CHAPTER II

REVIEW OF RELATED LITERATURE

In accordance with the problem and the purpose the study, this chapter is provided to review some relevant theories and study concerning with definition of teaching, teaching of English as a foreign language, language study in the elementary school, teaching technique in elementary school, vocabulary, the important of vocabulary, techniques of teaching vocabulary for young learners, and instruction media of teaching vocabulary.

A. Definition of Teaching

According to Brown teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. He states further that teaching is guiding and facilitating learning, enable the learner to learn setting the condition for learning.¹⁵

Teaching cannot be separated from the word "learning" because the presence of teaching is as result of the presence of learner. Learning is process of skill acquisition and increased fluency as Brown states that learning is acquiring or getting of knowledge of subject or a skill by study, experience or instruction¹⁶.

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¹⁵ H. D. Brown, *Principle of Language Learning and Teaching: Fourth Edition*,(New York: Longman, 2000), p.7
¹⁶ Ibid. p.6.

Based on the definition above, can be stated that teaching is the activity that enable the learners to acquire knowledge, guided by teacher through learning process.

B. Teaching of English as a Foreign Language

Teaching English as a Foreign Language (TEFL) is described as a tried and tested way for people to see the world while earning a living. So that's why TELF become a tool to overseas the international network.¹⁷

The role of English is considered as a second language or a foreign language in each country all over the word. As a second language, English has an essential role in national and social life trough communication aspect. Meanwhile, as a foreign language, English is taught in schools and courses. It does not play an essential role in national or social life. However, the role of English is great. Mostly we find it in developing country.¹⁸

The role of teaching English as a foreign language (TEFL) is about conveying information to students in an interesting way and communicating through sense of English language. Giving the student foreign language competence by using more several ways to read literature, to read technical work, to listen the radio, to understand the dialogue in the movie use of the language for communication. It is clear that teaching a foreign language has important role and

¹⁷www.google.com,http://www.direct.gov.uk/en/BritonsLivingAbroad/EducationAndJobs/DG_10 020027, accessed on March 7, 2009, at 07.30 p.m

¹⁸ Geoffrey and Anita, *A Practical Guide "Teaching Today"*. *Third Edition*, (United Kingdom: Nelson Thornes Ltd, 2004), p.6.

has the same position with another teaching subject in order to reach the objective of language teaching.

C. Language Study in the Elementary School

The elementary school's teacher said that English is considered important to teach in the levels of elementary school, even at kindergarten school. In their age, children are able to learn English as Brown stated that second language or foreign language acquisition can be happened in childhood, early or late, as well as in adulthood.¹⁹

According to Deborah, the students who are in the elementary ages between 7 up to 12 years is in the phase of entering a transitional period from the rapid growth of early childhood to the phase of more gradual development. Their abilities gradually develop the social, physical, and mental development ²⁰. In my opinion, the sooner the children start learning the language, the better. Their brain and memory are ready for learning and most of them can learn quite well. So, they will be easy to memorize words that are learnt before.

In language study in the elementary school, there is the linguistic picture concerned with such things as the sound system and the grammar, and there is communicative picture where the components are function and purpose. These

¹⁹ H. D. Brown, *Principle of Language Learning and Teaching*, Fourth Edition, op. cit, p.49.

 $^{^{20}}$ Deborah, 2006, http://www.englishraven.com/articleheory_piaget.html, accessed on May 7, 2009 at 04.15 p.m

two sides of the language equation with vocabulary straddling them both should be constantly in the teacher's mind. They run through every aspect of the methodology

D. Teaching Techniques in the Elementary School

Teaching to children (primary school) is different from teaching to adult (junior or senior high school students). Children are still learning about their environment and the way children learning English depends on their developmental stage. Younger children may ask question all the time and may talk about what they do while older ware telling the difference fiction and fact because their basic concept are formed.²¹

According to Scott and Ytreberg, some characteristics of young learners are:

- 1. They learn by doing
- 2. They can talk about what they have done or heard
- 3. They can argue for something
- 4. They understand situation more quickly
- 5. They have a very short attention and concentration span
- 6. They are often happy playing and working alone, but in the company of others, they can be very reluctant to share
- 7. They are able to make decisions about their own learning
- 8. They learn have definite views about what they like and don't like doing
- 9. They ask question all the time
- 10. They intend to enjoy themselves, but they also take themselves seriously and like to think what they are doing is real work.²²

Here, teacher has to help them in comprehending context or new vocabulary by using interesting teaching techniques because it can determine the success of

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 $^{^{21}}$ Scott and Ytreberg, *Teaching English to Children*, (New York, Longman, 1990), p.1. 22 Ibid, p.3

teaching aim. Teacher must be careful in selecting techniques for teaching vocabulary. Petty states some techniques which are considered appropriate for teaching English at the elementary school, those are:

- a. Teaching English by using pictures
- b. Teaching English by using word games
- c. Teaching English through demonstration.²³

E. Vocabulary

Vocabulary is a total number of words that make up a language²⁴. Further, Penny stated that:

"Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words." 25

Vocabulary has an important role in teaching English. For years, English teaching has placed heavy emphasis up on early and extensive vocabulary learning. Furthermore, Mc Charty in Rully states that learning a language without vocabulary to show a wide range of meaning may result in some communication in a meaningless way. It show that vocabulary has an important role in language element.²⁶

²³ Geoffrey Petty, *A Practical Guide "Teaching Today"*. *Third Edition*, (United Kingdom: Nelson Thornes Ltd, 2004), p.42

²⁴ Hornby, A. S, *Oxford Advanced Learners Dictionary*, (Oxford: Oxford University Press, 1995), p.1425.

²⁵ Ur, Penny, *A Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.60

²⁶ Rully Mustikaningrum, The Students' English Achievement In The Hard Science And Social SciencePrograms At SMA Negeri 2 Jombang, (perpustakaan IKIP Malang: unpublished thesis,2009), p.26

Every language has its own rules. So every learner should know the system of language that he/she learns. Organizing and putting the words to use within a particular interrelationship system are very important to present a clear thought. These are very important, not only for knowing the words themselves but also in terms of developing ability to teach and acquire words appropriately.

F. The Important of Vocabulary

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". 27

This is how the linguist David Wilkins described the importance of vocabulary as quoted by Thornbury. It means that someone can speak English although less in grammar during the key words is easy to be understood. In the other side, someone can not say something if they never know vocabulary, means that they can not communicate well.

Other opinion, Rivers (1983), as quoted by David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language use because without and extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Lewis (1993) argues that vocabulary should be at the centre of language teaching, because language consists of grammatical lexis, not lexicalised grammar.²⁸

²⁷ Scott Thornbury, *How To Teach Vocabulary* 2, (London: Longman, 2002), p.13

²⁸ David Nunan, *Language Teaching Methodology: A textbook for teachers*, (London: Prentice Hall International (UK) Ltd, 1991), p.117

By realizing the importance of vocabulary development or mastery development in learning a foreign language, students must devote part of their time to learn vocabulary items. To foreign language students, like Indonesian students, learning vocabulary needs special efforts because English is very much different from students' native language and their national language. Students' knowledge background to a certain language terminology and students' schema to the any terms of science and technology seems to be the main handicaps for Indonesian students in achieving particular level of their English vocabulary. Beside that, since the learning environment does not support the learners to learn English, the expected result will still be unsatisfactory.

From explanation above can be concluded that vocabulary is primary step in language learning and second language acquisition. Vocabulary also plays an important role in English Skills (listening, reading, speaking, and writing) and content (grammar).

G. Techniques of Teaching Vocabulary

According to Allen (1996) in Irma (2008), technique is implementation that which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective²⁹. Technique close related to the strategy to do something. Related to teaching vocabulary, an English

²⁹ Irma Suryani, *A Study on The Techniques of Teaching English Vocabulary to Children at Elementary School Al – Munawarah Plus Pamekasan*, (Perpustakaan UMM: Unpublished Thesis, 2008), p.10

teacher should find the appropriate strategies to teach vocabulary for young learners rather than viewing vocabulary items as a long and boring list of words to be defined and memorized.

Vocabulary items are seen in their central role in contextualized, meaningful language. Learners are guided in spesific ways to internalize these important components in language. Thus, in teaching vocabulary, a teacher should consider some techniques as follows:

- 1. Selection of words should be based on usefulness of the students.
- 2. If there is no special purpose, introduce variety of areas, types and styles.
- 3. The new words should be introduced in contexts.
- 4. The teaching vocabulary can be integrated to the teaching of reading.³⁰

Further, Brown proposes some guidlines for the communicative treatment of vocabulary instruction in the classroom as follows.

"Allocate spesific class to vocabulary learning". 31

In the interactive classrooms, sometimes the teachers get caught up in lively group work and meaningful communication that they don't pause to devote some attention to words. After all, words are basic building block of language. So, if the teachers are interested in being communicative, words are among the first priorities.

p.20
³¹ H. D. Brown, *Principle of Language Learning and Teaching: Third Edition*, (New York: Longman, 1999), p.377

³⁰ Fachrurrazy, *Teaching English language Skill and Component*, (Malang: IKIP Malang,1993), p.20

1. Help the students to learn vocabulary in context.

The best internalization of vocabulary comes from encounter comprehension (receptive) and production with words within the context of surrounding discourse. Rather than isolating words or focusing on dictionary definition, attend to vocabulary within a communicative framework in which items appear. Students will then associate new words with a meaningful context to which they apply.

2. Play down the role of bilingual dictionaries.

It means that the teacher should help the students to resist the temptation to erouse their bilingual dictionaries. It is unfortunate that such practices of erousing bilingual dictionnaries rarely help the students to internalize the word for later recall and use.

3. Encourage students to develop strategies for determining meaning of words.

Included in the discussion of learning strategies are references to learning words. A number of clues are available to learners to develop "word attack" strategies.

4. Engage in "unplanned" vocabulary teaching.

In all likelihood, most of attention the teachers give to vocabulary learning will be unplanned. Those moments are when a student asks about a word or when a word has appeared. These moments are important. The teacher can give several examples or encourage the students to use the word in other sentence. However, make sure that such unplanned vocabulary teaching does

not detract from the central focus of activity by going on. The appropriate techniques in teaching vocabulary will determine whether the students have rich vocabulary items or not.

According to Harmer there are 3 techniques about teaching vocabulary that are:

1. Vocabulary Networks

It is generally accepted that vocabulary is best learned and taught in group of related words. Such groups are sometimes referred to as 'lexical sets' or 'word families. Vocabulary networks is also named word map. This technique is used to make the learners trying to remember some of the many words they know. The procedures and the activities are as follow:

- a. Give out copies of the following diagram. If you do not have access to a photocopies, draw it on the board and get each child to copy it onto paper.
- b. Write the topic in the middle circle in English, and then ask each child to put a word in their own language (related to the topic) on the bottom line of each of the outer circles.
- c. Then, either in groups, or letting the children ask freely around the class, get them to try and fill in the English translations on the top lines of the outer circles. As they run out of ideas let them turn to dictionaries, and if all else fails allow them to ask you.

d. Finally, ask them to draw a picture of the word in each circle.³²

Further, Nation named vocabulary networks as a semantic mapping. Here, the teacher encourages learners to produce vocabulary that can be put into the map and encourages repetition to help them establish vocabulary. It also helps them to explore the meaning of the relevant vocabulary.³³

2. Guess the Words

This activity only introduces the some new words. The children should be given a chance to use them in context. For example they read a text that is mostly in their first language but share some English words mixed into it. They use the context to guess the meaning of the English words. For example:

- a. Write the title of the text on the board and get the children to look at the picture. Ask them what they think the text is about and to suggest some words, both in English and their first language, that they think will be in the text.
- b. Tell them the text is in their own language but that you have hidden some English words in it. Give out the copies and ask them if they can tell you the English words.

³² Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition.London: Longman, 2004), p.236

³³ I.S.P. Nation, *Learning Vocabulary In Another Language*. Fourth printing, (Victoria University of Wellington: Cambridge University Press, 2003), p.129

c. They read the text again, and in pairs try and work out what the English words mean. You can make this easier by giving them all the translations in a box and asking them to pick out the most suitable one.

3. Guessing Picture

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. The pictures here mean blackboard drawings, wall pictures and cards, flashcards and any other non technical visual representation. Pictures can be used to explain the meaning of vocabulary items: the teacher might draw pens, rulers and balls on the blackboard. Or have magazine pictures of cars, bicycles, and trains struck onto cardboard. The teacher might bring in a wall picture showing three people a room which could be used for introducing the meaning of the sentence. A picture can also be used to create a situation or context.

Besides, the use of pictures or objects as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account.³⁴

According to Phillips, there are 7 techniques of teaching vocabulary, as follow:

1. Odd Words Out

For example:

The children are given sets of words and have to decide which of the words does not fit in the set. This is a very simple activity, but it requires the children to use the concepts of categories and criteria. It is useful to make a series of sets of words and keep them in a folder in class to give to children who finish another activity early.

³⁴ Scott Thornbury, *How To Teach Vocabulary* 2, (London: Longman, 2002), p.80

- a. Write a set of words on the board and ask the children to tell you which is the odd one our. Make sure they explain their reasoning to you either in the first language.
- b. When they have understood the concept, give them the rest of the sets of words.
- c. They can work either individually or in pairs working in pairs can result in a useful exchange of ideas.
- d. As they finish, get them to compare their answer with another child or pair, and then go through the answers with the whole class, asking the children why they chose particular answers.

2. The Lost Pet

The teacher presents a structure using interactive storytelling. In this example, the structure is it + preposition, and is suitable for beginner, but teacher adapt the technique to other structures and levels. For example:

- a. Introduce the situation by drawing or displaying a picture of an empty cage. Tell them children that they are going to image that their class has a pet. Tell them what kind of animal it is and ask them to think of a name for it.
- b. Tell them that unfortunately, the pet has escaped and that they must find it-in English.
- c. Point to the chair and ask them.
- d. Ask the class to suggest more questions, using different preposition and furniture, for example: Is it in the cupboard? Look in each place mentioned. Continue until they find the 'pet'.

e. Ask the questions again, this time just pointing to the different pieces of furniture, and encouraging the children to join in as much as possible.

3. Keeping the Rules

The children match sentences to places and then focus on the language. In this activity, the function is that permission and obligation and is suitable for older children, but you can adapt the technique to other functions and other levels. For example:

- a. Ask the children to think of places that have rules and make a list on the board of the places they suggest. Add any others that are in you examples. (The answer to the 'rules' below are: library, swimming pool, football match, park.)
- b. Give out the copies of the 'rules', or put up your poster and tell the children that each set of sentences refers to one of the places on the board. Tell them to read the sentences and decide which place they refer to.
- c. Let them work in pairs to solve the puzzle and then check the answers.
- d. Now ask them to look at the sentences again and find sentences that express obligation to do something (must), and then go on to prohibition (mustn't or can't), permission (can or may), and impossibility (can't).
- e. Ask them to write some sentences for another situation for example, rules for the classroom, in the home, in the kitchen, or how to keep healthy.

4. Colour Parsing

If you are going to use this technique regularly in class, it is worth devising a more complete colour scheme so that you are consistent. Make a poster of it for the classroom wall. For example: a. Decide your board into two halves. On the left write some words that fit into the sentence structure you have chosen, like this:

ve hate does he offee bananas

b. Underline the verb in red and invite the children to find and underline other 'red' words. Do the same with the blue, yellow, and green words.

Like do you she

Love hate does he

Coffee bananas

c. Write your model sentence on the right of the board and ask the children to underline the words in the appropriate colours.

Like do you she
Love hate does he
Coffee bananas

- d. Show the children how to make other sentences like yours, using the words on the left. Then they make some of their own, either individually or in groups.
- e. Ask the children to tell you their sentences and write them under the model.

5. Singing a song

Song is one of the best ways to brighten up the English class by providing a chance of phase in the classroom routine. It can be used to reinforce language pattern, which have been already learned and to introduce the new materials.

6. A very Long Sentence

Going round the class, the children repeat the base sentence and add one word to it. For example, if you have a large class and don't want to split it, arrange the children into teams of three or four who work together to remember the sentence, with a 'spokes person' who says it to the rest of the class. For example:

a. Say the base sentence and make sure the children understand it. Drill it a couple of times to help them continuing and remember it, for instance by using the 'invisible reading' technique or doing a back chain drill like this:

I went to	or	Bought
Market		And bought
With my		Market and bought
Mother		Went to market and bought
And bought One		I went to market and bought
Apple		
And Two		
Fishes		

b. Ask the children to suggest ways of finishing the sentence. For example:

I went to market and bought one apple.

I went to market and bought one apple and two fishes.

c. When they have got the idea of making a very long sentence, start the game. Get the children to sit in circles of eight to ten (the game does not work well if the group are larger). Each child says the sentence and adds one more item. You can make the activity co-operative by asking the other children to help if someone can't remember all the items, or competitive by giving each child three chances and then eliminating them from the game.

7. Games

Penny argued that the interest of students can be rooted from giving them an interesting topic, the need to convey meaningful information, a game-like 'fun' task, attention-catching materials, appeal to learners' feelings or a challenge to their intellect³⁵. Besides, Petty stated as follows:

"The increase in interest and motivation produced by a short session of game-playing can produce positive feelings towards the subject (and the teacher) which last for weeks". 36

From the explanation above can be stated that games is one of effective way to warm up students' interest and increase their motivation. They can be used at any stages or a class to provide an amusing and challenging respired from the other classroom activity. Games also play a central role in a child-centered lesson and make it possible for child to fully immerse themselves in learning such as:

³⁵ Penny Ur, *A Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University Press, 1996), h.23

³⁶ Geoffrey Petty, *A Practical Guide "Teaching Today"*. *Third Edition*, (United Kingdom: Nelson Thornes Ltd, 2004), h.234.

singing, clapping hands, chanting rhymes, solving puzzles, drawing, colouring, model-making etc.

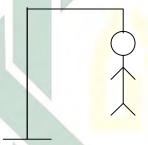
It is evident that young learners learn through play much easier and they enjoy it more. This is quite a natural way for them to learn. They play and love to play. In playing together we can see elements of interaction and during interacting the learners develop language skills. Learning can be absorbed really well. Quite often the learners do not realize they are learning. Fun games should have an important role in the children's education. The language learnt by heart can often be a part of the activities. For example, commands for the games can be remembered quite easily.

Many games can be looked at as drill exercises but they have an added fun and competition element. For example, a game that works like this is well-known game "Simon says"³⁷. Here are also the following six well-known types of games and activity for beginner/elementary that introduced by Peter Watcyn and Jones in their book "Vocabulary 2, Games and Activities": bingo (ice breaker bingo 1), matching word and picture, find the differences, picture crossword, acting word, asking the right question, and stepping stones.³⁸

Besides, Penny suggested using "hangman" game. It is used to exercise their spelling some words, as the following procedure:

Scott Thornbury, *How To Teach Vocabulary 2*, (London: Longman,2002), p.48
 Peter Watcyn and Jones, *Vocabulary Games and Activity 2*, (London: Penguin Books, 2001), hal.1

- 1) One player thinks of a word and write down a series of dashes, which represent the series of letters that make up the word
- 2) Then, other player guesses what the letters are. If they guess the letters right, the first player has to fill in the relevant dash (es). If they guess wrong, he/she may draw one (more) component of a drawing of a man hanging on a gallows. The guesses continue until either the whole word has been guessed, or the hangman drawing has been finished. The completed drawing looks something like this:



3) If the first player completes the drawing before the others have guessed the word, he/she wins, and may choose another word to be guessed. If the word is guessed first, then the player to fill in the last letters of the word may choose the next.³⁹

I. Instruction Media of Teaching Vocabulary

Media is a main instrument in teaching and learning process. It is used to attract the students' attention and deliver the information easily. Teachers of

³⁹ Penny Ur, *A Course In Language Teaching; Practice And Theory*, (Cambridge: University Press, 1966), p.31

young learners have to use some visuals in their teaching activities to facilitate their teaching. According to Wright, there are various kinds of media, but visual is appropriate media for young learners in learning vocabulary. In making a decision to use the media, teacher needs to ask three out of questions as the following:

1. Is it easy to prepare?

The aids should be easy for teachers to prepare before using them in the classroom. It is worth to prepare visual aids that can be used many times in many activities with different classes.

2. Is it easy to organize in the classroom?

Teachers have many important activities to do in the classroom, supported by the aids that is easy to use maximally.

3. Is it interesting to the students?

The aids should be interesting for both teacher and students. Teachers should consider well whether the material and its aids will be interesting or not. Besides, teachers also provide all the things before teaching as charming as possible since they will greatly get the student's attention.⁴⁰

Furthermore, there are many kinds of media which is described as follow:

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⁴⁰ Andrew Wright, *Pictures of Language Leraning*, (Cambridge, University Press, 1986), h.8

1. Picture

Picture is photographic representation of people, place, and things⁴¹. Picture can translate abstract concepts into realistic or concrete items. Teachers can get various colourful pictures from used magazine, posters, brochures, or from newspaper and calendars. Picture is simple to use because they not require any equipment and they are inexpensive. Beside they will last long and can be used in many at all levels in the elementary schools.

The criteria of picture that are used to teach vocabulary are: picture should be enough to be seen by all students, the picture of individual object of people should be as simple as possible, and some of picture should contain colours. The aim of using picture in teaching vocabulary as the following:

- 1. To arise the student's interest in learning a foreign language
- 2. We can brighten the classroom and ring more variety
- 3. Set meaning full practice and gaining new word vocabulary
- 4. Have something to look and keeps the student's attention
- 5. Stimulate the student's interest and increase their vocabulary
- 6. Encourage the student learning participation.⁴²

Here are the following examples of pictures:









Taken from documentation of pictures

⁴¹ Hornby, A. S, Oxford Advanced Learners Dictionary, (Oxford: Oxford University Press, 1995), p.1256.

42 Ibid, p.20

2. Realia

Realia or real object is the visual instruction media most closely associated with a direct purposeful learning experience. In education, realia are objects from real life used in classroom instruction. It consists of actual object, items, or facsimiles which are used in the classroom to illustrate and teach vocabulary. The main advantage of using real object in class is to make the learning experience more memorable for the learners to give a couple of simple example.⁴³

In education, realia include objects used by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. The term realia has a broader meaning, which includes photos of objects from a country where the target language is spoken, as well as objects from the target culture, which can range from traditional clothes or musical instruments to newspapers or ticket stubs.

Realia are brought into the English classroom to stimulate young learners who like to see, to touch and to hold things. For example; if teachers are going to teach kind of fruits and vegetables. It can be much more effective for students if they can touch, smell, and see the object by their selves.

Besides, realia box contains toy cars, plastic fruit, kitchen utensils, will be useful in an English class in elementary school. By using realia, actual objects or

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⁴³ Stefan Chiarantano (August 13, 2005), assessed on June 8, 2009 at 12.20 p.m, http://www.usingenglish.com/weblog/archives/000228.html

facsimiles thereof (pieces of clothing, toy animals, and plastic fruit), teachers can illustrate and teach young learners about vocabulary for animals, clothing, and kinds of fruit. For young learners, it's a very useful tool in making the abstract concrete. It is also useful in teaching prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under a desk and so on. To conclude, using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding.

3. Flashcards

According to Hornby, flashcard is a card with a word or words or sometimes a picture on it⁴⁴. Flashcards are held up for pupils as a visual aid to learning. When we use flashcards, we must consider the following questions.

- a. Are they large enough for the whole class to see?
- b. Does the picture convey the meaning clearly? For example, for naming an animal, an object, a size-big or small, for describing action using the present continuous, and so on. Here are the examples of flashcards.⁴⁵

Flashcard is often made by using picture and individual words. If it is served as the word, it should be written in clear, large letters. Picture can also be drawn or copied. Copied picture can be colored by pupils. Picture can also cut from used

 $^{^{44}}$ Hornby, A. S, $\it Oxford\,Advanced\,Learners\,Dictionary,$ (Oxford: Oxford University Press, 1995), p.1126.

magazine. Brochures and catalogues can be a useful source for finding picture. Here is the example of flashcards:









Docunentation⁴⁶

4. **Puppets**

Puppets are very popular among children. They have been popular for hundreds of years because they are so much fun. Some simple puppets are very easy to make. We will probably be able to make some using things around us.

By using suitable vocabulary teaching techniques and supporting with appropriate teaching media, the students are motivated to learn English vocabulary effectively. The meaning of the term motivation as Zoltan Zornyei stated that the definition of motivation concerns the direction and magnitude of human behaviour, that is: the choice of particular action, the persistence with it, and the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it. 47

 ⁴⁶ Photoes' collections, taken at May 26,2009.
 ⁴⁷ Dornyei, Zoltan, *Teaching And Researching Motivation*, (Malaysia: Longman,2001), p.8

According to Harmer, motivation is kind of internal drive which pushes someone to do things in order to achieve something. Motivation brings the students to effectiveness learning English since the process of teaching running well. Of course, by some techniques in teaching vocabulary, students are able to be successful in learning.⁴⁸

It is obvious that the teachers and their method being used have significant role in sustaining students' motivation. Teacher plays main role to create a positive classroom atmosphere. Meanwhile, if teacher and students are comfortable with the method being used, the effective teaching and learning is much more likely. Besides, motivation also derive from the factors outside the classroom, such as parental and social attitudes, it is likely weaker than that created by events in the classroom itself. Children need to be involved and even excited in order to learn effectively. 49

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⁴⁸ Harmer, Jeremy, *The Practice of English Language Teaching*. Fourth Edition,(London: Longman,2004), p.98.

⁴⁹ Harmer, Jeremy, *The Practice of English Language Teaching*. Third Edition,(London: Longman, 2002), p.52.