

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains of definition of young learners, characteristics of young learner, definition of vocabulary, the importance of vocabulary, vocabulary mastery, types of vocabulary, presenting new vocabulary, teaching and learning vocabulary, teaching vocabulary by games, definition of scavenger hunt game, procedure of implementing scavenger hunt, the advantages of scavenger hunt, and previous study.

A. Young Learners

1. Definition of young learners

Young learners are learners in elementary school who are learning foreign language. They usually is in five to eleven years old or it can be called children. In this study foreign language that will be taught is English. Learning English for children is called EYL (English for Young Learners). However, there is a big difference between children of five and children of eleven. This is because they have some characteristics according to their age.

Scott and Ytreberg (1992: 1) divided the young learners into two main groups. Those are the five to seven years old and the eight to ten years old. They are assuming that the five to seven years old are all at level one or the beginner stage. The eight to ten years old may also be beginners, or

they may have been learning the foreign language for some time, so there are both level one and level two learners in the eight to ten age group.

2. Characteristics of young learners

Children in age of nine or ten learn differently from older children, adolescents, and adults. Young learners have some characteristics in learning English which is important to be known by teacher. In order to she or he can apply suitable technique in learning process.

There are some characteristics of young learners according to Harmer (2008: 82). One of the characteristics is young learners respond to meaning even if they do not understand individual words. They often learn indirectly rather than directly. It means children take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. Their understanding comes not just from explanation, but also from what they see and hear and crucially have a chance to touch and interact with.

Jeremy Harmer (2008: 82) also states that young learners have limited attention span, unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so. They tend to talk about themselves and respond well to learning that uses themselves as main topics in the classroom. Their curiosity about the world around them generally builds an enthusiasm for learning.

Meanwhile, Scott and Ytreberg (1992: 3) states that five to seven year olds and eight to ten year olds have different characteristics. However, this research focuses on the students in the fifth grade. According to Scott and Ytreberg (1992: 3), there are some characteristics of the ten years old children. The first, children' basic concepts are formed. They have very decided views of the world. They also can tell the difference between fact and fiction. The next characteristic, children tend to curious, so they will ask questions all the time. They rely on the spoken word as well as the physical world to convey and understand meaning. The other characteristic, they are able to make some decisions about their own learning because they have definite views about what they like and don't like doing. The last, they are able to work with others and learn from others.

B. Vocabulary

1. The definition of vocabulary

Vocabulary is one of the language aspects that students have to learn when they are learning a language. Vocabulary is an important element which influence the four English skills those are listening, speaking, reading, and writing. According to Oxford Dictionary, vocabulary is defined as the body of words used in a particular language or in a particular sphere of activity. Meanwhile, from Cambridge Dictionary vocabulary is all the words which exist in a particular language or subject.

According to Richards and Renandya (2002: 255) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading, or watching television.

The other definition of vocabulary is from Hatch and Brown (1995: 1), they state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of language might use. Hatch and Brown (1995: 1) also state that vocabulary is the only system involved of alphabetical order.

Based on the explanation above, it can be concluded that vocabulary is main component of language that is very important in learning a language. Without understanding English vocabulary, students will get difficulties in listening, speaking, reading, and writing skill.

2. The importance of vocabulary

Vocabulary is important aspect that must be mastered, because it is the basic component to master four language skill, those are listening, speaking, reading, and writing. Nunan (1999: 103) states that if one has extensive vocabulary, it is possible to obtain meaning from spoken and

written text, even though one does not know the grammatical structures in which the text are encoded. Thornbury (2002: 13) also states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is more important to be learned first than grammar in language learning. In addition, vocabulary is main aspect to make a sentence, without knowing the meaning of a vocabulary, learner can not make or understand a sentence well.

3. Vocabulary Mastery

It has been explained above that vocabulary is all the words which exist in a particular language or subject. Meanwhile, according to the Oxford English Dictionary defines mastery as comprehensive knowledge or skill in a particular subject or activity. In other word, mastery refers to having great skill at something or dominance over something. So, if someone is fluent in English, then she or he has a mastery of the language.

Vocabulary mastery is the great skill in processing words of a language. Syarifudin et al. (2014: 2) states that vocabulary mastery means that the students have ability in comprehending the meaning of the words and be able to apply them in sentences. It can be concluded that vocabulary mastery is individual great skill in understanding and using words of a language.

4. Types of vocabulary

Vocabulary is divided into two types (Hatch and Brown, 1995: 370).

They are receptive and productive vocabulary.

a. Receptive vocabulary

Receptive vocabulary is words that the students recognize and understand when they occur in context, but they can not produce correctly. Receptive vocabulary is used passively in either listening or reading. There are two units of receptive vocabulary namely, listening vocabulary and reading vocabulary. Listening vocabulary is every word that can be recognized when listens to speech or conversation. Reading vocabulary is every word that can be recognized when reading. This is generally the largest types of vocabulary because people tends to be exposed to words more by reading than by listening. These are words that are often less well-known to students and less frequent in use.

b. Productive vocabulary

Productive vocabulary is words which the students understand, can pronounce correctly, and use constructively in speaking and writing. There are two units of productive vocabulary, those are speaking vocabulary and writing vocabulary. Speaking vocabulary is every word that is used by the person in speech. Writing vocabulary is every word that is used in numerous forms of writing from formal essays to twitter feeds. These are words that are well-known, familiar, and used frequently.

5. Presenting new vocabulary

Vocabulary needs to be taught to the beginner students. So, sometimes they have to know some new vocabularies. According to Haycraft (1978: 47), before presenting new vocabulary in the teaching and learning process, it is helpful to remember some ways. The first thing is whenever possible, it means teacher needs to teach the words in spoken form first, and only when the students can pronounce well, introduce the written form. Then, trying to present new words in context. Teacher can add some vocabularies in the context that the students is interested in. The last, revision is essential. It means teacher can blend words that have presented into later practice, so the students will be accustomed to the new vocabulary.

Besides these ways, there are many ways of presenting new vocabulary. Here are some of them:

a. In context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known.

e.g.fall from the trees in autumn. A young cow is a.....

This deductive process applies particularly to the use of reading passage or stories, whether taped, read, or told.

b. Create a context

The only way to teach the meaning abstract words is by creating a context or situation from which the students can then deduce the

meaning. Introduce the new word from the context and the original situation of the new word can make the students think what the meaning of the new word easily.

c. Description or definition

Describe and define objects, although drawing is often more effective. For example, 'You steer a ship with a rudder', 'You put luggage into the boot of a car', 'A lawn is an area of grass in a garden'.

d. Outside the classroom

Take your class out and introduce words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in a living context.

e. Objects

From object around the students, they can learn from it. There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others which can be brought in when needed. These can be simple or complicated, from forks and spoons to using things.

f. Drawing

Teacher can draw an object in the whiteboard. Even a teacher without too much skill can represent simple objects on the board. If the teacher draws badly, a guessing game ensues to determine what he actually has drawn.

g. Mime

Mime is making action to show the meaning of the word. This is particularly useful for actions: eating, drinking, jumping, tripping up, etc. It can also involve the objects connected with these verbs: drinking coffee, eating a sandwich, etc. Sometimes, we can revise by getting the students to mime when teacher says a word.

h. Opposites

Opposite is the contrary meaning of a word. It can be used to teach new vocabulary. For example, a word can often be defined if the students know its opposite. A brave man isn't afraid, an ugly girl isn't pretty, a plain girl isn't pretty or ugly, etc.

i. Synonyms

Synonym is the similar meaning of the word. As words of latin origin in English are often paralleled by those of Anglo-saxon origin and vice versa, synonyms can be useful for students from latin countries, or for Germans or Scandinavians. A French students may understand 'brave' if you say it is the same as 'courageous'. A German students may understand 'commerce' if in your definition you bring in the word 'begin'.

j. Translation

The quest for the meaning of a word through situations makes it more memorable when the student does eventually discover what it is. If the teacher does translate vocabulary, make sure then exemplify the

word in context, or the students will forget it easily. As equivalent words are not always used in exactly the same way in different languages, setting them in context also brings out their exact meaning.

k. Pictures/ flash cards

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchen, clothes, cars, interiors, and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flash card.

l. Wall charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible. One way of presenting vocabulary through them is by identifying some objects on an area of the wall chart. Then, points at the objects, and get the students to tell what they are. In this way, the students repeat the vocabulary and yet sustain their interest by approaching it from different teaching angles. This approach can be varied with questions, descriptions of the objects themselves.

m. Word games

There are large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. These are a number of word games that approximate more to exercise. Most of these games, revise vocabulary that the students already know.

However, they also point out areas of ignorance which students then want to fill.

Based on the explanation above, there are some ways to presenting new vocabulary to the students in the teaching and learning process. However, it is important to choose one of the way to fulfil the teaching objective, as efficiently as possible.

C. Teaching and Learning Vocabulary

1. Definition of teaching vocabulary and learning vocabulary

Vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary (Richards and Renandya, 2002: 255).

Hunt and Beglar in Richards and Renandya book (2002: 256) discuss that there are three approaches to vocabulary teaching and learning. The first is incidental learning, i.e., learning vocabulary as by-product of doing other things such as reading or listening. The second approaches is explicit instruction. Explicit instruction depends on identifying specific vocabulary

acquisition targets for learners. The last is independent strategy development. In this approach, learners need to be taught strategies for inferring words from context as well as those which can help learners retain the meanings of words. A combination of all three approaches is as the basis for a vocabulary program.

2. Principles for teaching vocabulary

Nation (2001: 384) states that principles focus on vocabulary teaching on the assumption that learners can be taught and can teach themselves. These principles should have a major influence

a. Content and sequencing

This principle about what vocabulary is focused on a any particular stage of a course, how is focused on (word and strategies) and how it is ordered.

b. Format and presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan.

c. Monitoring and assessment

It consists of how learning is measured, because a well designed course monitors learners' progress and the quality of their learning.

d. Evaluation

It tries to determine how good a course is 'Good' can be defined from various view points.

These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to vocabulary development, so that students get the best return for their learning effort.

3. Technique of teaching vocabulary

Technique is the way that the teacher does in implementing a specific method. To implementing scavenger hunt game in teaching vocabulary, the teacher should have different technique for different level. There are level of techniques which could be used to teach vocabulary based on Hedge (2003: 126):

- a. A physical demonstration, using mime and gesture, may be the most effective, as it well create visual memory for the word. It would be great to get some more ideas to use that can be demonstrated with some contraption, construction, or physical intuition.
- b. A verbal explanation, involving a number of context, for example: a long journey, a hard day's work, or a strenuous physical task, will lead the learners toward meaning.
- c. Synonym, it can be fascinating to throw synonyms when children are just learning to build up their vocabulary, for example: seat:chair, simple:easy, mad:angry, tiny:little, stone:rock.

- d. Other techniques are translation, pointing to objects using visual aids such as mounted magazine pictures or blackboard drawings, using antonym, or asking to check in a dictionary.

4. Essential steps in vocabulary learning

There are five essential steps in learning vocabulary (Hatch and Brown, 1995: 372).

- a. Encountering new word

The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The students' strategy here includes learning new words by reading books, reading newspaper and magazines.

- b. Getting the word form

The second step essential to vocabulary learning appears to be getting of a clear image-visual or auditory or both of the form of the vocabulary item. The importance of having a clear image of the form of a word becomes apparent when we think about what happens when we try to retrieve a word.

- c. Getting the word meaning

The next step is getting the word meaning. In getting the word meaning, students can get by reading a text or through visual technique or verbal technique.

d. Consolidating word form and meaning in memory

In order to remember the vocabulary that has been required before, the consolidating word form and meaning in memory is needed. In this step, students do the exercises in order to make strong memory connection between the form and the meaning.

e. Using the word

The last step in learning words is using the words. By using the words, the students seem having a mild guarantee that words and meaning will not fade from memory once they are learned.

D. Teaching Vocabulary by Games

Games are popular among children, because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings (Bakhsh, 2016: 122). Using games during teaching vocabulary help teacher to create interesting class which will develop students' motivation and provide stimulus to use the language. Vernon in Bakhsh (2016: 123) argues that games are an effective tool to teach vocabulary to young learners. They will participate and pay more attention because they enjoy themselves. The classroom atmosphere also feel comfortable and less boring.

According to Huyen and Khuat (2003: 8) games have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep

learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible communicative way.

E. Scavenger Hunt Game

1. Definition of scavenger hunt

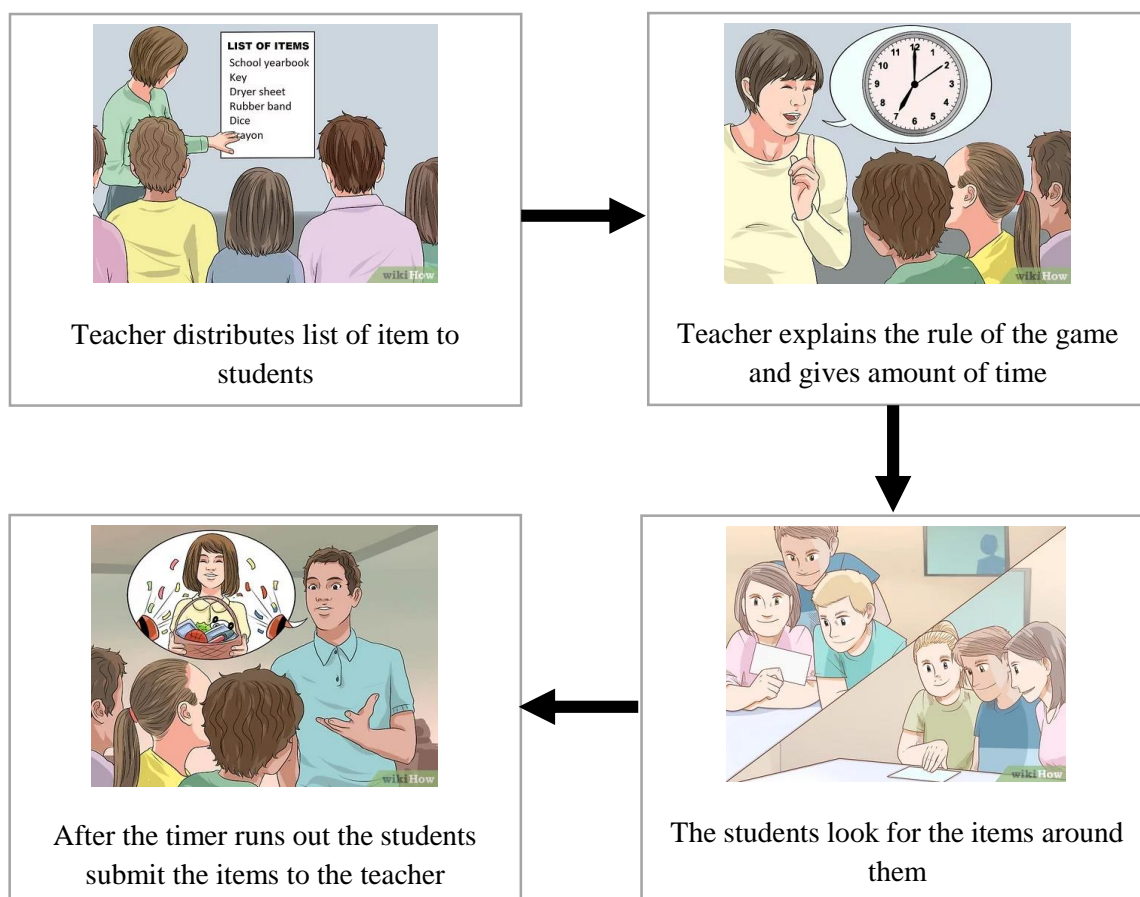
Scavenger hunt is a game where the organizers prepare a list of items which the participants seek to complete all items on the list. According to Shaleha, et. al. (2016) scavenger hunt is a game can be played as individuals or teams to find as much information as possible in a short time. While from thesaurus dictionary, scavenger hunt is a game in which individuals or teams are sent out to accumulate, without purchasing, a series of common, outlandish, or humorous objects, the winner being the person or team returning first with all the items. Besides, cambridge dictionary states that scavenger hunt is a game in which people must collect a number of items in a given period of time without buying them.

2. Procedures of implementing scavenger hunt

In implementing scavenger hunt game, every student has to look for a list of items around them with a period of time. The steps that the researcher used in applying scavenger hunt game to teach vocabulary is as follows:

- a. The teacher explains about the scavenger hunt game.
- b. The teacher gives a material that will be demonstrate by the teacher.
- c. The teacher compiles a list of items.
- d. With the final list, the teacher brings two up to three students in a virtual meeting to explain the rules and to distribute the list which they must hunt for.
- e. The students have amount of time to find the items around their house.
- f. When the students complete the list of items, they need to take a picture of the items and submit to the teacher.
- g. The teacher checks the students' submissions and gives feedback.

Figure 2.1 The Procedure of Implementing Scavenger Hunt Game



3. The advantages of scavenger hunt

Scavenger hunt gives some benefits in teaching and learning process. According to Wulan (2015: 7) defines that scavenger hunt game has some advantages for teaching and learning process.

The first advantage is the students are encouraged and motivated to learn more. It is caused students will have learning experience through indoor and outdoor activities. Besides that, scavenger hunt game involves physical movement to seek the things on the list. So, by this game, students are more excited in learning and they have more challenges to learn as much as they can without being aware.

The other advantages, scavenger hunt is relevant to teach vocabulary, because in teaching vocabulary words are not enough. Students need to have plenty objects and pictures to work with. In this method, students will be faced with the concrete things around them. So that they will know both abstract word and its concrete form as well as the written and spoken form which makes them understand more in learning both the form and the meaning of words being learned.

F. The Criteria of Success

To evaluate the result of the pre-test and post-test, the researcher established a criteria of success. The criteria of success is to determine whether scavenger hunt game is effective to teach vocabulary or not. In this study, the researcher expected that the students' average scores in pre-test is less than 70

and the students' average scores is post-test is more than 70, which the score is based on *KKM (Kriteria Ketuntasan Materi)* of SDN 1 Sukodono.

G. Previous Study

There are some studies that used similar game as scavenger hunt game for teaching vocabulary. Here are some previous studies which will be a guideline for the researcher in conducting the research.

The first study is conducted by Widya and Siti Nurani (2016), entitled "Scavenger Hunt on Students' English Vocabulary Mastery". The purpose of the research is improving the mastery and understanding of the students' vocabulary appropriate with context and function of everyday use, through the application of scavenger hunt technique. The finding showed an increase in the ability of students' mastery and understanding of the meaning of the vocabulary. Widya and Nurani apply classroom action research (CAR) with two cycles to gather the data. The differences between research which is conducted by Widya and Nurani with this research is located on the research design, Widya and Nurani use classroom action research, while this research uses pre-experimental research design. Another differences is the object of the study. Widya and Nurani conduct research at third grade elementary school. Meanwhile, this study conducts the research at fifth grade.

The other study is by Wahda Nur Shaleha, Jos E. Ohoiwutun, and Mashuri (2016), entitled "Developing Students' Reading Comprehension through Scavenger Hunt Game". The purpose of the research is to find out that

the use of scavenger hunt game could develop the ability of grade eight students in reading comprehension. The result of the study indicates that the use of scavenger hunt game is effective to develop the students ability in comprehending the text. Shaleha et. al. apply quasi experimental research to gather the data. The differences between research which is conducted by Shaleha et. al. with this research is located on the dependent variable. They use students' reading comprehension as the dependent variable, while this research uses students' vocabulary mastery as the dependent variable. Besides, the research design is also different. Shaleha et. al. use quasi experimental research, while this research uses pre-experimental research design. Another differences is the object of the study. Shaleha et. al. conduct research at eight grade. Meanwhile, this study conducts the research at fifth grade.

The other previous study is from Geuri Nurhayati (2017) entitled "The Influence of Treasure Hunt Game in Improving Young Learners' Vocabulary Skill". The research is aimed to find out whether treasure hunt game is effective to be implemented in teaching young learners' vocabulary skill. The result of the study is the implementation of treasure hunt game is effective to be implemented in teaching young learners' vocabulary mastery. The differences of Nurhayati's research and this research is located on the independent variable. She uses treasure hunt game as the independent variable, while this research uses scavenger hunt game as the independent variable. Therefore, Nurhayati uses true experimental design to analyze the data, while this research uses pre-experimental to analyze the data.

Neng Aan Anengsih (2017) in her study entitled, “The Implementation of Treasure Hunt Games in Learning Vocabulary at the First Grade of SMPN 1 Waled” is aimed to know the implementation of treasure hunt games in learning English vocabulary and to know the advantages and disadvantages of the use treasure hunt games in learning English vocabulary. The result of the study shows that some students may remember easier when using a treasure hunt to jog their memory, eventhought some students get confused while using treasure hunt game. The differences between Anengsih study and this research is located on the independent variable. She uses treasure hunt game as the independent variable, while this research uses scavenger hunt game. The other differences is the object of the study. The object of the study in Anengsih research is seventh grade, while this research is fifth grade. Besides, her study uses qualitative research design, while this research uses quantitaive research design, i.e. pre-experimental research design.

Elvida Risna Wulan (2015) in her study entitled, “Teaching Vocabulary Using Scavenger Hunt to the First Grade Students at MI Negeri Surakarta in 2014/2015 Academic Year” is aimed to describe the procedure of teaching vocabulary using scavenger hunt to the first grade students and to know the students’ responses to the teaching and learning activity of the use of scavenger hunt in teaching vocabulary. The results of the study are the teaching and learning process consists of indoor activities and outdoor activities, the students enjoy doing the activities, the students are encouraged and motivated to learn more, the students also have learning experience. The differences between

Elvida' study and this research is located on the object of the study. The object of the Elvida's research is first grade, while this research is fifth grade. Besides, her study uses qualitative research design, while this research uses quantitative research design.