**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

The writer divides this chapter into four parts which discuses review of related literature, they are: definition young learners, teaching and learning vocabulary, the use of make a match method in teaching vocabulary and testing vocabulary.

1. **Definition of Young Learners**

Young learners is the elementary school students which aged between 6-12 years old. They are can be divided into two group, they are: younger group (6-8 years old) and older group (9-12 years old). According to the class level, they can be called the children of lower classes, that is grades 1, 2 and 3 and the upper classes of students grades 4, 5, and 6.

An important goal in learning English in elementary school learning that is to emerge interest children in learning English. In order to achieve these objectives we need to understand the characteristics of the child so they can choose the methods and learning materials that appropriate with the children’s (suyanto, 2007: 14-15).

Suyanto (2007: 15-20) states that there are ten characteristic of young learner as follow:

1. In general, children aged 5-7 years have egocentric attitude which is a tendency the like to connect what they learn or they do with themselves. They liked the subject matter related to their daily lives and surroundings.

8

1. Young learners group the first level

That is the age of 5-7 years is still difficult to distinguish between things that are concrete and abstract.

1. Children also tend to be imaginative and active. They like learning through play, story or song, so they will be more motivated to learn English event though indirectly. Play is part of the daily lives of children.
2. Felling easily bored is also one of characteristic the children’s.
3. Children’s lives are colorful and fun. Activities and task, along with interesting pictures and colors will make children’s happy.
4. Children love the story as it loves the game. Through the story, students can be trained to better focus on the overall context than if stated verbatim. While through the game, students are more motivated to be more active and more freedom in using in English language will sometime language spoken by their version.
5. Naturally as a novice learners, younger groups its own task, but with her friend. They not been able to share and very self-centered until the age limit of seventh years.
6. Learner aged 8-10 years to have enough awareness and readiness of language.
7. Basically, the kinds love the conversation intrinsic to interact and talk about what they have. Children as English language learners is very important for language learning.
8. Last but no least, the important thing to remember, the students base learners in general is an active thinker. They love to learn something, as well as learning the language by way to doing things (learning by doing), such as playing or singing.

Characteristic of young learners five to seven year olds can do at their own level (scoot, 1992: 1-2).

1. They can talk about what they are doing
2. They can tell you about what they have done or heard
3. They can plant activities
4. They can argue for something and tell you why they think what they think
5. They can use logical reasoning
6. They can use their vivid imaginations
7. They can use a wide range of intonation pattern in their mother tongue
8. They can understand direct human interaction
9. **Teaching and Learning Vocabulary**

Vocabulary is the important in language acquisition. Teaching vocabulary is one of fundamental factor that make possible for person to speak the language in the communicative way. The teachers has to be able to apply various method of teaching to make the students interested in learning English. To improve the learning vocabulary can be done by giving students various types of activities with the words. It is very important how to make the students know the meaning of the words without giving bored by using some good technique.

When we think about vocabulary lessons in this way, we be come aware of five fact, Virginia French Allen (1983:9) there are:

1. Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.
2. Teaching such words will require special skills because students often fell their native-language words for familiar objects and persons are all they *really need*
3. Students are very likely to feel that foreign words for familiar object are not really needed when the foreign language is not used for communication outside the language class.
4. When a students feel no real need to learn something, a feeling of need must be created by the teacher.
5. To create in students minds a sense of personal need for a foreign word, it is not enough to say, “here is word to learn.” “here is what the word means.” “the word will be useful to you someday.”

Teachers use all three ways to show the meanings of vocabulary words Virginia French Allen (1983:9) there are:

1. Pictures
2. Explanations in the students own language
3. Definitions in simple English, using vocabulary that the students already know

Teaching vocabulary aims at enabling the learners to understand the concept of unfamiliar words, to gain a greater number of words, and to use words successfully for communicative purposes (cahyono, 2008). Hunt and beglar (2002) state that three are three approaches to vocabulary teaching and learning (cahyono, 2010:154), there are:

1. Incidental learning

Incidental learning is learning vocabulary as a product of doing other language activities, such as reading and writing.

1. Explicit instruction

Explicit instruction refers to intentional learning of vocabulary through instruction, which is essential for beginning students whose lack of vocabulary limits their reading ability.

1. Independent strategy development

Independent strategy development concern with equipping the learners with strategies

Learning vocabulary is very important of learning English (flower, 1995:5).

Children enjoy vocabulary learning. They pick up new words at an astonishing pace in both their first and second or foreign language and they can understand the concept of words well before the concept of grammar. It is a good idea to make deliberate presentation of vocabulary as varied as possible. when presenting vocabulary to the youngest children, teacher can first introduce things they can see, feel, play with, touch, and experience everyday. Meaning can be made apparent without the use of the first language. Teachers can use toys, such as dolls to present parts of the body, or puppets to act out a dialogue. They can also use classroom objects such as the desks and chairs, the pictures, and posters. Occasionally, when appropriate, teacher can bring in real objects as apples, carrots, baskets, bags, hats, bottles, and cups: anything that is easy to pack in a bag or store in the cupboard. Pictures and pictures cards are often supplied with young learners course books together with a set of games and exercises for use. These can also be made at home or teachers can ask children help to make them (pinter, 2006: 86-88).

In general, children quickly learn the words or vocabulary when supported with props, such as pictures or real objects. Perhaps one reason is that when using props is the direct word has meaning when given with the picture.

In English language learning for children , specially for spoken language, teacher young learner often just give out words without any context. for example, shown a picture of a *glass* and *water*. If teacher just mention the glass and water as the word out, or became less obvious meaning. Better the words give in the content, such as:

* I need a glass of water
* This is a glass of water

Activity of language teaching usually is an activity integrated. That is, teacher can teach vocabulary in context using the structure of certain sentences to practice speaking skill. To further attract the attention of students, the use of flash cards, pictures, or real objects is highly recommended. In introducing the word, the correct pronunciation should be given from the beginning. Especially if the pictures in color, will be more interesting and directly used for training or brush up on color. Simply learning vocabulary can be done through four stages (suyanto,2007: 47), there are:

1. Introducing: the teacher introduces a new word with a correct speech, use picture or real object.
2. Modeling: the teacher give the example with act as model.
3. Practicing: the teacher train students to imitate and practice.
4. Applying: students apply in the right situation with the help of teacher.

According Chodijah: 2000 there are some technique the English teacher for young learners (suyanto,2007:35-36), such as:

a. Presentation

The teacher is as a model in the class. Teacher uses the English language clearly and simply in the exact context beside that the teacher as information in the class so they can manage that class. To avoid the students boring, this method present for about 10- 15 minute.

b. Exercise stage

The purpose of it is increase the student confidence to useful the new language pattern that they get form the condition that was created. Rule teachers are managers in the class and corrector to correct the students mistake the technique that can use and drills.

c. Application stage

The teacher gives the motivation to the students for use the new language, so they will be creative. This stage use for game or role- plays material learners full of fun.

There are some technique of teaching English for young learner that can used make the class interesting (suyanto,2007:88-95), there are:

1. Listen and Repeat

The teacher says something and the students only listen. Then, the teachers says again and asks them to repeat what the teacher says. To introduce new words, the teacher can use *flash card* in this activity.

Example: Teacher: “listen and repeat! It’s a dog

Student: it is a dog

1. Listen and Do

The teacher says something and the students listen carefully. Then, the students do what the teacher says. The students respond it by doing what their teacher says.

Example: teacher: “stand up, please!”

( the students stand)

Teacher: “ open your book”

( the students open their book)

1. Question and Answer

The teacher start to asks something and give sample of the answer. Then, the students imitate, after that the teacher asks something and the students answer the question.

|  |  |
| --- | --- |
| Question | Answer |
| 1. Are you sleeping? 2. Are you studying? | 1. No, I’m not 2. Yes, I’m |

1. Substitution

The teacher loose one part of sentence and asks the students to substitute with other similar word. The teacher can use media: flash card, flip card, poster and realia.

Example: it’s a dog

It’s a pen

1. Draw and Color

This technique can done after the students know some words, things, and colors, such as rabbit, carrot, orange, and green. Both the picture and the color are matched to students interest and the context or real life.

Example: “ Draw a carrot! It’s orange”

( the students draw and color the picture)

1. Listen and Identify

In English, practicing to identify sounds is important thing to do because of wrong pronunciation will have different meaning. In this activity, the teacher give two similar sounds by using interesting way, for example by using “ minimal pairs” for vowel and some consonant

Example: (1) (2)

Eat it

Pen pan

1. See Difference

The students try to observe and find out the different ions of two things or picture: this activity is useful for the students accurately.

Example: find five differences between picture 1 and picture 2.

1. Group Discussion

The teacher gives the problem to the group, and then they discus about it. It help the students more active.

Example: the teacher tell the fact of some events and then the students must give the result of the end based on their imagination.

1. Cooperative Learning

Every students learn together, they must work together to give the reports pr the tasks that are:

Example: the students fill the puzzle or make a draft of animal in the zoo.

1. Modeling and Demonstration

Modeling and demonstration are the strategy to give example to the students about how they do, learn. And make something.

Example: *teacher: show me your tongue!*

*Ok, now pull it slowly when you say three/èri/, thank /èæçk/.*

Then the teacher practices them in *minimal pairs three-tree : thank-tank*

1. Concept Mapping

This activity is used to lead the students look some concepts or things that are known with other concept. The teacher can use it to connect something new with known thing.

Example: concept *: vegetable*

Question *: what is vegetable?*

The teacher guides the students by giving the definition of vegetables name.

*“ a vegetable is a plant, or part of a plant, we eat”*

*Can you name some vegetables?*

(the students mention the vegetables name by using brainstorming)

1. Outdoor activity

Outdoor activity riches the students vocabularies because they will find something new that are not teach by their teacher in the class. Beside that, it will lead them to interact with their friends.

As for the upper classes, while for the class 5 and 6, introduce the vocabulary can be more varied, for example:

1. Provide the simple definition
2. Provide the equivalent or opposite
3. Give same example
4. Describe or illustrate
5. Give the meaning in the first language or translate.

The purpose of teaching vocabulary is to help the students bring and get the meaning from words sign. To reach the goal of teaching vocabulary the students must be taught in many things about words and their meaning as well as the words themselves.

1. **Make A Match**

Make a match (pair) is one type of technique of cooperative learning. This method was developed by Lorna Curran (1994). One of the advantage of this technique is that the students find a partner while learning about a concept or topic, in a pleasant atmosphere. Application of this method start with the technique, the students were told to find pairs of cards that is the answer or the problem before the deadline, students are able to match the given points (rusman, 2010: 223).

Make a match is teaching and learning techniques to find the partner (make a match) was developed by Lorna Curran (1994). Benefits of this techniques is the students looking for a partner while learning about a concept or topic in a fun atmosphere. This technique can be used in all subjects and for all age levels of students (lie, 2005:28).

According to in article (Lenny Kuncoro,2009), learning models make a match or find a partner developed by Lorna Curran (1994). One of advantages of this technique is that the students find a partner while learning about a concept or topic in a fun atmosphere.

Model make a match or find a partner is one alternative that can be applied to students, application of this method start from the engineering students are told to find pairs or cards that is the answer/question before the deadline, students are able to match the cards were given points.

principles of use make a match method, there are:

1. Social systems
2. Students interact with each other through a card matching game that made the situation a fun competition.
3. The teacher as a facilitator to control the content and the learning process from the point of interaction between the participants learn from each other.
4. Reaction principle
5. The teacher acts as facilitator and enabler. In overall charge of the teaching learning process and it responsible keep atmosphere of learning in a way that supports the attitude and not be judgmental.
6. Students may be possible to gain experience using the knowledge and skill that have been held to apply to the competitive nature of this game
7. Support system
8. Teacher who have a warm personality and skill in managing interpersonal relationships and group discussion, be able to create a classroom climate that is open and not defensive.
9. Media in the form of cards containing questions and answers of these materials and the data selected and organized to provide examples of problems in a matter of learning.
10. Instructional impact
11. Concepts and skill
12. Think critically and make decisions
13. The accuracy, precision, accuracy and speed.
14. Impact accompaniment
15. Achievement of objectives and evaluation
16. Awareness of the effectiveness
17. Dealing of the consequences

Based on the activities of teaching and learning process, students appear to be more actively seeking a partner between the card and answer question. With the method look for the card students can to identify the issues contained in the discovery of cards and tell it simply and clearly together.

At the time the teacher set up the cards that contain the concept/topic and look for the main through in mind explanatory discourse for review sessions (one side of the card opposite sides of a question and answer cards). After the teacher ordered the students to take the card seems of the students excited and motivated to draw a card problem. After the students have about the card, each one seemed to think the answer or the problem of card held. Group with each other ahead of her partner wanted to find a mate and match with the card this is where interaction between groups and interaction among students in the group to discuss the questions and answers back. The writer guides students in discussing the results that have been matched pairs of cards by the students.

On the application of the make a match method, the writer obtained some findings that make a match method can make cooperation in answering students questions by matching cards in their hand, the learning process more interesting and most students seem more enthusiastic about taking the learning process, and liveliness of the students seemed to have the students look at each card pair.

Advantages of make a match method Tarmizi (2009). There are:

1. The excitement will grow in the learning process (let them grow)
2. Cooperation among the students realized the dynamic
3. The emergence of mutual cooperation dynamic are evenly distributed throughout the students
4. Being able to create an atmosphere of active learning
5. Delivered learning materials more attractive for students
6. Able to improve the students learning outcomes reached a level of completeness in the classical learning

Weakness of the make a match method

1. Deeded guidance for the teachers to do activities
2. Limited time available to students do not get to much play in the learning process
3. Teachers need to prepare adequate materials and equipment

Procedure of make a match method , (hanafiah, 2009:46) there are:

1. Teachers set up some cards that contain some concept of review session, otherwise the part of card about question and the card other answer.
2. Each student receives a one-card hand.
3. Each student think of an answer or a question of card held.
4. Each students seeking a partner who has a card that matches the card (about the answer)
5. Any the student who can match his card before the deadline given points.
6. After one round of cards, shuffled again so that each students gets a different card than before.
7. So forth
8. Conclusion or closing
9. **The Use of Make A Match Technique in Teaching Vocabulary**

Technique is a way of teaching a language which is based on systematic principles and procedures (jhon plat, 2009: 46).

Many teacher used technique when they teach. One of them is make a match technique.

Make a match is technique of teaching and learning techniques to find a partner.

In this study the writer using make a match technique, make a match technique was designed to improve students achievement of vocabulary. By using make a match technique present a certain vocabulary on every step on the card to have students learning and remembering the vocabulary easy.

Make a match as teaching technique can give a great help to the teacher in the class. The students will not always be successful in learning English just by listening to the explanation from the teacher or by reading many books. Therefore, in this study, the writers choose make a match as teaching technique in teaching vocabulary to the fifth grades of elementary school.

Actually using make a match are many advantage in teaching and learning process. There are:

However teaching and learning English vocabulary using make a match technique has many advantage for elementary school. The first, as the students: they have strong and good motivation, challenging and fun. Second, the are easy to accept to English language because they learn by make a match that now is very interesting to children. The third, teaching English vocabulary using make a match can help the teacher in teaching learning process (hanafiah, 2009:46).

1. **Testing Vocabulary**

Good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener, and reader (langan, 1991:521).

A good knowledge of English vocabulary is important for anyone who wants to use the language, so knowledge of vocabulary is often tested. Vocabulary knowledge can be divides into four types. There are, speaking vocabulary, listening vocabulary, reading vocabulary, and writing vocabulary. A test may test one of all of these types of vocabulary, and the test make should know of the differences among these types and which is being tested.

The purpose the vocabulary test is to measure the comprehension and production of words used in speaking or writing. After the brief discussion of what words to test, the balance of the chapter will illustrate how to evaluate vocabulary mastery.

Four general kinds of vocabulary test are presented (mashed,1983:12), there are:

1. Limited response

Limited response, is for beginner. These test items require either a simple physical action like pointing at something or a very simple verbal answer such as “yes” or “no”.

1. Multiple-choice completion

Multiple-choice completion is a test in which a sentence with a missing word is presented; students choose one of four vocabulary items to complete the sentence.

1. Multiple-choice paraphrase

Multiple-choice paraphrase is a test in which sentence with one word underlined given. Students choose which four words is the closest in meaning to the underline item.

1. Simple completion (words)

Simple completion (words) is has students write in the missing part of words that appear in sentences.

The discussion of each test type you will find a summary of the advantages and limitation of the test type presented. The discussion of test types 2, 3, and 4 also includes a list of alternate forms of the technique being described.

1. Matching items

Matching item is the test that presented with a short passage or several unconnected sentences with blanks. The test chooses from among a list of words that are given with be word. Which fits in the blank. Students need to choose what fits in the blank based on meaning. The tester can give extra words, the purpose is the test can’t answer the last item by having eliminated all other possibilities and the more like lihood that two items could fit in the same blank.

The focusing on vocabulary testing, read (1997) identifies three main issues for discussion (allusion,1999:132), there are:

1. The role of context (and a prevailing view that favors whole tests related to discourse tasks)
2. Whether there is still a place for vocabulary test as such
3. What theoretical construct underlines any kinds of vocabulary testing