

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about definition of vocabulary, the importance of vocabulary, how to learn vocabulary, and learning group discussion.

2.1 Vocabulary

Vocabulary is part of English material which becomes the basic of skill. Knowledge of vocabularies will increase the ability of other skills, such as reading speaking and listening. For example, by knowing many of words which are relevant with the passage, thus they will get more ability in reading

2.1.1 Definition of Vocabulary

Vocabulary is defined as "all the words known and used by a particular person" (<http://en.wikipedia.org/wiki/Vocabulary>). In learning English, vocabulary is a basic item in beginning to learn English language skills, before learning others skills.

Like a tree, vocabulary is like a root of tree. When we water the tree regularly and continuously, then the tree will grow well, growing stems, leaves, fruits and flowers. So is vocabulary, improving vocabulary will support the students to master other skills in the English language.

2.1.2 Importance of Vocabulary

Vocabulary is one of important language components. When students have a conversation with someone, they need some vocabulary in order to make their partner understand what have been discussed. In other words, when students

are listening to music or native speaker who is talking, they need a lot of vocabulary to help them understand their opposite meaning. Essentially, vocabulary is greatly influence on student proficiency in producing English. It is equivalent with Hidayati (2013) statements which said that the student must conclude vocabulary mastery as their first priority in learning English, because without mastering vocabulary, students will find difficulty in mastering other language skills.

Based on the explanation above, It shows that the ability to master vocabulary as much as possible is very important. Even if the students are understand well about the grammar pattern, the students will not be able to communicate well without mastering a lot of vocabulary.

2.1.3 How to Learn Vocabulary

There are many efforts to do in learning vocabulary, without need to rely on conventional methods such as textbooks and English course with school basis. Basically, learning vocabulary can be done through something that we adore. It is done to help us in mastering vocabulary. In this case, there are many media which can be used to learn vocabulary. Some of them are:

- a. **Through song.** Based on English first, *an English Education Center*. They state that through songs, young learners can learn how to recite various words properly and appropriately. In addition, they can also learn to recognize various expressions or existing language terms through the song. There are lot of English songs for young learners which is fun. It can be used to facilitate them in learning English vocabulary. Because the lyrics which existed in the songs is

very simple and usually is associated with the environment around them. So it would be easier for young learners to absorb the contents of the song.

- b. **Through video.** Video is one of the audio visual media which display pictures at once sounds. This media can facilitate young learners in learning vocabulary. Some of the videos are; Dora the Explorer, Diego, Blue's Clues, Max and Rubby, and so forth. The pictures in most of English videos for young learners is really funny with colourful cartoon pictures. It will make young learners become interested and excited in learning vocabulary.
- c. **Through picture stories.** For young learners who love the illustrating of fairy tales. They can use picture stories as their media to learn vocabulary. Because of by reading, automatically young learners will get a lot of new vocabularies that they have not known before. So, vocabulary that they have magnifying.
- d. **Through mobile technology.** Nowadays, mobile technology is an advanced technology which is uproaring among the public. Starting from old to young, even young learners also enjoying the sophistication of today's mobile technology. Young learners can use mobile technology to learn vocabulary, so that, the number of their vocabulary can increase. They can keep playing their mobile technology while learning vocabulary. The researcher chooses mobile application as a media to learn vocabulary for young learners. Because of today, most of young learners prefer to play mobile technology. Hence, mobile technology can be a media to learn vocabulary which is closer with them.

2.2 Jigsaw

Jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the production and full understanding of the final product. If each student's part is essential, then each student is essential. In other words, Jigsaw is each member of a group has a piece of information needed to complete a group task (*Longman Dictionary of Language Teaching and Applied Linguistics*, 1998) in the EFL classroom. That is precisely what makes this strategy so effective.

Jigsaw can be able to increase students' learning since “a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher's dominance in the classroom” (*Longman Dictionary*, 1998).

Consequently, jigsaw strategy can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere.

Jigsaw is a technique which was designed by social psychologist Elliot Aronson to help weaken racial cliques in forcibly integrated schools. The technique splits classes into mixed groups to work on small problems that the group collates into a final outcome. For example, an in-class assignment is divided into topics. Students are split into groups with one member assigned to each topic. Working individually, each student learns about his or her topic and presents it to their group. Next, students gather into groups divided by topic. Each member presents again to the topic group. In same-topic groups, students reconcile points

of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each member. The final presentations provide all group members with an understanding of their own material, as well as the findings that have emerged from topic-specific group discussion.

2.2.1 Procedures of Jigsaw

The following is the case of jigsaw performed in seven steps in the researchers' tutorials. The technique was aimed to help fulfill the task of integrating vocabulary skill.

2.2.1.1 Step 1: Choosing a material/topic

The researchers chose a topic that is vocabularies of class' activities.

2.2.1.2 Step 2: Dividing the students into jigsaw groups

In class, the researchers first divided the students into 3-person jigsaw groups since the sample topic chosen by the researchers consisted of some words, but sometimes into 4- or 5-person groups depending on the material chosen for the activity. The groups would be better if diverse in terms of language proficiency, personality and gender. Then the researchers appointed one student from each group as the group leader, and each student in a jigsaw group was given an assignment sheet— a different paragraph of the passage. Then the jigsaw groups follow the pattern: ABC, ABC...

2.2.1.3 Step 3: Studying new words

The researchers listed and explained the new and unfamiliar words related to the topic on the blackboard, in order to remove some of the barriers of the material and ease the flow of the jigsaw activity in the groups.

2.2.1.4 Step 4: Involving the whole class in an activity for general comprehension

The researchers read the words twice to the whole class so that the students could grasp the meaning and how to pronounce.

2.2.1.5 Step 5: Forming “expert groups”

The researchers asked the students to move to the “expert groups”, consist of some students. Again, the researchers appointed one student from each “expert group” as the group leader, and the leader organized the group to discuss the the words and how to use it in the sentence. By means of a variety of practices, such as listening, reading, repeating, asking & answering, every student was supposed to gain a thorough understanding of the words. At last, each of the group members was asked to retell the words in front of the rest of the group. The reteller may receive hints from the others if he or she paused for help, but no correction was permitted before the retelling was finished.

2.2.1.6 Step 6: Students returning to their jigsaw groups

Since each member of the “expert group” might now have become an “expert” on the assigned paragraph, the researchers asked all the students to return to their original jigsaw groups. Now each student in a jigsaw group had unique information, so the members of each jigsaw group had to teach each other their assigned paragraphs respectively. This was where the jigsaw merged into the final cohesive whole.

2.2.1.7 Step 7: Writing a summary

The researchers required all the students to conduct creative writing about the words they had just learned in order to check their understanding of the whole words.