: information gap, guessing, search, matching, exchanging, collecting, combining, arranging, card guess, board games, problems and puzzle.

Based on the statement, the researcher focuses to observe the guessing game in teaching vocabulary. According to Haldfield (1990: viii) said that,guessing games can take one of the following forms: The player with the information deliberately withholds it, while others guess what it may be.

Haldfield also explains that there are many examples of guessing game. One of them is Adverb game guessing type activity in small group. This game purposes to describe how things act/ action, exponent to adverb. This technique

used to every day actions topic or essential vocabulary verb as required by students. (1990:24)

In the same line, Haldfield (1990: 25) also explains how to use this game in teaching language. Firstly, this game may be played in group, three or four. Student takes top cards without showing it to other or waits to get key word from the teacher. Then they should give to other clue to help the guess to the adverb. The other should try to guess the adverb.

2.4. Previous study

The Previous studies are very important in as much for the process of collecting and analyzing the data. They are used as a guidance or comparison to come to a better understanding of the object of investigation. Thus, below are presented studies that are closely related to the study conducted in this thesis.

The first is AnnisaAwaludin'sthesis (2013). She writes "Techniques in Presenting Vocabulary to Young EFL Learners". The thesis is for undergraduated degree program in English Education Study Program of Indonesia University of Education. Her research investigates the techniques which are used by a teacher of a young learner course in presenting meaning and form of vocabulary, as well as the reasons in employing the techniques. Her study applied framework from Takač (2008). She used observation and interview to collect data. The finding of her study indicates that the teacher applied various techniques with various reasons, both in presenting word meaning and form. In presenting word meaning, the teacher mostly employed

Real Objects which comprised the use of pictures, realia, and demonstration. In presenting word form, the teacher mostly employed Graphic Form.

The Second is Farichah'sthesis (2010). She writes" *PengajaranKosakatabahasainggrismelaluipolapembelajaranedutaiment"*. She researched the factors of supporting, reasons and implementation of edutainment learning method. In her study, she analyzed the theory Edutainment learning method which is she explains some technique teaching such as Song by Armstrong theory which is explained that music can improving Child's memory, game by Moeslihatoen theory which explains that game or playing can exercise language ability and telling story by Moeslichatoen theory which explains that telling story has important meaning to children development, such as to communicate culture social avalue, helpful to develop imagination to children and to develop children language. Her study inspired the researcher to investigate more about edutainment learning method with some interest technique of teaching.

The differences betweenFaricha's study and this study are,Farichah's study only describessome techniques teaching vocabulary in Edutainment learning method generally. And in this study find out teaching techniques not only interesting but also creatively. Besides that this studyto find out the advantages in implementing of creative technique in teaching vocabulary at Sabilussalam kindergarten. So, the researcheruses theory creative and theory technique teaching to young learners in technique teaching vocabulary.

The third is WibowoWati''s thesis (2012). She writesabout " Teacher's technique in teaching vocabulary for young learner at Laboratorium Elementary School". She focuses to teacher's technique in teaching vocabulary in first grade. The purpose of her research is to know what teacher's techniques in teaching vocabulary and to know the result of those techniques through the student understanding the material. She uses descriptive qualitative method. To collect more data, she uses interview and classroom observation. Although her study chooses first grade elementary school as part of subject in her study. But it is same with this study because it chooses level B kindergarten. Both of them is young learners age 6-7.

The difference betweenWibowoWati's study and this study is that her study only describes kind of techniques in teaching vocabulary generallyand in this study to find out the result of those techniques through the student understanding the material. While this study focuses to techniques used by teacher in teaching vocabulary creatively and describe how teacher implement those technique also the advantages of implementation of those technique which is used by teacher at Sabilussalam kindergarten.