CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theories related with the study as a references and basic of the research. This chapter covers about definitions of vocabulary mastery, kinds of vocabulary, vocabulary development, definitions of circle games, managing game with young learners, the activities in circle games, and previous study.

A. The Definitions of Vocabulary Mastery

Richard (2002: 202-255) explains vocabulary as a cornerstone of language proficiency and provides the basis, how well English learner can speaks, listen, read, and write. There are 3 approaches used in vocabulary teaching and learning; Incidental learning (i.e., learning vocabulary as the key of doing other thing like reading - listening), explicit instruction, and independent strategy development. Extensive reading is a main fountain of coincidental learning, Hunt and Beglar recommended it as an outside class routine activity. Explicit instruction depending on how the learner can identify a particular vocabulary target. All the information needed by the learner is available and can be accessed in various ways, for example; information about the achievement targets that they must gain. The good thing is the information is available depending on the levels of a student (Hindmarsh, 1980). The information that available just likes the core

vocabulary is needed for high school students related EFL. Students who continuing his study to university education, she must gain the target that is mastering at least 3000 to 5000 word which have to be taught hands-on. Beglar and Hunt was talk about a method which is suitable with it purpose. In addition, students demand taught how to be able to deduce the meaning of words in a context and ways that can help them maintain the meaning of words that they encounter. Hunt and Beglar proposed to combine three approaches (indirect, direct and strategy training) as basic strategy at teaching vocabulary.

Additionally Carter shows that vocabulary is one of the keys of language which thoroughly can support how children begin to learn how to speak, read and write. Vocabulary is words that can be have understood when it heard and accepted even though it is not processed properly as a tool to communicate each other. Sometimes, all the words recognized and understood by a certain person, although it is not necessary used.

Harmer (1990) reveals that the first point which is must be understood in learning vocabulary is the fact that sometimes they have more than one meaning or it can be said that words have another meaning when coupled to other words. Thus, students must grasp the meaning of the word "Fruits" in order to classify any number of other objects like apples, tomatoes, beets and other.

Vocabulary is knowledge of words and their meanings. In fact, learning vocabulary is more complicated than the definition of itself; the outgoing

words are divided into two forms: oral vocabulary - print vocabulary. Oral vocabulary accommodates words that used listening and speaking also print vocabulary accommodates words used for reading and writing. Sometimes a certain people recognize as word knowledge that divide in two forms; receptive vocabulary and productive vocabulary. Receptive vocabulary accommodates words that we used in listening or reading. Productive vocabulary accommodates word that we used in speaking or writing. Receptive vocabulary is particularly widest than productive vocabulary, it may include many words that we set has more than one meanings even if we don't know the full definition and connotation or have used it ourselves when speaking or writing. (Kamil and Hiebert, in press).

B. Kinds of Vocabulary

Schail, mentions that vocabulary divided into three types of vocabulary:

1. Oral vocabulary is the words that usually used for speaking. Those are words that immediately came out from tongue in communication. The more often person express the words, the easier it will be to pronounce it off his tongue.

2. Writing vocabulary consists of words that out easier trough a finger; used in writing context.

3. Listening vocabulary is the words that are responded with its meaning and understandable while used in conversation with others.

Additionally, Harmer (1991:159) classifies kind vocabulary into three types:

1. Active vocabulary; words which are usually use for speaking.

2. Reserve vocabulary; word which we notice but it rarely use (for replacing word that have the same meaning or synonyms).

3. Passive vocabulary; words that rarely recognized, which we don't know it real meaning (never use it either speaking or writing). It's only recognizable because we've glimpsed it.

Thornbury (2002) mentions that kind of vocabulary also have some of categories; word classes, word families, word formation, multi-word units, and collocations.

1) Word Classes

Word classes are known as part of speech also familiar with morphology and syntax. According to Sihombing and Burton (2007) parts of speech divided into nine classifications:

a. Noun

Noun is words that express everything that is distinguished, can be name of person, animal, plant, place or things. Example: book, car, toys, etc

b. Pronoun

Pronoun is words that used to refer to other noun; often used to replace known noun in the end of sentences. Example: I, you, Rena, etc.

c. Verb

Verb is words that indicate a job, action or activity carryout by someone. Example: sleep, drink, read, etc.

d. Adjectives

Adjectives are words used to describe something that is subjective. Example: cute, handsome, etc.

e. Adverb

Adverbs contain words used for explaining verbs, adjective, or other adverbs. Example: usually, directly, smoothly, etc.

f. Prepositions

Prepositions are words that have a position before or it put in front of nouns, verbs and adverbs. Preposition used to state the place, direction, comparison, cause and effect, or else. Example: between, during, in, near, beside, along, etc.

g. Conjunction

Conjunction is a words to connect word, expressions or sentences, phrase, and else. Example: when, while, if, although, in order to, since, whether, etc.

h. Interjection

It is a word or group of words that used to express emotion or to express strongly. For instance: Oh!, oh my god!, wow!, really!, heavens!, whoa!, ugh!,

i. Article

Article is word used to limit the meaning of a noun or to modify a noun, person, place, or idea. Example: the newest shoes, a man, an orange juice, etc.

2) Word Families

Word families are the transformation of word or words formation. It is also called as the affixation. Word families divided into inflexion and derivative.

For instance:

a. Open – opens – opening – opened = Inflexion

b. Play – player – replay – playful = Derivative

3) Word Formation

Word formation is a word combination process or the process to create a new word to become a new vocabulary in language by processes of compounding, blending, conversion, and clipping.

Compounding is word formation process by combining two or more words classes become a new vocabulary. Such as: second-hand, paperback, whiteboard, etc.

Blending is word formation process with combining two or more words by eliminating a particular part of the original word before combined to a new word.

Such as: smoke + fog = smog, urine + analysis = urinalysis, gasoline + alcohol = gasohol, etc.

Conversion is a way to change some word class without changing it shape. Such as: Hi a good boy, look at me! Right now, I am watering the beautiful flower. (Water is a noun but at this context, it changes into a verb).

Clipping is the defined as the process of formation of a word which has more than one syllable word and trough a cutting process on the beginning word or on the end of word. It is also can be said as the process of word formation by cutting part of the word itself. Such as: Electronic mail = email, dormitory = dorm, influenza = flu, professor = prof, etc.

4) Multi-word Units

Most of the characteristics of multi-word units are phrasal verbs and idioms. Phrasal verb is combination of verb and preposition or adverb that can create a new meaning. Idioms are a group of words that has a different meaning; it has a new meaning which is different from its original meaning. (Oxford learner's pocket dictionary, 2008).

For instance:

Look after = Phrasal verb

Out of the blue = Idiom

5) Collocations

Hausmann (as cited in Seretan, 2011) called collocation is a combination of two words which is often go together;

a. Noun + adjective; excruciating pain, regular exercise.

b. Noun + verb; lion roar, plane took off.

c. Verb + noun; commit suicide, making my bed.

d. Verb + adverb; wave frantically, whispered softly.

e. Adjective + adverb; completely satisfied, fully aware.

f. Noun + (prep) + noun; a surge of anger, round of applause.

For instance: rich vocabulary, once more, heavy coat, strong coffee, etc.

Hadflied and Charles (2008:80) explain that there were 2 kinds of vocabulary; **productive vocabulary** (word that they are able to produce), and **Receptive vocabulary** (word that they understand but may never produce).

C. Vocabulary Development

Vocabulary development can be defined as an action or act to build up students' vocabulary, or simply say vocabulary development is process in gaining new words. In teaching vocabulary, as the learners we must know about what called by part of speech; noun, pronoun, verb, adverb, adjective, interjection and conjunction. Students' vocabulary may enhance through different ways.

Nunan, 1991: 117 mentions that the successfulness in learning second language is the goals of mastering adequate vocabulary. We cannot comprehend the use of the structures and function which is learned for apprehensible communication without a board vocabulary. It means that the learners who do not master the vocabulary, they also unable to use language for communicate each other.

D. The Technique of Teaching Vocabulary

Technique is a series of tactics or strategies carry out by the teacher which is conformable with the method used in classroom. Technique is a way of doing something to complete an activity. In other word, it is a way to present subject of the study to the students. Technique is tools designed to assist teachers in transferring their knowledge to students to achieve the goals (Nation: 1978).

In learning programs, teachers' attention is given to the implementation of technique in teaching vocabulary. Especially in countries that do not use English as the main languages of communication. Teachers expect assistance in mastering vocabulary than even though the teacher actually believes that the value of vocabulary can affect the development of students' ability. It is impossible for them to stop the learning process when the word used in communication are delayed, and it is also impossible that the vocabulary learning process should be postponed until the students can master grammar. In good learning, teacher must be able to provide an instruction without neglecting any of the grammar or vocabulary. That is the reason why there is no problem between developing firm grammar and learning important words. (Allen 1983: 5).

These are the ways in teaching English vocabulary technique;

a. Passive vocabulary

Passive vocabulary is needed for comprehension, other speakers' comprehension problems require that listener have passive vocabulary, and

sufficient knowledge of words user to understand their meaning. This is also called receptive knowledge of the English.

b. Active vocabulary

Advanced students' creativity depends on how often they use active vocabulary. Thus, students can make variation of their own sentences;. Student is accidentally trained to become active vocabulary users through their language habits. Active vocabulary contains words that can be understood and manipulated by student used to express their personal expression (productive knowledge).

These are some interesting techniques used in teaching English vocabulary for a young learner:

1. Practicing vocabulary

Teaching vocabulary need to practice regularly. It is intended that they remembered about what things that they have learned, because English is little difficult to memorize. The aim of practicing vocabulary is not only to make students used words that they know, but also provoked them use a new vocabulary, or make them think about word meaning which never they heard.

2. Using dictionaries

a. Reference and production dictionaries

A reference dictionary is a dictionary in where students can find out the meaning of a word by looking it word, this dictionary is also includes a description of how the word used and how it is spelled

or pronounced. Meanwhile, a production dictionary is the opposite of a reference dictionary. The dictionary is designed for students who search for a word by finding its meaning first then looking for a suitable word to be expressed.

b. Dictionary activities

This activity is designed to train how to use the dictionary as part of normal classroom work. We must convince students that dictionaries can give them tremendous power by explaining the advantages of using dictionaries which are supported by concrete actions.

3. Using songs.

Song is refers to words which sung by a certain tone and rhythm. By using a song, teacher can invite the student to conduct some activity that related with daily life. Sing may used in studying some vocabulary and a particular pattern or phrase.

4. Using games

Game is an education object that aims to educate through pleasure and interest. Educational game is different from toys and fun games because there is a basic principle that involved. Through the wise rules used in games, students can take their daily learning with spoonfuls of pleasure.

5. Using story.

    Story is a series of sentences that explain an event or describe someone using provision and presented in an interesting series of word which can be continued. Reading or telling a story to child that delivered by using an interesting way, will make them more enthusiast in listening the story, so that they can get the main topic of the story. Additionally, listening carefully will allow them to correct the plot of story being read, they are also able to reply or answer the questions connected with story content, both written or oral. (Harmer 2007:229-241).

E. Teaching Vocabulary for Young Learners

Teaching is a process to carry out several activities which has been proven its' effectiveness in increasing students' interest at learning; it is probably more than just presenting a new word (Harmer, 1991:159). In teaching foreign language we also related on teaching the vocabulary. The more we understand the vocabulary, the more easily we learn a foreign language. In other words, the students or learners who have limits vocabulary, they cannot express their idea. Otherwise, the students who have unlimited vocabularies and also understand the use of it, they could express their idea easily in any different situation.

Pinter (2006: 1) states that primary education obtained in every single part of the world is different each other. In some condition, primary school at least lasts for children from five to eleven years old, while in another context,

children start school later; at six or seven, or it can carry on until children in fourteen years old. Based on the explanation, the junior high school students covered as young learners because they are still in twelve and three teen age. In addition, children or young learners could learn words faster when the vocabulary supported by interesting media, interesting technique and strategy that applied by the teacher.

In introducing a word, the correct pronunciation should be given from the beginning. There are 4 steps to teach vocabulary:

1. Introducing

   Teacher introduces some new words with a clear and correct speech which is supported by the using of picture or real thing.

2. Modeling

   Teacher introduces a new words trough example in direct action.

3. Practicing

   Teacher trains the students to repeat and practice some word.

4. Applying

   Students apply the word that they learned based on the right situations.

At this moment, Teacher has given the easy way to teach the vocabulary by using one of the steps above or use more than one step that suitable with the condition of learners and also suitable with the materials which is given.

F. Definition of Chain Game

Budden Joanna (2006) explain that Game is one of many teaching ways that can be used in teaching a foreign language, it believed could create some particle of fun for the learner. It also became a reason why she motivated to involve a game as a toll that may support teaching English vocabulary to young learners. This is one kinds of game which the activities implicate all students and sit together in a big circle. The game recycling some vocabulary and arrange it into a new sentence where also involve an element of fun. It is hoped that using Conditional Chain Games could make the students more active moreover they could share the idea and try to organize them into a good sentences.

Conditional Chain Games is a game which can be used to practice any of the conditionals sentence, depending on the learning stage of the learners. At this game we need much concentration procedure some words. The participants that involved at this game should focus on the last sentence in order to continuo it became a new conditional sentence. Klippel (1984) mentions the basic rule in playing chain game are very simple; every player adds different link of the chain in his turn. These links may involve in the form letters, words, or sentences.

Slaterry (2003:4) suggest several ways to teach the young learners:

1. Create an enjoyable and fun atmosphere in classroom. Ignore about making mistake; make sure students comfortable and not afraid follow up a learning process.

2. Support your explanation by using gestures, action, pictures to prove what you mean.

3. Train them to get used to English, such as some things which they can notice.

4. Create a pleasant atmosphere by sing a song, playing a game, and say rhymes together.

5. Tell simple stories in English which is supported with pictures, acting and deliver it in different voices.

G. Kinds of Game

Nurhajati and Agung in Cahyono and Mukminatien 2011:40 stated that game has two kinds:

1. Competitive game; game that the players compete to be the first to gain the goal. In this game, the participants just focus on how to be the winner.

2. Cooperative game; game that the players could work together or team towards a common goal. This game made the players think how to reach the goal by setting out the cooperation teams.

Based on the definition above, we could know which game that suitable to use or apply to the learners. So that the teacher know what should to achieve by the students.

H. Managing Conditional Chain Games with Young Learners

Budden Joanna (2003) offends that a game which done in a circle model or Circle game can be implemented as a regular routine activity while teaching the young learners. The teacher will find it easier to create rules and set acceptable behavior for this activity if students are introduced to the idea of cooperating with one another from the beginning. This provision must be recognized by all students as part of normal class, clear parameters should also be set in what order of behavior can or cannot be accepted when participating in this game.

Teacher must make sure to prepare the classroom conditions before the students arrive if this is the first time using the game after that, teacher may start the class with simple activities to build student enthusiasm; make lists of simple vocabularies (cloth, places, hobbies, family members or things in the classroom).

To begin the classroom activity, you have to explain the important point to young learners; they should listen and respect when their friend talk and wait patiently for each others' turn. To calm the noise of students and make them focus again or build their concentration, we can do a simple TPR activity; pay attention please!! Start the fun will be coming!!! If you are tired,

clap your hand!, If you want a game, step on your feet! After students know the routine activities they do before starting class, we can designate one of students to lead the game.

I. Activities in Conditional Chain Games

Budden Joana (2003) mentions that Conditional Chain Games is one of game that good to practice the first structures of conditional sentence. The steps to apply the games are;

- The teacher begins the game with one sentence that he shouted, for example: If I have a free time tonight, I'll go to the theater.

- The next person in the circle who pointed by the teacher get the turn, he must use the end of the previous sentence to start their own sentence. Example: If I go to the theater, I will buy a large cup of coffee.

- The next persons who get the turn can say: If I buy a large cup of coffee, I stay awake until late of night, etc. etc.

There are some activity can be used for practicing conditionals game trough different variations to review the vocabulary as well. The activity based on Stolbova:

Procedures of Conditional Chain Games:

Variation 1

- Write on the board the pattern of conditional sentence: If we have a car, we'll go to the beach. After that, ask the students to make one story using thus pattern. Explain that every student must use the

second part of the phrase said by a previous student as the first part to begin his sentence.

First Student   : if we have a car, we will go to the beach.

Second Student: if we go to the beach, we will bring a lot of snack

Third Student : if we bring a lot of snack, we will have fun. And so on.

Variation 2

- To revise the wrong vocabulary, we can make cards contain with the wrong words which need to revise, one word or expression for one card.

- After finish writing the card, put it face down on the desk. Ask student who pick up the card to speak the first sentence, the next student who picking up the card after the first student, asked to speak the second sentence, etc.

- While students are telling a story, each student must give one sentence in one turns, make sure that the story go smooth. They allowed to use a certain pattern, or may let it go free.

Tip

if a class is too big; divide the students into two teams. Let them create their stories simultaneously in turns. It would be great if both teams have the same time in starting the game.

Variation 3

Instead of distributing cards with vocabulary items that written on it, make sure you include the cards with different conjunctions or linking words; but, and, while, as soon as, though, although, however, etc. The students start telling a story by adding their sentence which combined with the conjunction written on the card. In this activity they permitted to modify the grammar structure of the previous sentence.

J. Previous Studies

The previous studies related the effectiveness of Chain Games in Teaching English Students' Vocabulary have been conducted by several researchers. From those previous studies, the researcher can take their discrepancies on the basis of the found gabs, the recent study is done.

First previous study was conducted by Nikmah (2010) entitled the use of chain word game to improve the fourth grade students vocabulary ability at SDN 2 Kerjo from STAIN Tulungagung. The design of this research was Classroom Action Research (CAR) and the result show the significant of improvement of students score after implementation the treatment. It reflected in every cycle: at first cycle, the total numbers of students who can pass the test were 14 (66.7%) students while, at the second cycle, the total number of students who can pass the test increased into 19 (90.5%) students). it means the target achievement of this study was achieved.

Second previous study was conducted by Yanti (2017) from UIN AR-RANIRY Darussalam – Banda Aceh entitled the implementation of word chain games to improve the mastery of English vocabulary. This research design was Experimental study, which conducted in second year of UIN AR-RANIRY Students. The result of the study is that teaching English vocabulary using word chain games improved the student's vocabulary mastery. It can be seen by the result of post-test that was higher than the value of pre-test (71.8 > 63.8).

Meanwhile, the similarity between the present study and the previous ones is on the use of "Chain Game". Yet, there is differences in terms the type of the game. The present study implements Chain Games with Conditional Sentence type 1 on the students' English vocabulary at seventh graders of junior high school and the previous studies were implements Word Chain Games on the students' vocabulary mastery for elementary school.