

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 General Concept of Vocabulary

Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process, Since English as foreign language becomes an international language. No wonder, it becomes important for foreign language learners to learn and master on it that it is a basic element of a language used before learning more about the foreign language.

According to Manser (1995: 461), on his book he wrote that vocabulary is:

- a. Total number of words in a language
- b. Word known to a person
- c. List of word with their meaning, especially at the back of a book that used for teaching foreign language.

From the explanation above, the writer concludes that vocabulary is words or total of word, which use in learning language with meaning of word itself in order to know the meaning of words or sentences. Other definition of vocabulary is a group of words which are arranged in alphabetical order and briefly explained and should be studied in context. Words or sentences become meaningful when these are studied and considered in context. That is, with all the other words which surround them and which help give them their meaning.

In addition, according to Donna Young in Kurniawan Yudhi Nugroho (2007) explains that vocabulary will not only be focused on learning process which leads to improve the students' mastery of language. Furthermore, Vocabulary will let them know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language.

Review at the discussions above, the writer concluded that more vocabulary that the learners have, it easy for them to develop their four skills they are: listening, speaking, reading and writing.

2.2 The Meaning of Vocabulary

Vocabulary is the basic factor which we will be mastered in a language. While in the past until the current is emphasis on language structure, so vocabulary is more important for true second language mastery. Only by accumulating a large number of vocabulary words we can speak fluent English and read quickly. However, vocabulary is not only always the biggest obstacle for primary students but also for junior and senior high school too.

In some literature, the writer found the meaning of vocabulary. There are some definitions of vocabulary. According to Harimurti Kridalaksana in Leny's journal(2006) "vocabulary is a component of language that maintains all of information about meaning and using word in language". It's mean that vocabulary gives information about the meaning of the words. According to Webster's Ninth Collegiate Dictionary in Leny's journal (2006), vocabulary is a list or collection of word and phrase usually alphabetically arranged, a sum or stock of words employed by a language group individual in a field of knowledge,

a list or collection of terms or codes available for use. So that, she realizes that how important the mastery of vocabulary is and particularly for people who study English as a foreign language.

According to Ryder (as cited in Blachowicz, C., Fisher, P., Ogle, D., & Watts-Taffe, S.) in Wang Chengqian's journal (2009) said that, there are two things to be examined in the current development of vocabulary education, the first is the amount of research done emphasizing the importance of vocabulary in relationship for school performance, and the second issue is the degree to which teachers have been able to interpret and apply the research in their classrooms. Unfortunately, to examination of vocabulary instruction has revealed that little change in classroom practice, nor in the emphasis on vocabulary as to the manner in which it is presented in commercial programs.

Whereas in the free dictionary note that vocabulary is:

- a. All the words of a language.
- b. The sum of words used by, understood by, or at the command of a particular person or group.
- c. A list of words and often phrases, usually arranged alphabetically and defined or translated, a lexicon or glossary.

According to Hatch and Brown (1995) in Risqi Ekanti Ayuningtyas Palupi, he said that, vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

From the definitions above that vocabulary is a list or collection of alphabetical arranged become words.

2.3 The Importance of Learning Vocabulary

As we know that vocabulary is one of important aspects in teaching language. Without vocabulary, we can difficult to study four skills in English teaching, they are: listening, speaking, reading and writing. As stated by Edward in his book in leny's paper: Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system.

According to Bo Bennet (2008) in him blog that having a good vocabulary is important to our success. In short, if you speak like an idiot, people will treat you like one. He is not saying this is right, since it is a form of prejudice; however, it does happen in both personal and professional situations. Here are a few more reasons directly related to your success:

- Increasing your vocabulary allows you to use more descriptive words to better communicate your thoughts.
- Understanding the meaning of more words will allow you to better understand information that you are reading or listening to (comprehension), thus increasing your retention.
- Having a larger vocabulary to call upon will help your verbal communication flow and allow you to start eliminating noises such as, "umm" and "uhh".
- Being able to use more colorful words in speaking to others will allow you to project a more intelligent image.

- Knowing more words will make you a better Scrabble player.

Ur (2009) said that vocabulary is the most important aspect of language to teach. We can understand a reading text and make ourselves understood with almost no grammar, but we cannot get anywhere without vocabulary. It is more important than reading strategies for understanding a text. It is also the best single measure of proficiency.

Based on the explanation above, it is very important to increase the ability of vocabulary mastery as much as possible. It is important to know a lot of words if we want to make progress in a foreign language. Even if the grammar is excellent, we will not be able to communicate the meaning without a wide vocabulary.

2.4 Teaching Vocabulary for young learner

Teaching vocabulary is not easy. Young learners have different characteristics from adult learners. They usually consist of students at the age of 6 to 12 years old, where all about fun become a part of their world. They have several characteristics and unique. Young learners are very enthusiastic in finding out, understanding and learning everything. It seems that they like learning something that involves a new thing and all of about fun such as game, where they can laugh, talk and feel happy during the class and the most important thing that they can enjoy and absorb the sense of the lesson.

After many studies done on language learning, it is common knowledge that everyone has the ability to learn a language unless he has a mental anomaly. Children can learn their native language easily in the community they live in.

However, at this point, the implementation of task design is essential for teaching and learning vocabulary process in the way to changed the learners imagery related with study vocabulary in elementary school.

2.5 General Concept of task

As a general rule, exercises for vocabulary comprehension are more effective if they are constructed around a task. The key features of tasks for young Learners have been summarized by Cameron in Paul (March 2010: 31). She writes that classroom tasks for children learning a foreign language:

- Have coherence and unity for learners (from topic, activity and/or outcome).
- Have meaning and purpose for learners
- Have clear language learning goals
- Have a beginning and end
- Involve the learners actively

A task has several features as follows: (Ellis, 2003:9)

1. A task is a work plan (a plan for learner activity).
2. A task involves a primary focus on meaning.
3. A task involves real-world processes of language use.
4. A task can involve any of the four language skills.
5. A task engages cognitive processes such as selecting, classifying, ordering, and evaluating information in order to carry out the task.
6. A task has a clear defined communicative outcome

Based on the explanation above the writer conclude that a task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. (Jane Willis, 1996:23)

2.6 The Meaning of Task

Doing task for young learners is very important rule. Task is a part from the ideas of the primacy of meaning, the existence of an objective, and the possibility of assessment. Actually, there is the fact that tasks are susceptible to pedagogic intervention, be it brief or extended, so that as well as the idea that is tasks can be influenced by learner choice and can be potentially reinterpreted by learners.

In this paper the writer present the meaning of task from some literature. There are some definitions of task. According to Long in Bilgen (March 2005).

“A task is ‘a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road.

In other words, by “task” is meant the hundred a done things people do in everyday life, at work, at play, and in between. “Tasks” are the things people will tell you they do if you ask them and they are not applied linguists’.”

After reading many definition what I have understood by task is, all these activities (stated in many definitions by the authorities) where the target language

is used by the learner for a communicative purpose in order to achieve and outcome.

2.7 Types of task Implementation

According to Prabhu (1987), Pattison (1987), Pica, Kanagy, and Falodun (1993), and Willis (1996b) in Jia-Jen Lin classified tasks into different types. In this study, the researcher adopted Willis's (1996b) classification of tasks due to its completeness. The following are the six task types classified by Willis (1996b):

Listing: Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are brainstorming and fact-finding. The outcome would be the completed list, or possibly a draft mind map. For example the theme about fruit and color so, the students work in group and list the word that they know about “red (e.g: apple)”, “green (e.g: leave)”, etc.

Ordering and Sorting: These tasks involve four main processes: sequencing items, ranking items, categorizing items and classifying items. For example students in groups sort all the cards into three groups, inclusive of fruits, shapes, and rooms.

Comparing: Broadly, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are matching to identify specific points and relate them to each other, finding similarities and things in common,

and finding differences. For example students work in group to find six different items in two pictures.

Problem Solving: Problem-solving tasks make demands upon learners' intellectual and reasoning powers, and, although challenging, they are engaging and often satisfying to solve. The processes and time scale will vary enormously depending on the type and complexity of the problem. For example an information-gap activity: Students work in pairs. One pair asks the other pair for the words they lost in the worksheet.

Sharing Personal Experiences: These tasks encourage the learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not as directly goal-oriented as in other tasks. For example Students ask others "Do you have a _____ (bird, kitten, turtle, etc.)?", "Can you _____ (swim, jump rope, rollerblade, etc.)?" Then, record the answers in the answer sheets.

Creative Tasks: These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Out-of-class research is sometimes needed. Organization skills and team-work are important in getting the task done. For example Students in groups finish "a color book" and then present this story to others.

After the researcher have known some kinds of task above the researcher can conclude that those task above are task could be implemented of four skill, they are : speaking, listening, reading and writing. Besides that, it also consists of language elements such as: grammar, vocabulary, pronunciation and also spelling. Among, four components above vocabulary to be a major component of learning English. So that, the researcher conduct this research to show appropriate ways, especially in implementing of task for vocabulary. Here are some criteria that more detail to apply those task :

1. Listing	
Outcome	Completed list or draft mind map
Processes	Brainstorming, fact-finding
Starting points	<p>Words, things, qualities, people, places, actions, job-related skills:</p> <ul style="list-style-type: none"> ▪ International English words, e.g : in sport, in pop songs ▪ Things found in particular places, e.g : in the kitchen, on the beach ▪ Everyday things, e.g : that you carry with you or that you often forget or lose ▪ Qualities looked for in a product, e.g : a good pen, a stereo system ▪ Qualities needed for particular jobs, e.g : teaching, being prime minister ▪ Personal characteristics, e.g : of a TV celebrity, an astronaut ▪ Features of a place, e.g : a holiday resort, a language school, a sport complex ▪ Things you do to, e.g : prevent crime, plan a party, move house ▪ Ways of doing things, e.g : remembering new words, cooking rice, saving money ▪ Common questions, e.g : that guests ask hotel reception staff, that tourist guides

Follow-up tasks	<ul style="list-style-type: none"> ▪ Memory challenge games (lists and sources can be hidden and students asked to recall as many items as possible in a specified time) ▪ Ordering and sorting tasks (type 2) and comparing tasks (type 3) can be based on lists that students have made
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2. Ordering and sorting				
Outcome				
Processes	Sequencing	Ranking	Categorising	Classifying
Starting points	Jumbled lists/sets of instruction/texts/ news reports	Personal experience of methods/ things/ features that can be sorted according to specific criteria/personal values	Headings / half-completed tables/charts followed by sets of statements, data from various sources	Everyday things or events, list of items, words
Sample tasks	<ul style="list-style-type: none"> ▪ Put the days of the week into the correct order ▪ Order the instructions for making an international 	<ul style="list-style-type: none"> ▪ Agree on the best way to learn a new language/ travel between two places/pass a driving test ▪ Rank these items in order of, importance/ interest/usefulness/ 	<ul style="list-style-type: none"> ▪ Group the statements under these headings: Agree, disagree, undecided ▪ Complete this 	<ul style="list-style-type: none"> ▪ How many ways can you find to classify the food you eat daily/the things you do at home/at the things you

	<p>I phone call/ the steps for doing a magic trick</p> <ul style="list-style-type: none"> ▪ Rewrite this news report putting the events into chronological order 	value for money	chart/table with information from the text	<p>read regularly/the countries in this list?</p> <ul style="list-style-type: none"> ▪ Think of five ways to classify the clothes you wear/the animals in the picture
Follow-up tasks	<ul style="list-style-type: none"> ▪ ‘Spot the missing item’- students remove one item from a sequence, and read the list out for the other pairs to spot it 	<ul style="list-style-type: none"> ▪ Groups present their ranking for the class to reach a consensus through discussion and debate 	<ul style="list-style-type: none"> ▪ Students justify their decisions to the class, or give an oral presentation of their completed table or section of it 	<ul style="list-style-type: none"> ▪ ‘Odd one out’-Students make up sets of four or five similar items and add one that doesn’t match. They exchange sets and see if other pairs can spot it

3. Comparing

Outcome	Vary according to the individual task goals, but could be the items appropriately matched or assembled, or the identification of similarities and or/ differences
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processes	Matching	Finding similarities	Finding differences
Strating points	Information from two different types of source (e.g: visuals and text) that can be matched order to identify someone or something	Two or more sets of information on a common theme (from personal experience/visual/texts) that can be compared to find similarities	Two or more sets of information on a common theme (from personal experience/visual/texts) that can be contrasted to find differences
Sample tasks	<ul style="list-style-type: none"> ▪ Descriptions Listen to/read these descriptions of different people/places and identify which person/place is which ▪ Narrative accounts Read/listen to these accounts, e.g : of a car accident, and say which of the four diagrams most accurately portrays what happened ▪ Following instruction 	<ul style="list-style-type: none"> ▪ Compare, e.g: two characters in a TV series, reports of the same event from different newspapers ▪ Compare your own version with the official or original version, e.g: compare your story ending with the original story, your solution with the one in the text ▪ Compare ways of doing thing in the different towns or countries, e.g : funding the arts. Making coffee, cooking rice 	<ul style="list-style-type: none"> ▪ ‘Spot the differences’ e.g : between two pictures, two story endings, two accounts of the same incident ▪ Jigsaw viewing, e.g: contrast a film/video sequence with a written account containing factual errors. Half the class see the video, half read the text, then they come together to identify the factual errors ▪ Contrast systems, e.g: of education in different countries, of lending libraries

	Match this text to the map or diagrams, e.g : to trace a route on a map, to complete a floor plan of a house, to assemble a model		
Follow – up tasks	Students design parallel tasks based on their own data, or make their own changes to the original data		
	<ul style="list-style-type: none"> ▪ e.g : after matching text to diagram, students make floor plans of their own homes and describe these for their partner to draw 	<ul style="list-style-type: none"> ▪ e.g : after finding similarities in news reports, students bring in other current newspapers with parallel new items 	<ul style="list-style-type: none"> ▪ e.g : after finding differences between picture, rewrite the text including different factual errors or three additions and play “spot the differences”

4. Problem solving

Outcome	Solution (s) to the problem, which can then be evaluated			
Processes	Analysing real or hypothetical situations, reasoning and decision making			
Starting points	Short puzzles, logic problems	Real-life problems, personal experience, hypothetical	Incomplete stories/ poems/reports; visual/snippets of audio or video recordings;	Case studies with full background data, business and computer simulations

		issues	concealed pictures, clue words for prediction and guessing games	
Sample tasks	<ul style="list-style-type: none"> ▪ Cutting the cake what is the minimum number of straight cuts you must make to divide a round cake into eight equal pieces? ▪ Crossing the river an old lady wants to cross the river with a wolf, a goat, and an cabbage. She only has a small boat and can only take two things at a time with her. How does she 	<ul style="list-style-type: none"> ▪ What advice would you give in response to this letter from an advice column? ▪ Decide on the best two places-cheap but safe-for a young person travelling alone to stay in your capital city ▪ Plan dinner menu for overseas guests within a given fixed budget. (other constraints, such as diet, can be added later to 	<ul style="list-style-type: none"> ▪ Make up your own version of the missing section/ending of the story/report ▪ Work out a possible story line from these clue words/phrases/pictures/audio/video snippets ▪ Fill the gaps in this text with appropriate phrases ▪ Guess what's in this (covered up) picture (closed) bag 	<ul style="list-style-type: none"> ▪ Social study of young offenders <p>Decide on the best action to take the stop them reoffending. Previous solutions and statistics for reoffending are given. (offenders' family backgrounds to be initially withheld)</p> <ul style="list-style-type: none"> ▪ Aid for development <p>Decide on three appropriate ways for your company/country to give aid to this developing country</p> <ul style="list-style-type: none"> ▪ Product testing <p>Play and report back on computer</p>

	do it?	increase the challenge)		simulation games
Follow-up tasks	Students do a comparing task, presenting, justifying, and discussing their solutions for the class to vote on the best one (s)			

5. Sharing personal experience

Outcomes	Largely social far less tangible than with other tasks. Sharing personal experiences is something we do very often in daily life : we may simply be passing the time of day, being sociable or entertaining or hoping to get to know others better. This kind of casual social talk can happen naturally during other task types and, because it is so common outside the classroom, should be encouraged			
Processes	Narrating, describing, exploring, and explaining attitudes, opinions, reactions			
Starting points	Anecdotes :	Personal reminiscences :	Attitudes, opinions, preferences :	Personal reaction :
	<ul style="list-style-type: none"> ▪ On given themes, e.g : terrible, journeys, silly accidents ▪ About people, e.g: eccentric friends or relations, funny things done by children you know 	<ul style="list-style-type: none"> ▪ About past routines, e.g: early schooldays, traditional festivals, and celebrations, friends you used to spend time with ▪ About single events you 	<ul style="list-style-type: none"> ▪ Find out what other think about films or TV ▪ Talk about your preferences and find people with similar ones, e.g: in leisure 	<ul style="list-style-type: none"> ▪ To situation, e.g: heights, frightening things, extremes of climate ▪ What generally makes you, e.g: most annoyed, very happy, highly stressed, most relaxed ▪ Quizze, e.g:

	<ul style="list-style-type: none"> About things you own (ed), e.g: a favourite toy, old shoes, memorable presents 	<p>remember most clearly, e.g: moving house, visiting elderly relations, times of political/financial crisis</p> <ul style="list-style-type: none"> About past regrets, e.g: three things you most regret doing/not doing 	<p>activities, places to shop, clothes</p>	<p>personality ones from quiz books</p>
Follow-up tasks	<ul style="list-style-type: none"> Students select the funniest/most vivid/ most memorable experience they have heard, tell the class and give reasons for their choice Students tell another anecdote or personal story but it need not be true. Can the class guess whether it is true? Learners identify and summarise the reminiscences/opinions they found they shared with other 			

6. Creative task

Outcome	End product which can be appreciated by a wider audience. Creative task tend to have more stages then the usual classroom tasks. They can involve out-of-class research and are often referred to as 'project'
Processes	Brainstorming, fact-finding, ordering and sorting, problem solving and many

	others				
Starting points	Children's activities: done in small groups who then describe the process, e.g	Creative writing and similar activities	Social/ historical investigations and links	Media projects for the school or local community	Real-life rehearsals
Sample tasks	<ul style="list-style-type: none"> ▪ Make a model, paint a picture, prepare snacks ▪ Do a science experiment, test, and report an makes of colouring pens ▪ Take a part in a dressing-up competition, put on a show for other groups 	<ul style="list-style-type: none"> ▪ Write a poem, short story, song or play, based on literary text students have read or arising out of a programme they have seen ▪ Write diaries, e.g: for personal use, and/or to be read by the 	<ul style="list-style-type: none"> ▪ Plan visits to local places, e.g: airport to interview passangers, company premises to report on product/proceses, tourist office to investigate local tourism opportunities ▪ Talk/write to older inhabitants about changes to their lives, e.g: past costoms, games they 	<ul style="list-style-type: none"> ▪ Produce a class magazine or newspaper (one-off or regular issue) ▪ Set up a display, e.g: on a local or topical issues or exhibition, e.g: of students' photographs ▪ Design and write a leaflet, e.g: for visitors to the school or town, or 	<ul style="list-style-type: none"> ▪ Students predict, script and perform an interaction that might occur in specific real-life situation, e.g: making a hotel booking, asking for direction or instruction for being interviewe d for a job. These are

		teacher but not by other students	used to play, changes in eating/leisure habits over three generations ▪ Internet and email links, e.g: with twin two towns overseas, overseas schools, research areas of interest on world wide web	an advert, e.g:mfor a local product/ente rtainment ▪ Design, produce and record a short programme on audio or video, e.g: a local news documentar y or a short drama	then compared with spontaneo us recordings of parallel situations or real-life circumstan ces.
Follow- up tasks	<ul style="list-style-type: none"> ▪ Other groups write a riview of the end product ▪ Learners keep a diary describing their progress on the project, and use this to write a report of how they achieved their product and what they learned, with an evaluation of their work ▪ Groups make a poster advertising their end product 				

As the researcher have known above, The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other.

Those task also gives students opportunities to *use* whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face). Success

in doing those task can increase longer term motivation. Motivation to listen to fluent speakers doing the task is strong too, because in attempting the task, learners will notice gaps in their own language, and will listen carefully to hear how fluent speakers express themselves.

2.8 Research Related with the Implementation of Task for Vocabulary

The previous study is reviewed in order to avoid imitation. This study is intended to implementing of task for vocabulary at Elementary school. For this study the researcher finds some previous study that has done by previous researcher. According to Thornbury in Tuan's journal (2002, pp. 93-94) points out that there is a variety of tasks which can be used in order to help move words into long-term memory. They can be divided into five types in order of least cognitively demanding to most demanding: identifying, selecting, matching, sorting, and ranking and sequencing. So that, from those task the teacher should plays an important role in helping students' vocabulary motivated. Nevertheless, When the teacher presents the meaning of the words, they can only become students' passive vocabulary, and students may easily forget them or do not know how to use them properly. Therefore, Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice through vocabulary exercises or activities. Based on Scivener (1994, p. 127), some kinds of practical exercises to help students become more familiar with the words they have learned: matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using given words to complete vocabulary specific task, filling in

crosswords, grids or diagrams, filling in gaps in sentences and memory games. Thornbury (2002, p. 77) also suggests a variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations. In this way, learners will turn words from receptive to productive and put them into long-term memory. This process also aims to helping students acquire active, productive vocabularies. Based on the previous study in Trong Tuan's journal from the students at Ngoi Nha Thong Thai Elementary School (The House of Wisdom Elementary School) the result of this study from that school the teacher assumes responsibility for finding out the most suitable types of task that design into games for his class as well as involving learners in searching interesting games and sharing them with their peers in the classroom. Obviously, learning vocabulary through some of tasks and design them into games has an important role for elementary teachers and students because they have strong and good motivation to deepen English language. Students can relax both in their mind and review or practice things that they have just studied.