

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary

2.1.1 The Definition of Vocabulary

Based on Webster dictionary, vocabulary is a list or collection of words which usually are alphabetically arranged and defined or explained. Furthermore, Richards (1986) defines that there are always vocabulary terms to be learned in all books of learning English in the classroom besides reading, structure, dialogue, and pronunciation.

More than 20 years ago, Chall (1983), stated in Blachowicz, C. L. Z. & Fisher, P (2005) made a clear distinction between two types of vocabulary needed for reading: word-recognition vocabulary and meaning vocabulary. Word-recognition vocabulary consists of the words that a student can pronounce when seen in print, whether by sight or by use of word attack skills. Meaning vocabulary consists of words that a student can attach appropriate meaning to, or define. Recognition vocabulary is print-bound, whereas meaning vocabulary is not; students have many words in their speaking vocabularies that they have never seen or attempted to read in print. It is clear that vocabulary is undeniable in learning a foreign language.

2.1.2 The Importance of Vocabulary

Vocabulary is the most important thing in learning language. It is the necessary lesson which can be the basic that links to four skills; those are listening, reading, speaking, and writing. We will not master those four skills if we lack of vocabulary. It is supported by Finocchiaro (1969), vocabulary is the bridge for their skills to achieve a certain goal such as in speaking, reading, listening, and writing. Furthermore, the research which indicates clearly that vocabulary knowledge is highly correlated with overall reading achievement (Davis, 1994, 1968; National Reading Panel, 2000, stated in Blachowicz, et.al.; Integrated Vocabulary Instruction, 2005).

Vocabulary will be also very important when we have to communicate with other people. How can we communicate with other if we do not know the words that we want to talk about? Those explanations show how important vocabulary is, especially for the learners in learning English at the next level.

2.1.3 How to Learn Vocabulary

There are many ways in learning vocabulary. The teacher can use dictionary, read aloud, video, games, internet, CALL, etc. For the children, it is not necessary using dictionary because it is still too difficult for them in using dictionary. Most of teachers use games as the media of teaching so that the children will feel fun and enjoyable. Huyen and Nga (2003)

used many games that appropriate with the topic such as; Hangman (guessing words that belong to the topic of job), Animal squares (word puzzles), Advertisement poster competition (making an advertisement for a travel tour), selling and buying things (in which 10 students were shopkeepers selling fruits and food to the rest of the class. The shopkeepers had to sell all food they had and the shoppers had to buy all food they needed in the shortest time), "Snakes and Ladders" (Students worked in groups of five and everyone went from the start and tried to reach the finish as soon as possible by answering correctly to questions which were prepared by the teacher), "Simon Says" (to examine students' vocabulary of part of body).

The newest way that begins to be applied in Indonesia is learning vocabulary using CALL (Computer Assisted Language Learning). CALL means a process in learning language using computer as the media. Further about CALL will be explained to the next point.

2.2 Developing Material

In developing material, we have to know first the characteristics of the students. In this case, the researcher takes the 3rd grade students of primary school as the subject. On that level, the students really like everything which relate to games, pictures, and story. It is quite the same as Ur (1996:296) in Suyanto (2004:7), there are 3 things which make them pay attention in a classroom. Those are pictures, fables or stories, and

games. They really like to see pictures which especially interesting, clear, and colorful. They also like to hear story and read something with full of pictures.

English is not their mother tongue. For them, English is a new language. That is why, teachers cannot press them to learn English as fast as they want. Teachers should use their mother tongue first in introducing English. Then, step by step, the teachers can make them use to speak in English. According to Suyanto (2004:5), learning new language (foreign language) is a traumatic experience for children so that to avoid it, the teachers need to think the way to make them feel enjoyable and happy. Because they are still children who still like to have fun, so that the material which is developed must as fun as possible so that they will not feel bored and always want to learn language especially English.

2.3 CALL

CALL or Computer Assisted Language Learning is a kind of process in learning language which uses computer as the media. It has developed over the last 30 years and been actively applied to second language (L2) but it has come out in the early 1980s, replacing the older term CALI (Computer Assisted Language Instruction). Nowadays, computer is not the new thing anymore. Everyone has been familiar hear about this thing even the children can operate it by themselves. Computer offers many ease for the people to do anything even some of them depend

on their life or job to the computer. It can be happened that computer will take place of all jobs or activities (course books especially in education). The students can learn faster, easier and more enjoyable using computer.

CALL is one of ways in learning language. It can be as the alternative media for the teacher to teach easier. The phenomena which are happened in our country that is some of the teachers especially in primary school have difficulties in teaching language. They complained that they do not really master the material, the amount of students are too big in each classroom, the allocated time is not enough, and they cannot make a media of teaching because there is no time, fund, etc. it should not be happened if they try to be more creative and know about CALL.

In Indonesia, CALL has been introduced and applied as language learning media by *bamboomedia* which offers games as the media in learning vocabulary and also we have ever heard *edugames* which offers the similar thing and even both of them not only developed the media for learning language but also learning mathematics. Some of schools in Indonesia now has completed with sets of computers. That is why it is possible for the researcher to develop the material using CALL instruction.

Based on Warschauer (1996), there are three phases of development CALL; behavioristic CALL, communicative CALL, and integrative CALL. It will be explained more as below.

2.3.1 Three Phases of Development CALL

2.3.1.1 Behavioristic CALL

It was implemented in 1960's and 70's, when the Audio-lingual method was mostly used, and provided students with drills and practice. In this phase, the computer plays the role of tutor, serving mainly as a vehicle for delivering instructional materials to the learner.

2.3.1.2 Communicative CALL

It was based on the communicative approach to teaching which became famous in the 1970s and 80s. It focuses more on using forms rather than on the forms themselves. It provides skill practice in a non-drill format, through language games, reading and text reconstruction. This approach still uses the *computer as a tutor*, although it gives students choices, control and interaction. Another CALL model used for communicative activities involves the *computer as stimulus*, as in programmes that stimulate writing or discussions, and which may not be specifically designed for language learners. Finally, communicative CALL also uses the *computer as a tool*, in programmes that do not provide language material, but enable the learner to understand and use the language, such as word processors, desk-top publishing, spelling and grammar checks programmes, as used for instance in process writing.

2.3.1.3 Integrative CALL: Multimedia

It is based on multimedia computers and the Internet. These technological developments have brought text, graphics, sound, animation and video to be accessed on a single inexpensive computer. These resources are all linked and called 'hypermedia', enabling learners to navigate through CD-ROMS and the Internet at their own pace and path, using a variety of media.

2.3.2 CALL in Learning Vocabulary

Chujo and Nishigaki (2004) stated that there is a lack of important everyday vocabulary taught in Japanese junior and senior high school. It is because there are no effective, inexpensive, and easy ways in learning vocabulary. If the phenomena happened like that, elementary school must be the basic of learning vocabulary. Because of that they tried to develop everyday vocabulary which is packaged in E-learning material for elementary school students. E-learning material must be categorized to CALL because it needs computer to access it. Many other media which have been developed for learning vocabulary using CALL; as like Hypertext "TEXTFUN" (Koren, 1999), using XVCD (Just System Corp., 2005), and also Multimedia CD-ROM of Vocabulary for senior high school students (Herry, 2005). From those kinds of media, it can conclude that many researchers that concern to the learning vocabulary. The process of developing the vocabulary material for many researchers basically is the

same. They selected amount of words which depend on the level of the students. If it is for dictionary like Oxford Picture Dictionary (Oxford) or Longman Active Study Dictionary (Longman Press), they must select as much as possible of words. Then, decided the model or design for developing it.

2.4 English for 3rd Grade students of Primary school

2.4.1 English at SD Muhammadiyah Manyar GKB

As the same as the previous statement according to Suyanto (2004) which has stated in a background of this research that is English has been introduced and taught in primary school in Indonesia more than 12 years ago. It has followed by SD Muhammadiyah Manyar GKB which also gives English as the material for the students in learning language besides Indonesian and Japanese.

SD Muhammadiyah Manyar GKB is quite new. It has been found less than five years. Although this school is still new, the teachers have made the attractive English material. They not only made it by their own mind, but from many resources like from the course book of AMECC and WEST English Course. In learning English, the students are invited to be more active for example there are some cutting pictures randomly which the students have to match those pictures by pasting them on the available portfolio which have already available the name of those pictures. That

activity is quite fun for them because they can see the pictures and play it using glue.

At SD Muhammadiyah Manyar GKB, not only for English but other subjects, the daily activities or assignments are in the form of portfolio. At the end of the week, those portfolios are given to the students so both parents and teachers can evaluate the learning process of their children or students every week.

2.4.2 English for 3rd Grade of SD Muhammadiyah Manyar GKB

At the 3rd grade of SD Muhammadiyah Manyar GKB, English is only as *muatan lokal (mulok)* which there is still no the exact curriculum from *DEPDIKNAS*. That is why the curriculum of English in East Java, West Java, or other areas is different even for the private schools like SD Muhammadiyah Manyar GKB not only for English material but also for other subjects has different curriculum. Although those private and public schools have different on it, the core material is still the same. Only the way of teaching and the sequence of the materials are sometimes different.

After interviewing the teacher of 3rd grade, the researcher found that the problem of 3rd grade students is about vocabulary. When the teacher introduced several vocabularies in current meeting, then the students often forget if the teacher asked them again about vocabularies at previous meeting. As the explanation above that vocabulary is the basic thing that links to four skills (listening, speaking, reading, and writing).

That should be highlighted because at 3rd grade, students need to know more vocabularies so that would be easier for them to learn English to the next grade.