

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present some reviews related literature, such definition about Vocabulary, Teaching Vocabulary, and Teaching Vocabulary in Intermediate Class, the Vocabulary learning Strategy, Game for Vocabulary Learning, and Purpose of using game, and Media for Teaching Learning.

A. Vocabulary

Vocabulary is a core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write (Richard and Renandya, 2002: 255). It means that vocabulary is a crucial element which influences the four English skills that are listening, speaking, reading, and writing. English Without extensive vocabularies and strategies for acquiring new vocabulary, the learner will achieve English competence less than their potential. For language learners vocabulary is also less stable than grammatical or phonological system (Mariane Celce Mursia, 2000:82).

Vocabulary is an obvious area for language variation (Celce and Olshtain, 2000: 78). It means that the vocabulary is a key of language, because without vocabulary the language cannot convey. Skills language is like speaking, writing, reading and listening will not convey with other people. In speaking and listening, we

cannot speak and listen if we do not know the words or the meaning of the words to we speak or listen. In reading and writing, we cannot read write then if we do not know the words or the meaning of the words to we read or write. Well, the vocabulary so important part of the language.

Based on above, we can conclude that vocabulary is important part of language especially in all foreign language and language itself consist of words and vocabulary consist of words as well. Vocabulary is the collection of words that an individual knows (Linse, 2005: 129). Without vocabulary we can't say anything or we feel difficult to do it. So that ways, vocabulary is basic over all.

Vocabulary is needed for expressing meaning used in the receptive language skills (listening and reading) and the productive language skill (Speaking and writing). Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

Kinds of Vocabulary

According to Jeremy Hammer (New ed: longman 1991) stated that, "In the language test, there are two kinds of Vocabularies, active vocabulary and passive vocabulary". To make more clearly about Hammer, Jeremy the researcher explains both of them as follows:

a. Active Vocabulary

Active Vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or writer expression by the student.

b. Passive Vocabulary

Passive Vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

B. Vocabulary In classroom

There are a growing number of studies looking at what teachers do about vocabulary in classrooms. A common theme in many of the studies is that what happens in the classroom does not take account of the full range of options suggested by theory and research. This seems true of both first language (Blachowicz, 1987; Watts, 1995) and second language (Sanaoui, 1996) classrooms. The investigative procedures include questionnaires for learners to answer, interviews with teachers, and classroom observation. Scholfield and Gitsaki (1996) compared the treatment of vocabulary in private language schools and government schools, concluding that the difference was primarily one of quantity rather than quality.

Meara, Lightbown and Halter (1997) examined the vocabulary used in intensive second language classrooms in Canada. The corpus sizes were small, but indicated that the learners were exposed to plenty of unknown words especially considering their small vocabulary size.

C. Teaching Vocabulary

The elements of teaching and learning English are concerned with the students' abilities to use the four cores of English language skills. In using language skills, they need lot of vocabularies because they have important role in language learning. Without having a lot of vocabularies it is impossible to build communication using words.

Vocabulary means as a list of words in this form which is including a basic word or without suffixes and the words which is a composed from the same or different each word with its meaning. The vocabulary test is a test of vocabulary mastery which can be divided into passive receptive mastery and active productive mastery. The first kind of mastery is understand the meaning of word without ability to use it or only knowing the meaning of a word when it used by other people. The second kind of mastery is not only someone's understanding of the meaning of words which is heard or read but also able to use it in a literature to express their mind (Soenardi, 2008: 126).

Technique of teaching vocabulary (Nation, 1978a) is a useful way of learning new vocabulary, in particular becoming familiar with the spoken form of the word and linking it to its meaning. It means that the teaching vocabulary must be familiar with the words and know the meaning of the words. In using of words often, the students will familiar with those words and raise their ability directly.

The teacher gradually communicates the meaning of a word by using it in context. When the learners think they know what the word means, they raise their hands. After enough hands are raised, the teacher asks a learner for a translation or

explanation of the meaning. The teacher's description might go like this. The word being taught is precise.

Although tests are not very popular among students they need to be taken regularly because teachers must learn if their students understand a language matter or not and in that case, it should be a signal for some revision of those pieces of language which were not understood well. Moreover, at most Czech school tests have to be done so that students could be marked according to them.

D. Vocabulary Teaching Procedures

A procedure is a series of clearly defined steps leading to a learning goal. Teachers apply procedures to make sure that learners cover what needs to be covered in a task. From a vocabulary learning perspective, procedures can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered. Here are some examples of such procedures.

1. Recycled words

Blake and Majors (1995) describe a five step procedure involving (1) preteaching of vocabulary, (2) oral reading of a text containing the vocabulary with discussion of the meaning of the text, (3) deliberate word study, (4) vocabulary puzzles, quizzes, or tests, and finally (5) writing making use of the vocabulary. This procedure moves from receptive use to productive use with a focus on deliberate learning.

2. The second-hand cloze

This activity involves three steps. (1) The learners read texts containing the target vocabulary. (2) They deliberately study the vocabulary. (3) The learners are then given cloze passages which are summaries of the ones they originally read. In this step the learners are helped to recall the target words by being given a list of L1 equivalents of the target words that they have to translate into L2, and then use to fill the gaps in the cloze text. Laufer and Osimo (1991) tested the procedure experimentally and found superior learning for the words practised using the second-hand cloze procedure compared to the study of list translations. The second-hand cloze seems to have added a generative element to learning.

3. The vocabulary interview

If the learners interview each other, learners should be aware of the nine aspects of knowing a word that the questions are based on and should have a chance to research their word. One of the goals of the interview procedure is to make learners aware of the aspects of knowing a word. Another goal is for them to learn new words.

Rich instruction involves knowing what the learning burden of a word is so that the variety of activities used can focus on useful aspects of knowledge.

E. Teaching Vocabulary In Intermediate Class

At the intermediate level, we teach many of the same kinds of words that Elementary student need. Like lesson for beginners, the intermediate vocabulary lessons include many words for things and persons in the learner's daily lives. There is much that the two levels have in common.

Compared with beginners, however, Intermediate students have one great advantage. They have learned and large number of English words which can now be used by the teacher for defining new vocabulary. Defining English words by means of other English words requires real skill.

F. English For Young Learner

1. Definition of Young Learners

Learning English for children is called English by young learners (EYL). The students of EYL are young learners who are learning English. Generally, they are the beginner learners and it must be remembered that the teacher can't equalize them by giving the same task and the same learning activity. Children in different age have different ability and skill in learning English. Besides having different development, some of young learners have high motivation and developed rapidly. Some other have low motivation and develop slowly to learn, so their development slowest than their friends.

Nowadays many students of preschool or students in kindergarten that also learn English, so we can arrange them in a group namely very young learner group (Suyanto, 2007: 15). The young learners are the students of the

elementary school from the age 6-12 years old. They can be subdivided into two groups; they are younger group (6-8 year old) and older group (9-12 year old). According to their level, they are called as students of lower classes (first, second, and third year students) and upper classes (four, fifth, and six year old). Meanwhile, Scot and Yterbeg (1990:18) subdivided them into two groups; they are first level (5-7 years old) and second level (8-10 year old).

2. The way of young learner learns of vocabulary.

According to Werner and Kaplan (Robbins, 1994:54), children learn the meanings of words under two conditions. (a) Through direct and explicit reference by adults when they name objects or define words and (b) through incidental encounters with words in verbal contexts. Incidental encounters include hearing words in conversations, on television, and in stories. In these situations, word meanings may not be expressed or accessible. Therefore, children who encounter new words incidentally must use indirect contextual and implicit information to discern meanings.

Here the researcher uses the first condition. From the explanation above, we can know that every child has many occasions in learning a new vocabulary. They can get a new vocabulary everywhere and every time such as when they are studying in the class, when they are playing, seeing a new object or watching television.

G. Game For Vocabulary Learning

In recommending game for vocabulary learning, the aim has not been to suggest pleasant ways of passing time. Time passes all too quickly in most classes, and the entertainment of students is not a teacher's responsibility. But language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words.

Games are associated with fun. While it is true that games are usually fun, one must not lose sight of their pedagogical value, particularly in second language teaching. Games help the teacher to create contexts in which the language is useful and meaningful. Games are also helpful the students because they can make feel that certain words are important and necessary, because without these words, the object of the game cannot be achieved. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

H. Purpose of Using Games

Games are like any other activity and when planning for them the teacher needs to consider what his or her objectives are. Some examples of aims and objectives when using games in teaching vocabulary are.

- a. Present new vocabulary items.
- b. Review vocabulary from previous lessons.
- c. Check what students know before teaching new vocabulary items.

- d. Practice new vocabulary items that have just been presented.
- e. As a warmer at the beginning of the lesson.
- f. As a filter at the end lesson.