

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the literature. It covers three major sections: vocabulary, *Charades*, and the previous research. Vocabulary itself covers five sections: the general concept of vocabulary, the purpose of vocabulary learning, the principle of teaching vocabulary, teaching vocabulary, and some techniques in teaching vocabulary. While *Charades* covers three sections: the nature of *Charades*, the advantages of *Charades*, and the steps of using *Charades* to teach vocabulary.

A. Vocabulary

1. The General Concept of Vocabulary

Vocabulary is the most essential part of language. Without vocabulary, we cannot speak, read, listen, or write. By knowing and understand the meaning and also part of speech of the vocabulary itself, we can understand the language and also produce the language. As Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.

Similar to the explanation of the expert above, according to Cameron (2001: 95), vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned from participating in discourse

and is essential to participating in it. Based on statement above vocabulary is a basic part in the language, the vocabulary is very needed to learn so we have to increase the vocabulary to facilitate the use of language. Through vocabulary learning, we can do good participation in the usage of language, whether we use vocabulary to make a good sentences to be spoken orally or to be written.

Students must have a lot of vocabularies to facilitate the interaction with others. Students who have sufficient vocabulary be applied in making good language, they will be more confident and easier to convey ideas in a controlled vocabulary. It is based on definition of Linse (2005: 121) that vocabulary is the collection of words that an individual knows.

Based on explanations above, the researcher conclude that vocabulary is a collection of words that a person knows, it is an important component of the speaking ability. Without a sufficient vocabulary, students will not be able to understand the reading, listening, speaking, and writing. Vocabulary gives effect to all skills, without have vocabulary the students cannot master foreign language. If the students lack of vocabulary, she or he will be confused or lack in confidence in communication because of all the skills in the English language.

2. The Purpose of Vocabulary Learning

There are several reasons why we should learn vocabulary. Firstly because different vocabulary gives greatly different feedback for learning, it

is important to make sure that learner have a good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult such as grouping, opposites, and synonyms. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the good design of vocabulary and other skill activities. According to Nation (2001: 6) the goals of vocabulary learning can be the form of questions that we as a learners or the teachers need to answer. First, how much vocabulary do learners need to know? It is useful to be able to set learning goals that will allow us to use the language in the ways we want to. Second, how many words are there in the language?. The most ambitious goal is to know all of the language. However, even native speakers do not know all the vocabulary of the language. So that we only need to know the high-frequency vocabularies that used in the language. Third, how many words do native speakers know?. Finally, how much vocabulary do you need to use another language?. By answering the questions above, it can be the standard so that we can set our purpose in vocabulary learning.

From this explanation, vocabulary learning is an important thing to do in learning English language, because by learning, memorizing, and understanding a target language vocabulary the students suppose to apply their vocabulary in speaking and understanding the text and communication. Moreover, vocabulary learning is very important. It means to understand the

language that relates with its context, both the Indonesian and English context. To achieve those students need ability to master vocabulary to make students communicate optimally.

3. The Principle of Teaching Vocabulary

To master vocabulary, there are some principles which must be obeyed when vocabulary teaching learning is held according to Wallace (1982: 29-30).

1) Aims

In the process of teaching learning, the teacher has the clear aims/goals. For example, about what kind of vocabulary do the teacher want to teach? In this research, the teacher want to teach verbs only.

2) Quantity

The teacher has to decide the quantity of vocabulary which is learned. How many new words in the lesson can the learners learn? If there are too many words, the learner may become confused. Therefore, in teaching vocabulary by using *Charades*, not all words should be learned by the students. The teacher should limit the number of words or phrases to be learned by choosing the words that will be acted by the students.

3) Need

The vocabulary is chosen based on the aim. It is possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught for the students. The vocabulary that is needed by the student to communicate each other and get the words they need, as need those, using a teacher as informant. The teacher is as the informant of the students need about the vocabulary learn, for the both techniques.

4) Meaning fill of presentation

The teacher must have clear and specific understanding of vocabulary that will be taught to the students. It is important to master the vocabulary before teach it to the students. Because when the students feel difficult to find the meaning, they can ask their teacher. On the other hand, when the teacher has a lot of vocabulary mastery, she will be easily teach the students and can transfers more vocabulary.

5) Situational Presentation

In teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words is based on many aspects. In addition, the principle modifications are:

- a) Function words were eliminated.
- b) Sets of common item have been fitted out, whether not all of words satisfied requirements.

- c) New items have added and old fashioned or inappropriate ones deleted.
- d) It was assumed that students would recognize and understand word regularly formed from base word on the list, and so many words in earlier list could be eliminated as being automatically covered.
- e) Numeral days of the weeks, and months of the year to be eliminated form the word list.

4. Teaching Vocabulary

Teaching is a process of transferring knowledge and some information to students. In teaching vocabulary at Elementary School, the teacher should make the students have many words and know the meaning of them by using creative and innovative strategy. As Cameron (2001: 94) explains that one of several ways in teaching vocabulary is including structured opportunities for the students to make a prediction about the meaning of new words when they read a text. The teacher in teaching vocabulary in Junior High School can ask the students to read a simple text, and find some unfamiliar words after that ask them to predict what the word means by adding some information related to the words.

Teaching vocabulary deals with knowing meaning from the words. The teachers should teach the words that related to the students' life by using the appropriate strategy, media, technique, etc. The teacher should adjust them based on the level of students. According to Cameron (2001:

75), teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully. It means that teaching vocabulary must be carefully to make students can enjoy the learning and attract with the English subject. If they are attracted with the lesson, they will get spirit full in learning vocabulary. Besides, Nation in Cameron (2001:85) proposes that there are some listed basic techniques that can be used by teacher in young learner classroom:

By demonstration and picture

1. Using an object

In teaching English, teacher should use the real object that are related to the material will be learnt. It can help the teacher to make the students understand about the material.

2. Using Gesture

Gesture is one of the aids to help the teacher in explaining the material. Students can know the meaning of the words by gesture of the teachers. It can be used to describe something.

3. Performing and action

In telling the story, it is very important for the teachers to do the action based the situation given because it can make the students interested to the story because the teacher makes the students feel that it is real and they will be easy to understand the story.

4. Photograph

The teachers use the picture to help them in explaining the material. The photograph should be appropriate with the material and children's world.

5. Drawing or diagram on the board

Drawing something or diagram to make the lesson that explained will be clear for the students.

6. Pictures from the books

In teaching, the teachers also use the pictures not only from the books but also in TV, video or computer. The pictures can attract students to catch the ideas that teachers delivered.

By verbal explanation

1. Putting the new word in defining context

The teacher can help to activate schemas or networks that will in turn help understanding. If the students know hospital, then mention it will help them construct a meaning for ambulance, by activating scenarios connected with hospitals.

2. Translating into another language

The new words can be translated to the source language. It can help the students to know the meaning of the words by translating to another language.

The researcher can conclude that teaching vocabulary is to build knowledge of word. Teaching vocabulary can be presented in many ways, whether it is by oral or written, demonstration or verbal explanation. In teaching vocabulary, teachers can use the media, gestures, or by translating the word. The teachers can use them based on the needs and level of the students. Then the teacher must have expertise in teaching, especially in the teaching of vocabulary. Because making the students comprehend a vocabulary is very important to do. The teacher can use basic stages by teaching techniques that can attract the attention of students to know the material. By the techniques used in teaching vocabulary, teacher firstly must match which techniques are suitable for which material that will be taught. When teachers use the suitable techniques or media and they are matching to the material that would be presented, it could improve students' curiosity and enthusiasm in teaching and learning process.

The most common ways in teaching vocabulary are: traditional approaches and techniques, where the teacher became the center or teacher-centered; and student-centered learning.

Traditional approaches and techniques are divided into three main types: visual techniques, verbal techniques, and translation. The first type is visual techniques, where the teacher can use realia, for example the objects in the class, including the students themselves, and other things which are brought to the classroom. Then the teacher can use pictures, photos, drawings, flashcards, slides, etc. The other visual techniques in here

includes using mime, gestures, actions, facial expressions, etc. in teaching vocabulary to the students. The second type is verbal techniques, which the teacher teaches the students by giving examples of the type, for example to illustrate the meaning of superordinates; by using illustrative situations, to explain abstract words, for example; through definitions; with synonyms or opposites; and by using scales for gradable items. The last type is translation, which can be a useful technique to convey meaning as it saves time and allows us to check correct comprehension, if necessary. The problem with students who have been taught by translation techniques is that they often give up if they do not find the words that they look for the meaning.

Student centered learning can be done by allowing them to ask other students in the classroom, by using a dictionary or through guesswork. However, Wallace (1982: 43) states that recourse to the dictionary should not be typical of every reading session. Because it can make students translate only the individual words rather than overall meaning; the students may not attempt to use the context to decode meaning; and over-frequent use of the dictionary slows up the flow of reading, and makes the passage more boring to read and maybe even more difficult to understand since concentration is interrupted.

Teaching vocabulary for young learners, in this case is Junior High School or Madrasah Tsanawiyah students, the teacher should have more attention for them in teaching and learning process. The teacher should

understand the condition and situation of the students before the teacher teach them. Suyanto (2007: 48) states that teaching vocabulary for young learners can be done as follow:

1. Introducing

The teacher introduces the new words by using the picture or the real objects clearly and correctly.

2. Modelling

The teacher gives examples by practicing as a model.

3. Practicing

Teacher trains the students to imitate.

4. Applying

The students apply in the suitable condition by using teacher's help.

Based on the explanation above, there are many ways in teaching vocabulary for young learners. Teachers can use real objects and engage students in learning or practicing directly. Teachers must be able to attract the attention of children explicitly in use the teaching techniques, using pictures or objects that cause the curiosity of children of the material would be presented. Then, to use the object on vocabulary learning, teachers must relate it to their lives, because it will facilitate the students to be easy in vocabulary learning.

5. Some Techniques in Teaching Vocabulary

There are many techniques of vocabulary teaching based on Gairns and Redman (2003: 23). There are mime and gesture, visual aids, verbal explanation, and contextual guesswork.

1) Mime and Gesture.

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock, and so on. In using command, a teacher can give command such as open the door; open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids.

In this technique, a teacher can use pictures, photographs, flashcards, and blackboards. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized result. Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students' mind before he is given the English word because he can understand it from the picture which drawn.

3) Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A

teacher can explain the synonym, antonym, and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

The teacher can use different and interesting techniques, which make English lesson more exciting and motivating the students. According to Suyanto (2007: 88), there are many techniques in teaching vocabulary.

1) Listen and Repeat

The technique is useful for teaching pronunciation to the students. In teaching new vocabulary, the teachers can use flashcard as an example:

Teacher : “Listen and Repeat”

“It is a cat”

Students : “It is a cat”

2) Listen and Do

In teaching the students, the teachers give an utterance, the students must listen clearly, and then the students give the respond by doing what the teachers say.

Example : Teacher : “Open your book!”

Students : (All the students open their book)

3) Question and Answer

The technique is useful for teaching speaking and reading. In the first time, the teachers ask and answer a question to the students. Then the students repeat the teachers’ question and answer.

Example : Question : Are you sleeping?

Answer : Yes, I am

d) In – Pair

The technique is used to teach the students how to interact and communicate with other people. This technique has to be done by two students and then asking and answering question each of them.

Example : Students A : May I borrow your book?

Students B : Yes, of course.

e) Group discussion

The technique gives some advantages to the students. They are: the students learn how to appreciate their classmates’ opinions. In practicing this technique, the teachers give a problem to the students and the teachers ask the students to solve the problem.

This is may be the most important and time-consuming part of learning a language. Below are a few techniques in learning a vocabulary assessed from <http://www.omniglot.com/language/vocab.htm>. on April 3rd, 2016 at 09.21 P.M:

1. Associate the familiar with the unfamiliar vocabulary

Try to find word or phrases which sound like and if possible have a similar meaning to words. Build mental images or draw picture based on the connections. For example, the Spanish for "ice" is hielo (m), which sounds like yellow. To remember this word imagines yellow ice. This is an enjoyable method because many of the associations you think up will be silly or absurd.

2. Learn related words & phrases

When learning the word for hand, for example, try to learn related words, such as parts of the hand; actions of the hand; other parts of the body, and things you might wear on your hands. Also try to learn words with the same root and phrases which include the word hand. As you learn more words you will start to spot connections between words. The more words you learn the easier you will find it to guess the meanings of new words.

3. Learn words in context

Learning long lists of unrelated words is boring, difficult and doesn't help you much when you come across those words in a different context. If you focus on learning words in the context you're most likely to find them, you're more likely to recognize them when you encounter them or need to use them again. When learning food words, for example, think about when you'd be most likely to use them, i.e. when cooking, eating, shopping, etc, and learn other words related to those situations. Then try

constructing sentences using the new words. Good dictionaries contain examples of usage which you can use as models for your own sentences.

4. Practice reading as much as possible

A great way to build up your vocabulary is to have a go at reading books, magazines, newspapers or comics. Ideally look for reading material covering topics you find interesting. When reading, try to guess the meanings of any words you don't know and then check them in a dictionary to see if your guesses were correct. You don't have to look up every unfamiliar word as long as you can get the gist of the text.

B. Charades

1. The Nature of Charades

Charades is one of the games that can be used in teaching vocabulary. It will help teachers in teaching and learning English. According to Kaduson and Schaefer (2003: 217), *Charades* is an excellent game to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging in emotional development. Because this game requires the child to be in the center of attention for a few minutes, it is intrinsically motivating. Games of *Charades* or pantomime that involve body movement and facial expression are fun for children. In addition, *Charades* is a game in miming the

individual parts of a word. It means that the game uses mime style to know the meaning of a word.

Charades game can help students in knowing meaning of words. The activities of this game uses pantomime style, where the students are involved in this game. This game allows students to engage themselves in physical activities. It also makes them more curious to find out the meaning of the words which the other students mean by acting one word. This game uses exciting ways to define a word, because the students have to guess a word by using their own thinking when the other doing gestures to act the word. It makes the guessing game more interesting, when one student has the different answer with the other student. It can cause classroom more fun and make them are not bored. Because usually all of students in the classroom shouted, everyone shouted so that there are no students who feel sleepy in the classroom. This game also helps students to define or remember the meaning of the word easier by using the different ways from usual.

2. The Advantages of *Charades*

Charades gives some advantages in increasing vocabulary. According to Layne (2007:150) states that this game having a mixed age team also has the advantage of helping a younger child learn how to act out words. This game learns how to use the vocabulary words using measures appropriate to the words that we speak. This helps students to define the

word, and adjust the action with the spoken word. Furthermore Himmele (2011:72) states that this game takes them to activities of higher level thinking. It is also a lot of fun when students are asked to do this in a group. By using the game, students are encouraged to think that done in groups, it makes them more comfortable in conducting activities in the classroom and outside, and using this game will facilitate them to learn vocabulary.

The other advantages of using *Charades* as a game in teaching vocabulary are:

1. Make the students work in group and know the feeling of teamwork.
2. Make the students to provide their own guessing, because everyone is curious when one player acts out the word.
3. Increasing students' activeness, either their activeness in acting the words or their activeness in guessing the words which are played.
4. Increasing students' confidence in acting the words.
5. Help the students to manage their emotions. They should not be nervous when act out the words.
6. Classroom activity is more interesting and fun.
7. Decrease the number of students who are lazy in the classroom.

3. The Step of Using *Charades* to Teach Vocabulary

There are some steps in applying *Charades* according to some experts. According to Dayton (1990:151), there are some steps in teaching vocabulary by using *Charades*:

1. One player acts out something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on.
2. The other players try to guess who the acting player is or what they are doing.
3. You can have players working together in twos, threes or fours miming a situation or an activity while the others guess.

Moreover, Ellery (2009:149) states that the steps are as follow:

1. Write some chosen vocabulary words or phrases from the text on note cards and have students take turns selecting a word card and acting out (role playing or pantomiming) the meaning of the word on the card while holding or moving related or symbolic objects. Suggested teacher talk could be “what part of the pantomime helped you to know the word?”
2. Have students give suggestions for what the word might be until the correct word is identified.
3. Return to the text, and highlight the words students acted out within the text.

In conclusion, teaching vocabulary by using *Charades* can be modified based on the level of students but the purposes are same to increase students' vocabulary well. Using *Charades* should be suitable with the materials and level of the students. Teacher should give more attention for them in learning process because the students need attention and reward to appreciate their effort. In this game the students more active because students use gestures such as playing cards, acting with pantomime interlocutors addressed to them, with this process students will be more active and increases students' enthusiasm for learning.

The researcher chooses one procedure by Dayton (1990:151), because by using this procedure, the students will be easy in learning vocabulary.

C. Previous Research

The previous research is the thesis entitled *Improving Students' Vocabulary Through Vocabulary Card (A Classroom Action Research in the First Grade of MTs Nurul Falah School at Pondok Ranji Ciputat Tangerang)* written by Neaty Muttahidah, (English Education Department, Faculty of Tarbiyah and Teacher Training Faculty, Syarif Hidayatullah State Islamic University, Jakarta, 2011).

The researcher said that, the main objective of this study is to find out how is vocabulary card improving the students' vocabulary at the first grade of MTs Nurul Falah Pondok Ranji Ciputat and to identify how does

vocabulary card improving students' vocabulary at the first grade of MTs Nurul Falah Pondok Ranji Ciputat. After the research finished, she said that the result of the research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pretest (49.6), then posttest cycle 1 was increased (58.0), and finally it was increased in cycle 2 (66.3). The researcher concluded that vocabulary card can improve first grade students' vocabulary. It helped the students to solve their problem in memorizing and enrich their vocabulary, which there are 4 parts of speech: noun, verb, adjective, and adverb.

The second previous research was conducted by Erni Yuliana with the thesis title "*The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary (An Experimental Research at the Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in the Academic Year of 2010/2011)*". She was a student from Education Faculty, Walisongo State Institute for Islamic Studies, Semarang, 2011.

She states that the objective of the research is to find out whether there is or not a significant difference of students' vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by explanation only. The researcher used Picture Word Inductive Model in teaching vocabulary at seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011, with the total population 182 students. After the research was finished, she found that the average posttest score of experiment class was 77.6 which were higher than the

average posttest score of the control class, that was 72.6. It means that there is significant difference in students' vocabulary achievement between the students who taught by using Picture Word Inductive Model and those who are taught by using explanation only. Based on the result, the researcher suggested that Picture Word Inductive Model maybe used as alternative media in teaching vocabulary, in order to make students more understood and interested in teaching and learning activity.

The similarity between their research and this research is that the research focus on improving vocabulary mastery and achievement. Then the differences between their research and this research are the first researcher used vocabulary card as the media, and the second researcher used Picture Word Inductive Model as the media. The other differences are they held the research in different grade from this research. They held their research to the first grade students of Madrasah Tsanawiyah, while this research is held to the second grade students of Madrasah Tsanawiyah.