

2. CHAPTER II

3. REVIEW OF RELATED LITERATURES

2.1 Previous Study

This chapter contains the description previews study of relevant theorist concerning the study of “*The Implementation of Name Poems Technique in Developing Vocabulary through Descriptive Text*”. This title has concern of Junior high School in SMP Az Zahra Mlonggo.

In the research conducted by Supriyatna (2014) entitled ‘*The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTs Darussalam*’ is showed that vocabulary is an important element in a language. Vocabulary is important to be learnt. Hence, better level of teaching vocabulary means better teaching of a language. English teacher must have variation of technique in teaching English, especially in teaching English vocabulary in which to avoid the students from bored. It is important to include the students in an activity of teaching vocabulary in the class to gain more understanding. Hence, of the students will be able to adopt and memorize new vocabulary. It means that the use of good teaching technique and media is important to stimulate students in learning and memorizing new vocabularies.

According to the research conducted by Annisa (2014) entitled “*Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade of Junior High School Students*” is explained that there are some techniques in teaching writing descriptive text as solution to solve the students’ problem in learning process. He said that Crossword Puzzle can be integrated in the class during teaching learning process of descriptive. The student’s taught some clues to fill the blank space. By the technique, students can be improve and stimulate their motivation to enrich vocabularies.

Based on the research by Purnomo (2014) entitled "*Improving Descriptive writing Skill Through Mind-mapping technique (Classroom Action Research in 8th Grade Students of MTS Muhammadiyah 1 Cekelan in the Academic Year of 2013/ 2014)*" it is told that some of students got serious problem in language, there are produce some vocabularies, the structure of writing and creative in writing. From the problems above, the writer gave Mind Mapping Technique to arranging words, phrase and sentences easily. From the technique, students are able to arrange sentences to become a short Descriptive text.

According to the research conducted by Rahayu (2013) entitled "*Improving Students' Vocabulary by Using Quarter Games*" it is showed that it is not easy to teach vocabulary to young learner's because the students feel ashamed and afraid to produce words. It is because of the students have not many vocabulary. So, it needs good technique and media to help them learn. Media is used by the teachers in teaching and learning process. Therefore, teaching vocabulary can be done using some technique and media such as: Dialogue, games, pictures and etc. The success of teaching and learning process depends on how effectively and efficiently of some factors like, students' abilities, time allotment, and the use of visual aids, teaching technique and teaching materials. It means that the use of visual aids like, game and pictures are influence to the students' learning process.

In general, when someone mentions the word "*Poetry*", the first once flashed is a series of sentences with words that are beautiful and interesting and bound by stanzas. However, poetry is certainly not as simple as that, both in format and content. As we know that Subagyo (2007:213) said that a poem has more talk with less word, because it consists of lines or stanzas and has shorter size or compact in which it conveys the deepest aspects of life and wide. That's why it only uses the number of words that are relatively very few.

Poetry or poem has the unique one, especially from the beauty of poem. So, the researcher makes a collaboration technique inside it namely Name Poems Technique. Name Poems Technique itself has a unique meaning. According to Phillips (1993:64) a name poem uses the letters of students' name in a topic word to begin each line. All lines of poem should relate to variety parts of speech (nouns, adjectives and verbs). Then the lines describe the topic or it can be describing the students' name, for example in adjective, automatically the students describe their own characteristics.

This research could be concluded that Name Poems have a good impact on students' stimulation in brainstorming. They are excellent tools for the demonstration of the meaning, especially regarding adjective word for their characteristics. They work better if used meaningfully. The distinctiveness of Name Poems also makes them more memorable, knowing their own characteristics, e.g. when they try to catch some word from their own name. They will try hard to find the words which have true meaning based on their characteristics. The statements mentioned above are in accordance with the theories explained in the theoretical part.

Name Poems Technique is new in education, especially in Junior High School. On average, the teacher help students' interest in developing vocabulary is using picture, mind mapping and real media. But, those media in used in daily life still describe part of body. Rarely, the teacher applied another media or technique to help students describe the characteristics of students. When the teacher gave something new to their students, they will be enthusiastic and so curious with it. Teaching learning process in unusual condition will happen in the class. Collaboration learning between literature and genre inside will make students realized that they will not only study about poems with the components but also about genres, especially Descriptive Text with the specific components

2.2 General Concept of Teaching

In Harmer (2001:56) reported that according to the *Cambridge International Dictionary of English*, teaching means to give (someone) knowledge or to instruct or train (someone). On the other hand, *Longman Dictionary of Contemporary English* suggests that it means to show somebody how to do something or to change somebody's ideas. Brown (2004:5) also states that teaching sets up learner's opportunities to listen, take risks, set goals, and process feedback from the teacher, then recycle thought the skills that they are trying to master.

Teaching activity is related to the instructor or the teacher role. Harmer (1998:4) purposed that as a teacher, in the teaching activity of giving students' instructions become very crucial. There are two general rules the best way for giving students instructions. First, it must be as simple as possible and the second, it should be logical. Hence, it is very important for teacher to check that the students have understood what they are being asked to do.

2.3 General Concept of Vocabulary

When we discuss about vocabulary, of course some of students are familiar about that in the class. In spontaneity they produce some vocabularies in their communication. Vocabulary is one of elements in language. Students in elementary school who learn English need stock of words to communicate. Vocabulary is the important thing in language, because in vocabulary there are sound system, grammar, and culture. For each word has meaningful when student studied in the context.

Vocabulary is best learned when the meaning of the words are illustrated, for example by a picture, an action, or real object. Phillips (1993:68) states that vocabulary is one basic component to develop English as a foreign language at elementary, intermediate, or advance levels. For elementary school, students should fix the relevant vocabulary to make them applied and build up in their mind. In other hand, Sholihah

(2009:18) state that vocabulary is the basic of language. The words which has lexicography. For each word may has one or two or three syllable which has single meaning. Vocabulary has differences in used, they are active and passive vocabulary.

The researcher concludes that vocabulary is a total number of words existing in language, including single words to express idea as well as multi-word idioms which can be understood in the context.

2.4 The Importance of Teaching Vocabulary

When we discuss about vocabularies, so the teacher should think about student abilities, especially student in Az Zahra Junior High School. As a teacher should be creative teacher. As we know that the object of mini research is students in elementary, so it is not easy to create students abilities based on the teacher's concept. Moreover, Willis (2008:80) added in his book that teaching vocabulary for young learners are the ability of keep brain in relational memorize, categorizing, connecting, patterning, storage, and executive function.

According to Brown (2000:7) teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching vocabulary for beginner is a hard task for teacher. Students should increase their vocabulary. The important of increase vocabulary is when they get communicate to each other, so they should be mastery in stock of vocabularies.

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of

vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

2.5 General Concept of Descriptive Text

Descriptive text is a kind of text that describes something in general. One of the text types taught for student of Junior High School is a Descriptive text presented in eighth grade. In this case, the researcher chooses this text to match effectively with the technique, especially Name Poem that had been discussed before. So the researcher used descriptive text as a learning material to use Name Poems as a technique in teaching learning process. To support the definition of descriptive text as a genre chosen, the researcher put some opinions from the expert.

Descriptive by Gerot Wignell (1995:208) is a particular person, place or thing is described in details in this composition. Descriptive paragraph is operationally defined as the ability of eighth grade students in writing a paragraph which consists of identification, description and conclusion. Descriptive paragraph is a paragraph which describes in such details about place, person or thing that described, so the reader can easily imagine the picture or object, or they can feel the object with the five senses.

According to Blanchard (2003:69) said that to describing particular thing need information in detail. The writer may use sensory word and physical characteristics. For sensory word, the writer should use some words related to the senses of sight, sound, touch, smell and taste. Then, physical characteristics when the writer describes people, they can include the characteristics such as: hair color, weight and height. Using information of describing something in detail will help the reader to imagine what the writer means.

2.6 General Concept of Name Poems Technique

Subagyo (2007:212) explained that enjoyable in reading poetry is easier than finding out the meaning or the definition of it, because poetry itself has the beauty inside it. It is called beauty because it includes stanza, rhythm, and rhyme. Based on the beautifulness of poetry itself, the readers not only read the word by word but also enjoy the rhyme, rhythm and then got the message from bounds of beautiful word which is delivered in the structure.

Subagyo (2007:224) also state that a theme in literature is the principal idea or opinion that unifies and controls the entire literature. Theme is the center of attention who wants to put forward the author on a given topic or subject. To identify the theme of a poem can do two steps, namely finding the subject or the main idea of poetry and the poet formulates major statements on the subject. In a different opinion from another people in the world, it is simple to finding the theme of poetry. By read the title of poetry, the reader can guess what the message delivered inside.

In general definition, Name Poems Technique is a kind of techniques in teaching Writing. This technique use student's names to make some word from letter by letter. According to Phillips (1993:64) states that Name Poems for young learners are useful to expand vocabulary and be creative in use language. The students will be creative in imagine some vocabulary based on their characteristics. They are not only known well about general of their part of body such as their hair, color of skin, color of eyes, nose and etc. Name Poems Technique is different ways and rare in education, because this technique help students in showing their own characteristics, enrich and creative their vocabulary.

2.7 The Advantages of Name Poems Technique

Name Poems Technique has similar meaning with Acrostic Poems based on the definition below. Simons (2014:10) told that acrostics are a great way to describe a person. But they can also describe a thing or idea. Different parts of speech can be written for each letter. Nouns, verbs, and adjectives make up many of the words in an acrostic.

To enrich student's vocabulary, different technique in teaching learning process is needed. Phillips (1993:64) explained that there are some advantages of using Name Poems Technique in teaching learning process. They are students has the ability creative use of language, expend the vocabulary, then giving children a sense of achievement in the foreign language. Students may familiar with another ways in Teaching Descriptive Text, but in this research the researcher try to find out an alternative way namely Name Poems Technique. Then the disadvantages of it is limits the knowledge. It means the students have to show by only allowing small sentences or words.

2.8 Students in Junior High School

Harmer (1998:13) stated that students in elementary school are usually involved in the beginning or false beginning level. They have very little language skills. So, the teacher be tempted to direct them with the popular concept which good and easy to accept for them. The materials should not over help them because students' capacity for taking in, retaining new words and concept is limited.

Harmer (2001:38) said that young learners, especially the children in the ages of nine or ten is absolutely have different characteristic in learning new language, it can be characterized as follows:

- a. They respond individual meaning even they do not know individual words
- b. They often learn indirectly rather than directly.
- c. Their understanding can not just from explanation, but also from what they see, heard and touch also from what they interact with.
- d. They generally are having enthusiasm in learning about the world around them.
- e. They are keen to talk about themselves and respond well to learn about the topics that use themselves as the main topic in the classroom.
- f. They have limited attention; they can easily get bored and losing interest after few minutes.

Understanding some characteristics of the young children in the beginner level, teaching can be successful if teachers give them stimulation of fun media and great teaching technique.