

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher discusses the review of the related literature of the research. This chapter are divided into English vocabulary mastery for young learners, teaching writing for young learners, diary writing in English language teaching, previous related studies, and hypotheses.

2.1 English Vocabulary Mastery for Young Learners

Age has its own stages to obtain or access the new language. The teacher needs deep understand about the relation between the student's age and stages in order to choose an appropriate method in teaching. Harmer (2007, pp.82-83) states that young learners, especially those who are in ages of nine to ten, acquire the languages differently from other children, teenagers, and adults.

Firstly, young learners respond to the meaning of new words even though they do not understand them. Secondly, young learners learn indirectly from their environment by using their senses, curiosity about the world around them. In order to elaborate their imagination and experience, teachers are able to assign individual or group projects. Thirdly, the young learners have low attention span. Therefore, teachers of young learners need to be able to pick up on their students' current interests in learning process so that the students will not get bored.

Young learners are very special social beings with their own ways of doing things. Halliwell (1993, p.3) states that young learners have already had well-established set of instincts, skills, and characteristics that aid them to acquire another language:

1. They are already very good in interpret meaning although they do not understand the individual words.
2. They already have great creativity in using limited language to convey their feelings and minds.
3. They are interested in finding and creating fun in whatever they do.
4. They have a great imagination.

Teaching young learners is not an easy job. Based on the study conducted by Musthafa (2010, p.123), there are some strategies to improve the vocabulary of young learners. The teachers of young learners must become a role model, use active, creative and various techniques in the classroom, and focus on functional English or vocabulary development. As the students have low attention span, it is compulsory to repeat the words or expressions by using acquisition-promoting routines such as singing a song, games, or review.

Eight to ten years old learners are competent users of their mother tongue and they are aware of main rules of syntax in their mother language. By the age of ten, the young learners are able to understand abstracts, symbols (beginning with words), generalise and systematise (Scott & Ytreberg, 1990, p.4). On the other hand, the students of fourth grade begin to develop their critical thinking by observing and concluding the phenomena around their environment. In this

instance, they start to put critics to adults (parents or teachers) by giving opinions or comments.

Previous theories have attempted to explain the characteristics of young learners. Furthermore, Scott and Ytreberg (1990, p.3-4) emphasize that children of ten are considered mature children with the characteristics as below: the children have mastered and had their own perspective about the world. In this age, the children start to develop their critical thinking since they are able to make decisions, give critics, and have exact perspective about what they like and don't like. This is also the age to put the children to work in groups with the teacher's supervision. In sum, the students of fourth grade begin to understand abstract vocabularies (adjectives or adverb) and develop their critical thinking by observing and concluding the phenomena around their world.

Teachers rarely find the students asking about grammatical pattern. Most of the students will ask about the meaning about word whenever they want to speak or write in order to convey their ideas or mind. Vocabulary knowledge is frequently considered as a critical tool to measure second language learners because a limited vocabulary in second language learners hinders successful communication (Cameron, 2005, p.22). The learners will get lots of difficulties to communicate with the native speaker.

As English is a foreign language in Indonesia, both teachers and students have to acquire the amount of English words in order to speak and write English well. There is an acceptable reason why the EFL learners take long time to acquire the new words.

An educated native speaker will probably have vocabulary of arounds 20,000 words. Most adult second language learners are lucky to have acquired 5,000 words even after years of study. It has been calculated that a classroom learner would need more than eighteen years of classroom exposure to supply the same amount of vocabulary input that occurs in just one year of natural settings (Thornbury, 2002, p.20).

The next consideration is how to teach vocabulary for young learners. Young learners usually have problems in acquiring abstract words. The reasons why most of course book for young learners frequently give special attention to nouns are because they are real and easy to illustrate with young learner' limited abstract knowledge. However, the young learners also need to learn verbs, adjectives, adverbs, and prepositions (Linse, 2005, p.121).

The young learners who learn second language will find that some words seem difficult to learn than others. The most difficult of all are those that less identical, both in meaning and form. The young learners will have difficulties to pronounce the words since the difference of sounds from L1 and L2. Then, the young learners often make mistakes in spelling because of the mismatch between pronunciation and spelling. they also learn short words easier than long words. English grammar also has impact to words, especially related to types of verbs in tenses, nouns, adjectives, or adverbs. In addition, the young learners have difficulty to use the words with similar or multiple meanings. The last problem is range, connotation, and idiomaticity, the young learners learn words faster when those words are often used in their daily life (Thornbury, 2002, p.27-28).

2.2 Teaching English Writing for Young Learners

Writing is one of two productive skills in English. It is one of the most difficult skills to learn. However, it is important to introduce the students to writing alongside speaking. Writing skill is an important even the basic levels for getting job in many walks of life and has a big role in literature and cultures (Brown, 2004, p.218). The purpose of writing is to discover, think, express, and organize ideas into sentences and paragraphs. This activity needs not only physical but also mental act. This activity is both a process and a product (Nunan, 2003, p.88).

Writing is a long process. There are some steps for the students to master writing skill. The teacher must consider the writing assignment based on their level. Brown (2004, p.220) emphasizes five major levels of classroom writing performance.

1. Imitative

The goal of this level is the learners have to acquire basic skills of writing such as letters, words, punctuation, and very simple and short sentences. This level focuses on form than context and meaning. This is the first step for the learners to acquire the mechanics of writing.

2. Intensive (controlled)

The goal of this level is able to produce vocabulary including the context, collocations, and idioms. This level is the combination of meaning, context, and form. Meaning and context take part in measuring writing's accuracy and acceptability even though most of the tasks are still focused on the form.

3. Responsive

The goal of this level is able to produce appropriate sentences with correct structure and grammar. The tasks include narratives and descriptions, reports, summaries, interpret the charts or graphs. The students get more chances to express their ideas by giving opinions and responses.

4. Extensive

This is the highest level of classroom writing performance. The students are expected to produce essay, a term paper, research essay, journal, report, or thesis. The writer must be able to organize, use critical thinking, work on details to support the ideas and understand the process of multiple drafts to create the product. Editing and proofreading are the main concern in this level.

Brown (2004, p.221) mentions about micro- and macro skills of writing. The micro skills focus on fundamental skills of writing, such as producing letters, words, or simple sentences. However, the macro skills focus on creating a meaningful text.

Table 2.1
Micro-and Macro Skills of Writing

No	Micro Skills	Macro Skills
1	Creating phonemes and orthographic patterns of English.	Using the rhetorical forms and conventions of written discourse.
2.	Creating writing at an effective time to reach the purpose.	Appropriately achieving the communicative functions of written texts based on the form and purpose.
3.	Creating a suitable essence of words and use appropriate word order patterns.	Delivering links and connections between events, and exchange information such relations as main idea, supporting idea new information, given information, generalization, and illustration.
4.	Using an approvable grammatical system (e.g. tense, agreement, and pluralization), patterns, and rules.	Differentiating between literal and suggested meanings when writing.
5.	Expressing a certain meaning in different grammatical types.	Delivering culturally precise references in the context of the written text.
6.	Using cohesive ways in written discourse.	Developing and using writing strategies such as measuring the audience's interpretation accurately, writing with fluency in the first draft, exploring paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Source: Brown, D. H., 2004, p.221

Although writing is not the main skill to be learned in primary school, it is important to introduce writing to young learners by using diary. Yuliani and Fitriana (2017, p.57) on their research stated that writing was an important aspect in teaching language because the students were able to express and discover their mind and ideas in the paper. It means through diary writing the students were able to do deep reflection. They were able to deliver their feelings, minds, opinions, or ideas through writing as a medium. Therefore, it was compulsory to teach writing for the students.

Teaching writing for young learners could be challenging. The young learners must have enough vocabulary to write sentences. The teachers have to provide enough opportunities to use vocabulary and review their past experiences. Cameron (2005, p.153) states that the teachers may begin the class from the important context and focus on main features (topics, vocabulary, grammar). Then, the young learners are given some examples related to writing topics. Finally, the young learners will do exercise such as completing the sentences, writing sentences, or composing paragraph. The most important is the assignments have to encourage the student to use their knowledge and skill in a meaningful context.

When helping students to become better writers, teachers have a number of crucial tasks to perform. This is especially true when students are reluctant to express themselves or have difficulty finding ways and means. Then, Harmer (2004, p.41-42) proposes five steps for teacher performance in teaching.

1. Demonstrating

The first step is demonstrating, the teachers have to give the introduction and design of writing for students. The teachers have to make sure that the students understand the types of writing. Therefore, the students will not face lots of difficulties in writing.

2. Motivating and provoking

The second step is motivating and provoking. The teachers are not able to deny that writing is a complex process. The students themselves do not know what to write. Being lack of ideas, words, and grammar somehow put the students into stress. The teacher's role as a motivator is important to give lots of prepared

advices, suggestions, or clues to help the students whenever they get lost during the writing process.

3. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when the students are writing in class, always available (except during exam writing). It is related to the role of teacher as motivator. The teachers have to make the students feel comfortable and secure during the writing process.

4. Responding

There are two methods that is possible to react to the students' written work. They are responding and evaluating. During responding, the teachers give supports, opinions, and suggestions to improve the students' writing. The teachers must focus on the writing as process rather than product although the teachers are allowed to give suggestions for improvement.

5. Evaluating

The main purpose of evaluation is not to give students score by counting their mistakes. It will be better if the teachers use this as a chance for students to learn by highlighting their mistakes and asking them to improve when hand back the paper to students.

2.3 Diary Writing in English Language Teaching

Diary or journal writing is included in self-writing category. Both diary and journal record minds, feelings, and which and teachers, tutors, or lecturers read and reacts to (Brown, 2001, p.344). Students as writers explore their

experiences, minds, and feeling to produce writing. Then, the teachers, tutors, or lecturers are able to give the comments from the students' writing. It is considered as the most noticeable and important for the teachers, tutors, or lecturers to get specific data about the students.

When the students wrote diary in the target language, it helped them to practice and discover what they were able and unable to write confidently (Curtis & Bailey, 2009, p.72). Therefore, the diary writing helped introvert or shy students to express themselves. Writing diary helped them to improve their confidence. Through the diary writing, the students would realize their strength and weakness. They were able to improve their weakness in English.

Diary was able to be used as students' reflection. According to the study conducted by Akbar, et al. (2015, p.54) diary as students' reflection had some benefits. First, the diary was able to help the students to recall their memories and experiences. Diary writing helped the students to produce and practice critical skills and logical strategies. Second, the students were able to use diary to enhance their oral skill to share their perspectives, thoughts, and ideas with their imagination. Third, the researchers and teachers were able to use diaries for observation during the research. The teachers were able to use diary to see whether the students grasped the lessons' core in the classroom.

The process of writing also helped the students to face their future. By using process to produce a product of writing, it could be the students' habit not only to focus on the result of writing, but also focused on the

process and components that used in their writing (Andreys & Aswandi, 2017, p.256).

Anggraini, (2018, p.18) reported that low motivation to learn English inhibited the usage of diary. Some students considered writing diary as an uninteresting and long process. The students also had problem to convey their idea and feelings in diary.

Lack of ideas, vocabulary, and grammar are also the problems in implementing diary writing. It is emphasized by a study conducted by Dewi, et.al (2017, p.97) in SMA Negeri 3, Banda Aceh, mentioned the result of questionnaire related to students' problem in writing. Vocabulary, lack of ideas, grammar, content, idea organization, idiomatic expression and spelling were the students' problem in writing. Furthermore, Maharani (2017, p.473) proved that the students' problem in mastering writing for all levels were lack of idea and knowledge about the topic. Those demotivated students' motivation, enthusiasm, and desire to. If writing was considered as a difficult process, the students would lose motivation and the goal of writing process were not be able to achieve.

2.4 Previous Related Studies

There were two previous researches related to this research. The first research was conducted by Nisa entitled "Using diary in writing class" in 2017. There were 32 participants involved in this study. The purposes of the research were to find out the influence of diary writing to improve the writing skill of eighth grade students in SMPN 7 Surakarta and to explain the class condition during the implementation of diary writing. The result showed that the diary

writing improved the students' writing skills on the aspects of grammar, vocabulary, content, mechanic, and organization. The diary writing also motivated the students to learn.

The second study was conducted by Andreys and Aswandi entitled "The use of diary to teach writing recount text to eighth graders of Junior High School Wr. Soepratman, East Borneo" in 2017. The participants of this research were one English teacher and the eight grade students. The research aimed to investigate the use of diary in teaching recount text of Junior High School WR. Soepratman, East Borneo. The researcher found out that the teacher was able to use diary as media to teach recount text because it attracted the students' interest, motivation, and enthusiasm in writing.

Those two previous studies were used to compare the current research that was conducted by the researcher. The similiarity of the previous research with the recent research was the diary as a medium to conduct the research. The differences of the previous studies with the recent study appeared in the method, the participants of the study, and object of the research. The previous research used qualitative or both (qualitative and quantitative) approach. The subject of the research was junior high school students and it was conducted to find out about the one students' English skill. Meanwhile, the recent research only used quantitative method involving elementary school students. The goal of this research was only vocabulary as one element of English.

2.5 Hypotheses

The hypotheses of this study are the predictions of the outcomes. There are two kinds of hypotheses:

Alternative Hypothesis (Ha) : Diary writing enhanced the fourth grade students' vocabulary mastery.

Null Hypothesis (Ho) : Diary writing did not enhance the fourth grade students' vocabulary mastery.