

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: Definition of vocabulary, Types of Vocabulary, The Kinds of Vocabulary, Teaching Vocabulary to the Fourth Graders of Elementary School, Games for teaching vocabulary, Guessing Game Technique, Pictures, Process of the guessing game, Testing Vocabulary, Previous Study.

A. Definition of vocabulary

The basic of teaching and learning English is concerned with the student's abilities to use four language skills. In using language skills, they need lots of vocabularies because they have important role in language learning. Without having vocabulary, it is impossible to build communication using words. Nunan (1999: 101) states that Vocabulary is list of words it mean that all words can be identified into vocabulary.

(Richard T. Vacca and Jo I, 1999) Vocabulary is a set of words which is had by a language and give the meaning if we use that language. In language communication, we use many vocabularies to communicate with other. So, if someone has more vocabularies they will easily communicate with other people.

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific word and word-learning strategies (Diamond and Gutlohn, 2006). According to Graves (in Diamond and Gutlohn, 2006), there are four components of an effective vocabulary program:

1. Wide or extensive independent reading to expand word knowledge
2. Instruction in specific words to enhance comprehension of texts containing those words
3. Instruction in independent word-learning strategies, and
4. Word consciousness and word-play activities to motivate and enhance learning.

In elementary school, age between '6-12 the students or the children learn with the teacher, peers and other has value and that recognition can be gained by engaging such activities as classroom work. The students in elementary school begin to value learning and recognize of teacher and friends. They need to feel the pleasure of successfully completing a task through academic word. The students

can receive the lesson if the teacher used media. If the teacher uses many media look reality, it makes students study easily.

B. Teaching Vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in leaning the language. Language teachers, therefore, should posses considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finochiaro, 1974:38)

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Wallace (1982:207) explains that teaching vocabulary should consider these following factors:

1. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

3. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6. Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above I conclude that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to elementary school.

C. Types of Vocabulary

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. (Abdul, 2012:2). To make clear, the researcher explains as follows :

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simple because it includes the other three.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize. When listening to speech. This vocabulary is aided in size by context ad tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often missing issued. This misused-through slight and unintentional-may be compensated by facial expressions, tone of voice, or hand gestures.

D. The Kinds of Vocabulary

Basically, there are two kinds of vocabulary in teaching. It includes active and passive vocabulary. Active vocabulary refers to the word that's mostly used in dictionary, conversation, and writing. Otherwise passive vocabulary understood to mean that they will be understood and remembered when we read. These explanations above can be explained clearly by Harmer (1991: 109) in the language test, there are two kinds of vocabularies, active vocabulary. To make clear, the researcher explains both of them as follows :

a. Active vocabulary

Active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written 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.

E. Teaching Vocabulary to the Fourth Graders of Elementary School

Teaching English to elementary school students as a local content has a goal that the students are expected to have skills of the language in simple English with emphasis on listening, writing, reading and speaking skill using selected topics related to their environmental needs.

Related to the objective above, the material for the fourth grade, have topics about center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time.

To help the learners in learning foreign language Mary Slaterry and Jane Willis (2003: 4) suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, pictures to demonstrate what you mean, (d) talk a lot to them use English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue, (h) Consistently recycle new language but don't be afraid to add new things or to use words they won't know, (j) plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

From the explanation above, the researcher conclude that in teaching vocabulary to the fourth graders, teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them.

F. Games for teaching vocabulary

Games are an agreeable way of getting a use its initiative in English. As they are gently competitive, they increase motivation. They are also a contrast to

periods of intensive study. As stated Slattery and Willis (2001:4) that using imagination and playing belong to young learners' characteristics. This means that playing comes part of their life as well as their learning activities. That is why, using game to teach young learners vocabulary is suggested because games will help them to have relaxing and enjoyable learning atmosphere.

Game are often 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. Like most of the other activities recommended in the that book, games can lower anxiety, thus making the acquisition of input more likely. In addition, they are often highly motivating, relevant, interesting, and comprehensible.

G. Pictures

A picture is a two dimensional visual representation of persons, place, or things. Most commonly it is a photograph but it may also take the form of a sketch, a cartoon, a chart, graph, and maps Kemp (1985:367). Pictures have been used for centuries to help students understand various aspects of foreign languages. Pictures have motivated students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. Pictures have a role to play in the teaching of meaning even in traditional grammar translation methods.

Before using the pictures as the media to visualize an object, we should make sure that we use the right ones. Wright (1989:5-9) suggests the six criteria

for selecting the pictures, i.e. grammatical structure(s) you can practice with it, item(s) of vocabulary you teach with it, size, clarity, appeal to the eye, and entertainment value.

More criteria for pictures selection comes from Mei and Yu-Jin (2000). According to him, whether pictures go with an activity or not, whether the activity is a conventional drill or a game making use of pictures, they should be easy to prepare and organize, interesting, meaningful and authentic, and sufficient in content.

H. Guessing Game

According to (Klippel, 1994), "The basic rule of Guessing Game is eminently simple; one person knows something that another one wants to find out". (wrightand Buck, 1989) Say, "Essentially, in Guessing and speculating game, some one knows something and the other must find out what it is".

In addition, according to (Merriem Webster, 1986), "Guessing Game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)." Based on the definition, it can be conclude that Guessing Game is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it.

Guessing game are combination between language practice and fun. They can express their ideas freely because they do activities with their friend. This game is also easy to applied and flexible in terms of subject matter and design.

Through guessing game, student are provided by a set of well arranged activities as follows: an object's picture is shown to the chairperson; in addition the chairperson tell a clue to the team that the object is household tools, clothes, vehicles, animal, job, food, artist or any other stuff. In finding the answer of what the object is, the team should ask yes or no questions to the chairperson, for instance "is it for helping us?" therefore, the chairperson is allowed only to say yes or no. the team will get point if they guess the answer by having twenty questions or more.

I. The process of guessing game

The most important think of using guessing game in the classroom is its instruction.

1. Socializing

- a. Teacher introduces guessing games
- b. Teacher states the aims of guessing games
- c. Teacher explains the definition of guessing games
- d. Teacher explains the concept of guessing games
- e. Teacher tells the rules of guessing games
- f. Teacher checks students understanding

2. Grouping

- a. Teacher divides the students in some groups
- b. Teacher chooses one students to standing in front of the group as a chair person

3. Performing

- a. Teacher asks each group to play game
- b. Teacher gives score

J. Testing Vocabulary

Vocabulary means as a list of words in its form which is including a basic word or without suffixes and the words which is a compound 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.

The material to be tested should, similarity, be a part a syllabus and teaching program you are familiar with : perhaps a section of a course book, or certain elements of a set curriculum.

According to Penny Ur (1996; 41) there are 3 stages in designing test :

Stage 1 : preparation

Prepare your test. It is good idea to list in writing all the material that you want your test to cover: you can then refer back to the list during and after the test writing to see if you have included all you intended.

Stage 2 : performance

If possible, administer your test to a class of learners; if not, ask colleagues to try doing it them selves.

Stage 3 : feedback

Look at how your test was done, and ask the testes how they felt about it.

K. Previous Study

To prove the originality of this study, the writer presents some previous researches that deal especially with teaching Vocabulary. The first research is conducted by Umi Nashibah (2011) who studies the teaching English entitled “The Use of Make a Match Board Game to Improve the V Students Vocabulary Mastery at MI Miftahul Huda Wonorejo Gandusari Trenggalek”. The total number of the sample were 10 students.

There was a significant effect of Make a Match Board Game to Improve the Fifth Students’ Vocabulary Mastery at MI Miftahul Huda Wonorejo Gandusari Trenggalek. It was indicated by the increase of the mean score of

students task from 45 in preliminary study, 69,37 in cycle I, 78,75 in cycle II and finally 87 in post-test. Those studies were experimental study in which she tried to prove the effectiveness of game in improving the students' vocabulary achievement.

Another research is done by Dwi Kurniawati (20011) entitled "The Use of Chair Word Game to Improve the Fourth Grade Students Vocabulary Ability at SDN 2 Kerjo Karangan Trenggalek". The total number of the sample were 15 students.

There was a significant effect of using Chair Word Game to Improve the Fourth Grade Students Vocabulary Ability at SDN 2 Kerjo Karangan Trenggalek. It was indicated by the increase of the mean score of students task from 50 in preliminary study, 60,37 in cycle I, 68,5 in cycle II and finally 80 in post-test. Those studies were experimental study in which she tried to prove the effectiveness of game in improving the students' vocabulary achievement.

From researcher above, the writer initiates to apply game by using action. Research to Use of Guessing game to Improve the Fourth Grade Students Vocabulary Ability of SDN 1 Salamrejo. It was differ with the three previous researchers where this present focuses on process rather than result.