**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter, the writer presents about the definitions of the vocabulary, teaching vocabulary, the important of vocabulary mastery, the definitions of cooperative learning, a typology of cooperative learning, benefit of cooperative learning, the definition of TGT method, and schedule of TGT activities.

**A. Vocabulary**

1. **The Definition of Vocabulary**

The core 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. Vocabulary is list of words it means that all words can be identified into vocabulary.

In the vocabulary case, Penny Ur (1996:60) stated that,” vocabulary can be defined, roughly, as the words we teach in the foreign language”. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them.

According to Harmer, Jeremy (Newed: longman 1991) stated that, “in the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary”. To make more clearly about Harmer, Jeremy the researcher explains both of them as follows:

1. *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 written expression by the student.

1. *Passive Vocabulary*

Passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need some one 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 real the words in a text and will know the meaning of the unknown word, on the text.

1. **Teaching vocabulary**

The elements of teaching and learning english is 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 lot of vocabularies it is impossible to build communication using words.

Teaching is a complex process. According to Kimble and Garmazy (1984:7) as quoted in Brown, stated that, teaching is “showing and helping someone to learn or to do something. Giving instruction, guiding in the study of something, providing with knowledge, causing to know or to do understand”. Teaching is guiding and facilitating the learner and setting the condition of learning. Teachers should prepare them selves better in order to teach successfully.

Teaching vocabulary is apart of language teaching. Harmer, Jeremy (1991:159) stated that, “teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues too.” It means that when a teacher teaches vocabulary to his students, he should know their characteristics so that be can choose suitable techniques or methods which make the students enjoy and active in learning vocabulary in the classroom. It will be to increase particularly their vocabulary mastery and their English ability in general.

1. **The Important of Vocabulary mastery**

In vocabulary mastery is very important in learning english. By having high vocabulary it will helps the students learn the core basic skills of english. About the importance of vocabulary Nunan (1999:102) said that, “in recent years, the teaching vocabulary has assumed it is rightful place as a fundamentally important aspect of language development.” It can influence of comprehension especially in understanding the sentences and in teaching learning process. The effect of these developments has been to raise awareness as to the key role vocabulary development plays in language learning. It is better for learners, because it will make learners know new development in language.

Other opinion said that the acquisition of an adequate vocabulary is essential for successful second language use. And the other opinion said that vocabulary has the initial stage of learning: this play as primary role in communication and acquisition. Another important of vocabulary is that by having a high vocabulary it is very use full in work business.

A great part of work of the world today is carried on by means of word. About a third of the workers in the word are directly concerned with just using word in order to learn their living for instance: interpreter, doctor, seller, teacher, psychiatry and so on. It is true to say that vocabulary is not only important in mastering another language skills but also useful in works and business.

Without an extensive vocabulary, we will be unable to use structures and function. We may have learned for comprehensible communication, another aspect of vocabulary learning is that unlike the acquisition of other aspects of language it does not seem to be impeding by age.

**B. The Method of Cooperative Learning**

1. **The Definition of Cooperative Learning**

According to Slavin (1995) cooperative learning methods is a teaching method that students work on a task in a group, they encouraged and motivated to help one another to learn, and rewarded on the basis of all team member. Cooperative learning methods share the idea that students work together to learn and are responsible for their teammates learning as well as their own. The idea behind this form of cooperative learning is that if students want to succeed as a team, they will encourage their teammates to excel and will help them to do so. Often, students can do an outstanding job for explaining difficult ideas to one another by translating the teacher’s language into kind language. This is the essence of cooperative learning. In cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher.

Rusman (2011:203) stated that “cooperative learning is an activity of student which be done by group category”. It means that cooperative learning is a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each other understands. This framework is diagrammed in figure 2.1

Figure 2.1 Models of Factors Influencing Learning Gains in Cooperative Learning.

Group Goals Based on Learning of Group Members

Motivation to learn

Motivation to encourage group mates to learn

Motivation to Help Group to Learn

Enhanced Learning

Elaborated Explanation (Peer Tutoring)

Cognitive Elaboration

Peer Assessment and Correction

Peer Modeling

Peer Practice

1. **A Typology of Cooperative Learning**

Robert E. Slavin (2005:26) stated that “Cooperative learning methods differ in many ways, but they can be categorized according to the following six principal characteristics:

* + - * 1. Group Goals

Most cooperative learning methods use some form of group goals. In the students’ team learning methods, these may be certificates or other recognition given to teams that meet a preset criterion; in the Johnson’s methods, group grades are often given.

* + - * 1. Individual Accountability

This is achieved in two ways. One is to have group scores be the sum or average of individual quiz scores or other assessments, as in the student team learning models. The other is task specialization, whereby each student is given a unique responsibility for part of the group task.

* + - * 1. Equal opportunities for success

A characteristic unique to the students’ team learning methods is the use of scoring methods that ensure all students an equal opportunity to contribute to their teams. These methods consists of improvement points (STAD), competition with equals (TGT), or adaptation of tasks to individual performance level (TAI and CIRC)

* + - * 1. Team Competition

Early studies of STAD and TGT used competition between teams as a means of motivating students to cooperate within teams.

* + - * 1. Task specialization

A key element of jigsaw, group investigation, and other task-specialization methods is the assignment of a unique subtask to each group member.

* + - * 1. Adaptation to individual needs

Most cooperative learning methods use group-paced instruction, but two-TAI and CIRC-adapt instruction to students’ individual needs

1. **Benefit of Cooperative Learning**

There are six benefit of cooperative learning .They are as follows:

* + - * First, the teacher is always present to model appropriate language when it is the objective of the lesson or activity.
      * Second, the students learn to communicate in English through clarification, paraphrasing, repetition, and other accommodations that help them negotiate their meaning.
      * Third, many of the students will interact with non-native English speakers outside the classroom and need to learn strategies for such communication.
      * Fourth, cooperative groups provide a management tool for heterogeneous classes when teachers engage student leaders and encouraging students to generate their own strategies.
      * Fifth, cooperative learning asks students to take more responsibility for their learning and also for monitoring their errors. It is well known that students learn from their peers. If the teacher establishes a positive, supportive atmosphere in the classroom, students will feel comfortable correcting errors and helping one another with the language.
      * Sixth, students can be more motivated when they work in cooperative groups. While working with their peers, students experience a synergistic effect, subtly encouraging them to learn English. Seventh, by letting the students work in cooperative groups, a teacher trains students for life beyond school where they will work with others to complete assigned tasks.

**3. TGT (Teams-Games-Tournament)**

1. **The Definition of TGT**

Teams-Games-Tournament originally developed by David De Vries and Kith Edwards, was the first of the Johns Hopkins cooperative learning methods. It uses the same teacher presentations and team work as in student- Teams-Achievement Divisions (STAD), but replaces the quizzes with weekly tournaments, in which students play academic games with members of other teams to contribute points to their team scores. Students play the game at there-person “tournament tables” with others with similar past records in mathematics. A “Bumping” procedure keeps the game fair. The top scorer at each tournament table brings sixty points to his or her team, regardless of which table it is; this means that low achievers (playing with other low achievers) and high achievers (playing with other high achievers) have equal opportunities for success.

TGT is the same as STAD in every respect but instead of the quizzes and the individual improvement score system, TGT uses academic tournaments, in which student compete as representatives of their teams with members of other teams who are like them in past academic performance, TGT is very frequently used in combination with STAD, adding an occasional tournament to the usual STAD structure. A description of the components of TGT follows:

* + - * 1. Class Presentations

Material in TGT is initially introduced in a class presentation. This is most often direct instruction or a lecture-discussion conducted by the teacher, but could include audiovisual presentations. Class presentations in TGT differ from usual teaching only in that they must be clearly focused on the TGT unit. In this way, students realize they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

* + - * 1. Teams

Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity. The major function of the team is to make sure that all team members are learning, and more specifically, to prepare its member to do well on the quizzes. After the teacher presents the material, the team meets to study worksheets or other material. Most often, the study involves students discussing problems together, comparing answer, and correcting any misconceptions if teammates make mistakes.

The team is the most important feature of TGT. At every point, emphasis is placed on team members doing their best for the team, and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as intergroup relations, self-esteem, and acceptance of mainstreamed students.

* + - * 1. Games

The games are composed of content-relevant questions designed to test the knowledge students’ gain from class presentations and team practice. Games are played at tables of three students, each of whom represents a different team. Most games are simply numbered questions on a ditto sheet. A student picks a numbered card and attempts to the question corresponding to the number. A challenge rule permits players to challenge one another’s answers.

* + - * 1. Tournament

The tournament is the structures in which the games take place. It is usually held at the end of a week or a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets. For the first tournament, the teacher assigns students to tournament tables-the highest three student in past performance to table 1, the next three to table 2, and so on. This equal competition, like the individual improvement score system in STAD, makes it possible for students of all levels of past performance to contribute maximal to their team scores if they do their best.

After the first tournament, students change tables depending on their own performance in the most recent tournament. The winner at each table is “bumped up” to the next higher tables (for example, from table 6 to table 5); the scorer stays at the same table; and the low scorer is “bumped down.” In this way, if students have been missioned at first, they will eventually be moved up or down until they reach their true level of performances.

Figure 2.2 Assignments to Tournament Tables.

|  |  |  |  |
| --- | --- | --- | --- |
| B-1  High | B-2  Average | B-3  Average | B-4  Low |

|  |  |  |  |
| --- | --- | --- | --- |
| C-1  High | C-2  Average | C-3  Average | C-4  Low |

**TEAM A**

|  |  |  |  |
| --- | --- | --- | --- |
| A-1  High | A-2  Average | A-3  Average | A-4  Low |

* + - * 1. Team Recognition

Teams may earn certificates or other rewards if their average scores exceed criterion. Students’ team scores may also be used to determine up to 20 percent of their grades.

Table 2.3Team recognition Criteria

|  |  |
| --- | --- |
| Team average | Recognition |
| 40-44 | Good Team |
| 45-49 | Very Good Team |
| … > 50 | Super Team |

1. **Schedule of TGT Activities**

TGT consist of a regular cycle of instructional activities, as follows:

Teach. Present the lesson.

Team study. Students work on worksheets in their teams to master the material. Tournaments. Students play academic games in ability-homogeneous, three member tournament tables.

Team recognition. Team scores are computed based on team members’ tournament scores, and teams are recognized if they exceed pre-set criteria.

These activities are described in detail on the following pages.

Teach

Time : 1-2 class periods

Main idea : presents the lesson

Materials needed : in a lesson plan

Team Study

Time : 1-2 class periods

Main idea : students study worksheets in their teams

Materials needed : two worksheets for every team and two answer sheets for every team

Tournament

Time : one class period

Main idea : competition at three-member, ability-homogeneous tournament tables

Materials needed : tournament table assignment sheet, filled in one copy of game sheet and game answers (same as the quiz and quiz answers for STAD) for each tournament table one game scores sheet for each tournament table one deck of numbered cards, corresponding to the number of questions on the game sheet, foe each tournament.

At the beginning of the tournament period, announce students’ tournament-table assignments and have them move desks together or go to tables serving as tournament tables. Scramble the numbers so that students won’t know which are the “top” and “bottom” tables. Have selected students help distribute one game sheet, one answer sheet, one deck of number cards, and one game score sheet to each table. Then begin the game. Figure 4-5 describes the game rules and procedures.

To start the game, the students draw cards determine the first reader-the students drawing the highest number. Play proceeds clockwise from the first reader.

The first reader shuffles the cards and picks the card the top one. He or she then reads aloud the question corresponding to the number on the card, including the possible answers if the question is multiple-choice. For example, a student who picks card 21 reads and answer question 21. A reader who is not sure of the answer is allowed to guess without penalty. If the content of the game involves problems, all students (not just the reader) should work the problems so that they will be ready to challenge. After the reader gives an answer, the student to his or her left (first challenger) has the option of challenging and giving a different answer. If he or she passes, or if the second challenger has an answer different from the first two, the second challenger may challenge. Challengers have to be careful, however, because they must return a previously won card to the deck (if they have one) if they are wrong. When everyone has answered, challenged, or passed, the second challenger (or the player to the reader’s right) checks the answer sheet and reads the correct answer aloud. The player who gave the correct answer keeps the card. If either challenger gave a wrong answer, he or she must return a previously won card (if any) to the deck. If no one gave a correct answer, the card returns to the deck.

For the next round, everything moves one position to the left: the first challenger becomes the reader, the second challenger becomes the first challenger and the reader becomes the second challenger. Play continues, as determined by the teacher, until the period ends or the deck is exhausted. When the game is over, players record the number of cards they won on the game score sheet in the column for game 1. If there is time, students reshuffle the deck and play a second game until the end of the period, recording the number of cards won under “Game 2” on the score sheet.

All students should play the game at the same time. While they are playing, move from group to group to answer questions and be sure that everyone understands the game procedures. Ten minutes before the end of the period, call “Time” and have students stop and count their cards. They should then fill in their names, teams, and scores on the game score sheet.