CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature concerning to the vocabulary (definition of vocabulary, kind of vocabulary, the importance of vocabulary, teaching vocabulary, and the technique of teaching vocabulary), TGT (definition of TGT, the advantages of using TGT, the component of TGT.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is a key to students understanding what they hear and read, and to communicate successfully with other people. The ultimate goal of studying foreign language is to be able to communicate in English, therefore mastering vocabulary is not just important, but crucial in a foreign language environment. A number of studies have shown that vocabulary size in young children is a strong predictor for success in later grades, the larger the children's vocabularies in the primary grades, the greater their academic achievement in the upper grades (Coxhead, 2006:83).

Rowenhorst (2006:3) adds vocabulary, or word meaning, is one of the keys to comprehension. Based on the expert's opinion above, I can say that vocabulary is strongly affected students' academic performance. So, it

is important to build a large stock of vocabulary in order to communicate successfully.

Teaching vocabulary, especially in junior high school is not an easy matter. The teachers should pay more attention because if they take the wrong step that leads to confusion and cause reluctance in learning process, this may affect the student's willingness to learn English. Frequently, teacher provides the students with vocabulary they need but fail to teach them how to access that vocabulary and make them words theirs own (Preszler, 2006:2). Its means that majority of teachers only teach the vocabulary without teaching how to use those vocabularies in different contexts. As we know that English is taught as a compulsory subject at a first time in Junior high school. When student's feel interested in the way the teacher is teaching English, this indirectly gain their motivation and make them want to learn more. On the contrary, when the method of teaching makes them bored, they will be reluctant to learn more.

As Nguyen & Khuat (2003:4) state that for many learners studying English as foreign language, vocabulary learning is considered as boring, as they have to memorize unfamiliar words and they are asked to complete lots of exercises. This situation makes the students get a difficulty to memorize the vocabularies being taught.

As Krashen (1981:101) believes that in order to fully use language in communicative setting, the second language or foreign language students

must first acquire the language before learning is introduced. In the other words, we have to make the teaching learning process fun in the early step in language learning. That can prevent stress and also create a pleasant atmosphere in the classroom.

From those all definitions, the researcher takes the conclusion that vocabulary is core component of language or set of word is had by language for the purpose of communication.

2. Kind of Vocabulary

According to Jackson Howard in Grammar and Vocabulary, there are two kinds of vocabulary, active vocabulary and passive vocabulary.

a. Active vocabulary

The active vocabulary means the stock of word that a person actually uses in his own speech or writing, it is used oral or written expression by the students.

b. Passive vocabulary

The passive vocabulary means the word that the students recognize and understand them when 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.

3. **The Important of Vocabulary**

According to Wallace (2002), "vocabulary the most important in communication". Without vocabulary, we cannot express our idea or understand the message. Difficulty of communication means a big problem for everyone and need attention.

The basis of teaching learning English is concerned with the student's abilities to use four language skills and language components. In using language skills, the learners need many vocabularies because they have important role in learning, without having many vocabularies, it is impossible to build communication. They will find difficulties to understand what other people say.

Based on the explanation above, it is very important to improve the ability of vocabulary mastery as much as possible. Vocabulary is also important that teaching vocabulary must be the first priority in the English language teaching.

4. **Teaching Vocabulary**

According to (Cahyono,2011:110) there are three approaches to vocabulary teaching and learning: such as incidental leaning, explicit instruction, and independent strategy development.

a. Incidental learning

Incidental learning is learning vocabulary as a product of doing other language activities.

b. Explicit instruction

Explicit instruction refers to international learning of vocabulary through instruction, which is essential for beginning students whose lack of vocabulary limits their reading ability.

c. Independent strategy development

Independent strategy development concern equipping learners with strategies for vocabulary learning.

5. Technique of Teaching Vocabulary

Technique is a way that is used by the teacher in teaching learning process. According to Nation (2001:60) "Technique is a useful way of leaning new vocabulary, in particular becoming familiar with spoken from of the world and linking it to its meaning". It means that to learn new vocabulary should use some technique in order to make the students are not bored in teaching learning English.

Komalasari (2010:56) adds that technique is a way that used in implementing a method specifically. Technique is implementation of strategies and ways done by the teacher and students in classroom which is

suitable with the method that is used. It is a strategy which is designed to help the teacher in tranferring their knowledge to their students so that they can achieve the goal of teaching.

Technique of teaching vocabulary is variety and it can help the teacher to teach their student in teaching vocabulary. Hedge (2000:126) explain "although the teacher ultimate role may be to build independence in learners by teaching them good strategies for vocabulary learning, he or she will frequently need to explain the words. It is useful to have a repertoire of technique for this task and to use whichever combination is appropriate to the word and to the student. "it means that the teacher is not only teaching through general technique but also the teacher has to choose the other technique that it looks interesting, so the teaching learning process becomes more be alive Nation (2001:61) states "it is important that teachers are aware of the important features of technique so that they know how to use them and what to look for when they are being used". Based on the explanation above, the teachers have to familiar with the technique that they used. The teacher is practiced to be a creative teacher with the implementation of those techniques.

B. TGT (Team Games Tournament)

1. Definition of TGT

To create such pleasant atmosphere, the researcher planned to apply Team Games Tournament (TGT) Technique in teaching vocabulary.

TGT is one of techniques in cooperative learning method. O'Mahony (2006:1).

Team Games Tournament is one of the team learning strategies designed by Robert Slavin for review and mastery learning of material. Organizing the classroom into four or five member for each teams for all levela of achievement. Slavin has found TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem.

From that statement, I consider TGT is probably suitable to teach vocabulary. A lot of experts said that The Team Games Tournament is very simple to apply and it is also fun and challenging. Team Games Tournament is a technique which demands the students to learn on group with 4-5 students' members who have heterogeneous ability and then ask them to work with their teams to make sure all team members have mastered the lesson being discussed. The main idea behind TGT is to motivate students to encourage and help each other master skills presented by teacher. This technique was chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. They had chances to discuss the difficulties of the vocabularies that they had faced with their group process successful. Therefore, this technique because out whether this technique was really effective or not to teach vocabulary.

TGT is kind of cooperative learning. Teams- Games-Tournaments were originally developed by David DeVries and Keith Edwards at the University of Johns Hopkins as a cooperative learning method (DeVries, Mescon & Shackman, 1975).

TGT teaching learning activity enable students to more interest to learn. Besides, it also can foster a responsible, collaboration, competition and learning engagement. In completing the group task, each member cooperates and assists each other in understanding the material.

According to Sasmito, TGT was very easy to be implemented, because its implementation did not require support facilities should be available as special equipment. In addition TGT also involve all students in its activities to obtain the desired concept.

2. Components of Teams Games Tournaments

In Rusman's book, Slavin describes that there are some components of TGT, such as: class presentation, teams, games, tournament, and team recognition.

  a. Class Presentation

Teachers commonly deliver the material at the beginning of the class exactly in class presentation. This is most often direct instruction or a lecture discussion. The students must keep their attention intentionally in order to give the best performance in the

tournaments. During the class presentation, student should have gathered with their own groups (Tukiran Taniredja : 2011).

b. Teams

The teacher assigns the students to four or five members teams. Each team should be heterogeneous. The main point of this team arrangement is to mak the members can study together cooperatively, do the games together an prepare for the tournament. (Tukiran Taniredja : 2011).

c. Games

The games are composed of content-relevant questions designed to test the knowledge of students gain from class presentation and team practice. Most games are numbered question on a sheet (Robert E. Slavin : 2009).

d. Tournament

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournamentt tables the highest three students in past performance to table 1, the next three to table 2, and so on. This is an equal competition; make it possible for students of all levels of past performance to contribute

maximally to their team scores if they do their best (Robert E. Slavin : 2009).

e. Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get Good Team, the second one will get Very Good Team, and the first position will get a predicate as Super Team (Tukiran Taniredja : 2011).

3. The Advantages and Disadvantages of using TGT

Like other learning methods TGT also has advantages and disadvantages.

Advantages TGT include:

1. Involvement of students in the learning process

2. Students into the spirit of learning

3. The knowledge obtained by the students not only from teachers, but also through the construction by the students themselves.

4. Can foster a positive attitude in itself such as cooperation, tolerance, and can accept the opinions of others.

Disadvantages TGT include:

1. For teaching beginners, this model fosters a lot of time.

2. Need adequate facilities and infrastructure as a matter of preparation tournament.

3. Students used to learn with their prizes.

4. Model of team game tornament (TGT) procedures

According to Shoimin (2014) the model of TGT procedure are :

1. Group the students with each group consisting of three to five people. The member made the heterogeneous group includes the characteristics of intelligence, beginning math skills, learning motivation, gender, or different ethnic backgrounds.

2. Learning activity begins with the presentation of teachers in explaining the lessons of exposure to the problem, providing data, giving example. Presented a goal is to introduce concepts and encourage student curiosity.

3. Understanding of concept was done by students are given group tasks. They may do these tasks simultaneously or alternately with each other to ask the others or discuss the issue in a group or whatever it takes to master the subject matter. The students not required to fill out an answer sheet but also to learn the concept. Members of the group were told that they were considered not finished studying the matter until all group members understands the subject matter.

4. Students play academic games in the tournament weekly and friend group should not help each other. The game is intended to identify individual level mastery students to a concept in a way that students are given problem can be solved by applying the concept of a previously owned.

5. The result of the next game as compared with the previous average and the points will be awarded based on the level of success students achieve to exceed previous performance. Points are then added together to form a group score.

6. After that the teacher gives awards to the best group performance or who have met certain criteria. The award here can be a gift, certificates, and others.

The main idea behind the model of TGT is to motivate students to encourage and assist one another to master the skills that are presented by the teacher. If students wish to gain appreciation of their group, they must help a group of friends to learn the materials provided. They should encourage friends to do the best and declare a norm that learning is an important, valuable and fun.

C. Previous study

Many previous studies that is relevant to this research. The writer has found the research done from Eva Rusdianti with title *"Cooperative Learning Though Team Game Tournament (TGT) Method : An Alternative To Increase The Students Vocabulary Achievement In English)*. The result of her research is the students '*Vocabulary Achievement* can be improved by Team Game Tournament (TGT).

Hery Fitriyanto with title "*The Effectiveness of Teams Games Tournament (TGT) Technique On Students' Mastery of Simple Past Tense"*. The result of his research is effective by using Team Game Tournament (TGT).

This research has some similarities and differences between previous studies. The similarity both of them is they are use same technique Team Game Tournament (TGT) in teaching English. While, the differences are they use Team Game Tournament (TGT) technique in different education level, school, research design. So, the writer will be conduct the present research with entitled "*The effectiveness of Using Team Game Tournament (TGT) on Vocabulary Mastery Of First Grade Students at SMAN Campurdarat"*