

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about some basic theories related to the study. This chapter consists of eight sections. First, the general concept of vocabulary, second is the meaning of vocabulary, third is the importance of learning vocabulary, fourth is teaching vocabulary for young learner, fifth is general concept of game, the sixth is teaching English using game, the seventh is general concept of circle game and the eight is review of previous study.

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 so 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 Putri (2010), Vocabulary can be divided into two groups, passive and active vocabulary. Passive vocabulary contains all the words that we understand when we read or listen, but which we do not use or cannot remember in our own writing or speaking. Active vocabulary contains

all the words we understand and use. The same as the word, active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it. Passive vocabulary is vocabulary we can recognize when we hear it but cannot remember when we actually have to produce it. These words are easily forgotten since the connection between them and our memory is weak. Besides that, vocabulary can be divided based on word group those are: noun, pronoun, adjective, verb, and adverb.

To get further understanding about vocabulary, Donna Young (2007) in Nugroho (2007) explains that vocabulary is the study of:

a. The meanings of words

Many words have several different meanings each; study the meanings of the words and the part of speech.

b. How the words are used

Study the words in context; apply what you learn by writing sentences with your words.

c. Root words, prefixes, suffixes

Studying these will aid in the study of vocabulary.

d. Analogies

This is comparing two pairs of words and choosing the pair that goes together.

In addition, Nugroho 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.

According to Leny in her paper, she claims that vocabulary is the focus of language. It is in words that sounds and meaning interlock to allow us to communicate with one another, and it is a word that we arrange together to make sentences, conversations, and discourse of all kinds. Thus we have a paradox in that the most ephemeral part of language is also the center where meaning, pronunciation and grammar come together.

Review at the discussions above, I conclude 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

There are many the meaning of vocabulary. According to Leni (2006) vocabulary is a component of language and numbers of words by a person class, profession, etc. in the communication and every aspects of life such as in trade, education, business, social, politic, etc. Here some definitions of vocabulary in some literature in Leni's paper: According to Harimurti Kridalaksana, she said that vocabulary is a component of language that maintains all of information about meaning and using word in language.

There are some experts who give definition of vocabulary. According to Webster's Ninth Collegiate Dictionary, vocabulary is:

- a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
- b. A sum or stock of words employed by a language group individual or work or in a field of knowledge.
- c. A list or collection of terms or codes available for use.

Furthermore Webster Dictionary noted that, vocabulary is: A list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc.

In Macmillan Dictionary noted that, vocabulary is:

- a. All the words in a particular language.
- b. The words used for talking about a particular subject.
- c. A list of words and their meanings, especially in a book for learning a foreign language.

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 who having a good vocabulary 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 the 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.

Consequently, the teacher should pay attention to technique for teaching vocabulary and decide which the best for their students. To use appropriate and effective technique in teaching vocabulary, effective teachers should create various teaching technique and need the correctness of teaching methods to increase motivation of children. The variety of teaching techniques or methods will help young learners feel amusing learning situation, but not all teachers can find or create the right method for their teaching learning process in order that the students can learn the material easily. Many strategies can be apply to teach young learners and give very enjoyable for them in learning English as a foreign language, one of technique that are possible to apply is game.

To help the learners in learning foreign language Marry Slaterry and Jane Willis (2004:4) in Nugroho (2007) suggest some ways to teach them:

- a. Make learning English enjoyable and fun
- b. Don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part.
- c. Use a lot of gestures, action, pictures to demonstrate what you mean.
- d. Talk a lot to them use English, especially about things they can see.
- e. Play game, sing a song, and say rhymes and chants together.
- f. Tell simple stories in English, using pictures and acting with different voices.

- g. Do not worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue.
- h. Consistently recycle new language but don't be afraid to add new things or to use words they won't know.
- i. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

According to the explanation above, I conclude that teaching vocabulary to the young learners; teacher should not give the students too many new words in a lesson. It is better to give them about eight or ten new words rather than giving them many words. It is better to practice the words given in order to achieve the comprehension. Few words would help them memorizing the words quickly and also in order to help the young learners to develop their language ability.

On the other side, to encourage the students to keep their vocabulary. Just a list of new words that came up in the lesson is not very useful. Olha Madylus (2007) in Nugroho (2007) in his article gives some tips on teaching vocabulary that students may find it useful to use any of the following:

- a. Translation
- b. Examples e.g. furniture e.g. table, chair, wardrobe
- c. Picture
- d. Definition in English
- e. Opposite

- f. Word within meaningful example sentence ('I like roller blading' does not help students remember what roller blading means, whereas a picture or translation might).
- g. Collocation e.g. to apply for a job
- h. Diagram or picture e.g. for parts of the body

Reading extensively doesn't automatically improve students' use of vocabulary. To encourage their expansion of vocabulary, get students to collect new words they have learnt and to use them soon in their own writing. Collect new words learnt in class on large sheets of paper on the classroom walls and refer to them often, encouraging students to use them in spoken and written English.

2.5 General Concept of Game

Teaching should not be always based on one or two strategies, they can be various, where teacher asked to be creative so that the class will not be passive and students will be stimulated to be more interested in learning and the result expected from the process of teaching and learning will be well transferred to students.

As being stated that game is one of alternatives that can be used to teach English, most of teacher believes, teaching process through a game will give a fun. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful.

There are many kinds of games which can be used in teaching English. Of course as a technique games need help from media. The media can be picture, flash cards, object, puppet, cassette, projector, etc. it is better if the games are familiar for children, because they learn in a variety of ways, for example: by watching, by listening, by imitating and by doing things. It means that young learners learn their knowledge through what they see, heard in their surrounding and then imitate it and imitating by doing things (children learn by doing).

Wikipedia (2007) in its article retrieved from internet says that a game is a recreational activity involving one or more players. This can be defined by a goal that the players try to reach or some set of rules that determines what the players can or cannot do. Game is played primarily for entertainment or enjoyment, but may also serve an educational.

Furthermore, www.eiha.co.uk/glossary.html (2007) in its article says, a game is a meeting of two teams playing for a specific length of time for the purpose of declaring a winner through the scoring of goals. The game consists of regular playing time and overtime, if such is required.

There are many criteria games as educational media for teaching English to children, here according to Mohammad Agus Salim El Bahri:

- a. A game must be more than just fun.
- b. A game should involve friendly competition.
- c. A game should keep all of the students involved and interested.
- d. A game should encourage students to focus on the use of language rather than on the language itself.

- e. A game should give students a chance to learn, practice, or review specific language material.
- f. A game should be familiar by children.

According to the explanation above I conclude that game should be motivated the students to always study although in a playing.

2.6 Teaching English Using Game

Teaching English is often viewed as difficult and tedious learning by many students, because of the high degree of difficulty for students that their mother language is not English.

Games or using media can be one method or strategy that appeals to them. So, the students can be more motivated to learn English. Lee Su Kim (1995) presents six advantages of using games in the classroom, they are:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

Actually teaching using game is not only about paper, black/whiteboard, marker, or book. In order to get a good result, the teacher

should use the effective teaching aid or media to complete the game. Media is a tool used by teachers, facilitators, or tutors to help learners improve their vocabulary and other skills. There are many kind of media can be used to teach, such as: picture, flash cards, posters, map, projector, sound system, etc.

There are some studies conducted on the use of games in language learning. Mariyana's research (1999) in Noor Eka Chandra (2008) showed that by using games, the students became more interested, actively involved and motivated in the learning activities. Games also helps the students in building a good relationship with their friends as well as increasing their achievement in learning English.

Huyen and Nga (2003) in their research, stated that games have been shown to have more advantages and effectiveness in learning vocabulary in various ways. First, games bring relaxation and fun for the students, thus help them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested in the activities. These create the motivation for learners of English to get involved and participated actively in the learning activities. Third, vocabulary games bring real world context into the classroom and enhance students in using English language in a flexible and communicative way.

From the explanation above, I conclude that games are the effective strategies in improving the students' participation in the classroom activities.

2.7 General Concept of Circle Game

Game is one of many teaching strategies can be engaged to foreign language learners, it is believed that it can give an elements of fun to learners. It has been the reason why I have been motivated to present a teaching strategy which involves a game as a media for teaching on vocabulary to young learners. The game will be circle game, which is any games or activities that involve the whole class, sitting in a circle, that the games recycle vocabulary and involve an element of fun, Joanna Budden (2006).

Circle games are a great way to encourage the whole class to work together. They also give a change that often accepted in working pattern. They are mostly used with young learners because generally the young learners are like to play.

Nowadays, in the school of EFL, pair work and work in small groups is very much and in different way. The communicative approach encourages teachers to use a lot of pair work and therefore increase students talk time. I believe that make more groups in teaching activity in the class are needed to the class than they work together as a whole. Circle games are a good opportunity to bring the group together. I tend to use them to start or end a class. They can be used as warmers at the beginning of a class or as filler at the end.

Here are the activities of teaching vocabulary using circle game called chain drawings according to Joanna Budden (2006):

1. Give each student a piece of paper and some colored pencils.

2. Tell them that you are going to play some music and you want them to draw whatever comes into their heads.
3. As music is playing, all students should be drawing.
4. After 20 or 30 seconds, stop the music.
5. Students stop drawing and pass their picture to the person to the left of them in the circle.
6. Play the music again and they continue with the drawing the person next to them had started.
7. Stop the music again, pass pictures on and this continues until the end of the song.
8. When you have finished each student will have a picture that several students contributed to.
9. Then it's up to you what to do the pictures.
10. They can be used to describe to the group, to write a story about, or to pretend they were a dream the student had last night.
11. The rest of the class can try to analyse the meaning of the dream.
12. Use different types of music to get different types of pictures. I've found that reggae and samba produce happy beach scenes and dance music gets futuristic city scenes!
13. If you want to force the pictures towards a topic you are studying, ask some questions about the topic first and get students into thinking about the theme. Beware – with teenagers this activity can be quite an eye-opener as it tends to reveal what is going on in their minds!

Circle games can be incorporated into the regular routine of a young learner class. If students are introduced to the idea of working in a whole group from the beginning of a course it is easier to establish the rules and acceptable behavior when participating in a circle game.

2.8 Review of Previous Study

The previous study was reviewed in order to avoid imitation. This study is intended to improve students' vocabulary using circle game. For this study the researcher just found one previous study that has been done by previous researcher. It was the use of circle game as a strategy to improve the students' mastery in English vocabulary. It is a study conducted by Kurniawan Yudhi Nugroho (2007) at Elementary School Students of SDN 01 Banyumanik Semarang. There was only one problem statement in his thesis, that is: How could the use of game (circle game) as a teaching strategy improve the students' mastery in vocabulary?

In this research, the researcher uses Action Research design. He used four kinds of instruments in his thesis, they are: pictures, field notes, test and questionnaire. He collected the data using those instruments with the picture as a media of teaching to elementary students, field notes to notes the class situation, using pre-test and post-test to check the students' achievement and questionnaire to know how the students' response.

In analysis the data, first, he analyses the pre-test. It consisted of 25 items with 47 students in the class. The average of the students' pre-test is

68%. Secondly, he analyses the first cycle, the average of the students' test in the first cycle is 89%. The third, he analyses the second cycle. The average of the students' test in the second cycle is 94%. The fifth, he analyses the post-test. The average of the students' post-test is 83%. The sixth, he analyses the questionnaire. He found that the most of the students had positive responses.

From the description and the result above, those shown that the use of circle game can make the students of SDN 01 Banyumanik Semarang are interest; they gave good responds, activeness in the class, have good achievement of the study, and it can increase the students vocabulary.