CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary

Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering and understanding certain numbers of vocabularies. The students can have a good communication if they master vocabularies. They can express their thought, feeling and idea. In language skills, they can also improve their capability Zin communication by using vocabulary. 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.

2.1.1 Definition of Vocabulary

The American heritage dictionary in Pikulski and Templeton (2004:1) defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group".

According to Hornby (1974:131), vocabulary is a collection of words or phrases and a list of words in a language textbook, usually alphabetically arranged and explained or defined. He adds that vocabulary is a total number of words that makes up a language. Vocabulary contains of words to express peoples' thought,

opinion, or idea. Webster (2003:1400) has three definitions of vocabulary as follow:

1) a list or collection of words and phrases usually alphabetically arranged   and explained or defined,

2) A list or collection of terms or codes available for use,

3) A sum or stock of word employed by a language group, individual or work or in a field knowledge.

Based on those definitions, the researcher concludes that vocabulary is collection of words using by particular person to express their thought, opinion or idea.

2.1.2 The Importance of Vocabulary

In learning English, vocabulary plays importance role in the four English language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and vocabulary, vocabulary gives easiness for the learners to expand their ideas. In reading, vocabulary gives easiness for the learners comprehend the text. Vocabulary must not be neglected by anyone who learns a language.

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.

2.1.3 Teaching Vocabulary

In the early study has been mentioned that learning vocabulary is important because it is used as a symbol to express idea in communication. Because of that, teaching vocabulary in early stage or in the primary school is very essential. Teacher should give certain attention in teaching vocabulary. According to Wallace in Purwoningsih (2007, 17-18), there are six principles on which teaching vocabulary is to be based, they are:

a. Aims

"How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary what kinds of words?" The aims have to be clear for the teacher before they teach vocabulary to the students (Wallace, 1982: 27).

b. Quantity

The teacher has to decide on the quantity of vocabulary to be learned. The decision of the number of new words in a lesson is very important. The actual number still depends on a number of factors varying from class to class and learner to learner (1982: 28).

c. Need

In teaching vocabulary, the teacher has to choose the words really needed by his students. The students should be put in a situation where they have to communicate and get the words they need (1982: 28).

d. Frequent Exposure and Repetition

The teacher should give so much practice and repetition until the students master the target words well. The teacher also should give opportunity to the students to use the words in vocabulary or speaking (1982: 29).

e. Meaningful Presentation

The teacher should present the target words in such a way that their meanings are perfectly clear and unambiguous, so the new word should be presented in context not in isolation (1982: 29).

f. Situation Presentation

The students should learn words in the situation in which they are appropriate. From the principles above, in teaching learning process the teacher should be able to identify who are the students, what are their needs, and how should the teacher teach in simple and interesting way. Different age of students indicate that they also have different need and

interest. Haycraft (1978: 44-45) in Purwoningsih (2007, 15-16) suggests some guidelines on which the choice of vocabulary can be based on the following:

a. The most common words

It is important to choose the words that are commonly used. It will be easy for students to   understand and to memorize.

b. Students' needs

If the students want to know a certain words, the teacher has usually teach it because motivation will help them to remember it.

c. Students' language

If the students are from one language group, knowledge of their language can be very helpful. The words that are similar in their language and English will be easily learned. For example, the words "class" in Indonesian will become "kelas", "glass" will become   "gelas", etc.

d. Word building

It is often useful to choose a word because a general rule can be transformed, for example: work-worker, direct-director, possible impossible,etc.

e. Cross reference

A lot of words are applicable to different situation or specification. For instance the teacher wants to explain the word "car', it is worth to have words that are common to other means of transportation, such as bicycle, train, airplane, bus, etc.

f. Related structure

Many structures have their own vocabulary, if the teacher is going to teach a word, they will introduce vocabulary connected with the word.

g. Stated in the classroom

The vocabulary discussed among the students (in the classroom) should be taken from and related to the list of vocabulary advised by the curriculum. However, it should be noted that the words selected by the teacher make students become enthusiastic in teaching learning process. Ur (1996:60-62) stated about what needs to be taught in learning vocabulary:

a. form: pronunciation and spelling,

b. grammar,

c. collocation,

d. aspect of meaning (1): denotation, connotation, appropriateness,

e. aspect of meaning (2): meaning relationships,

f. word formation.

From the explanation above, we know that there are many ways to teach vocabulary. We can use the theory depend on the type of our students, the school

system, the words that are targeted and many other factors. The choice of the

vocabulary to teach is also limited to the learner's need, experiences and interest.

2.1.4 Teaching Vocabulary at Elementary School Students

Teaching vocabulary to elementary school students is not an easy way.

Before teaching vocabulary to them, we must know the standard competence and

basic competence.

Based on the standard competence and basic competence above, the

researcher assumes that teaching vocabulary at elementary school students must

be in simple sentences. So, the topic will be related to the topic of their lessons at

class.

There are some reasons why the researcher needs to conduct action

research in vocabulary for the fifth grade of elementary school. The reasons are:

a. The students get difficulty to memorize vocabulary.

b. The students have got the materials about daily activity in their previous class

so the researcher assumes that they have enough vocabulary words about the

materials.

c. The researcher tries to implement vocabulary mastery for the students because

they are still in elementary school.

2.2 The Nature of Chain Card Game

A Chain card game is . According to Tony Buzan (2010), a Chain card

game is any game using playing cards as the primary things with which the game

is played, be they traditional or game specific. Some games have formally

standardized rules; whole rules for others can vary by region, culture and person. A card game is played with a deck of playing cards intended for that game that are identical in size and shape. Each card has two sides the face and the back. The back of the cards in a deck are indistinguishable (except for those games employing the non standard cards commonly accompanying a deck of cards, such as calendar cards), preventing any player who cannot see the card's face from knowing its value. The faces of the cards in a deck may all be unique, or may include duplicates, depending on the game. In either case, any card is readily identifiable by its face. The set of cards that make up the deck are known to the entire player using that deck. (Wilkipedia, 2009:1)

Chain card game can help to associate idea and make connections. It is very effective to stimulate our both brain by using color and imagination. Buzan, T. (2009:60) stated that chain card game can stimulate our both brains by using pictures, color, imagination (right brain) with the words, numbers, and logic (left brain). It also helps us to be more focus in vocabulary. Strategies such as concept chain card help students attend to task, focus on important textures, organize material, and maintain a productive psychological climate for learning (Weinstein & Mayer, 1986 in Talebiznehad).

2.2.1 Chain Card Game Strategy

In studying English, chain card game can help the students to memorize. It helps the students to think creatively. Buzan, T., (2009:103) stated that Chain card game is a tool to think creatively as like the way of our brain work naturally. By

using chain card game, the students can think what they want to memorize creatively then they can memorize their idea into sentences.

Strategy is a planned series of actions for achieving something (Longman Dictionary Contemporary English, 2003:1640). Strategy is one of the factors of successful teaching English. Strategy plays an important role in teaching English. According to Hernowo (2005:21), the understanding about the materials given by the teacher can create an interesting atmosphere in the class. If the teacher uses an appropriate strategy in teaching, the students can understand the material easily and make the students interested in learning English.

As chain card game have been widely used in teaching vocabulary, the researcher tries to apply it in teaching vocabulary at the fifth grade of elementary students. The students use chain card game as a strategy to memorize. They can erase and add their ideas using chain card game by linking the lines from the central without worrying about mistakes.

2.2.2 The Benefits of Chain Card Game

Chain card game has many benefits in the daily life. Vanesse Steele (2008) said in her article Chain card game can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. Buzan & Buzan (2003:220) advocate the benefits of chain card game in vocabulary tasks such as:

a. They eliminate the stress and unhappiness caused by disorganization, fear of failure and 'memorizer's block'.

b. They free your associative 'grappling hooks' to take in new information and ideas, thus enhancing creativity and originality.

c. They enormously reduce the time needed for preparation, structuring, and completion of the presentation and vocabulary task.

d. They put you in continuous control of the analytical and creative process.

e. They result in a more focused, organized, and integrated presentation, essay, project, or report.

So as we can see that chain card game has many benefits in vocabulary, the researcher applies it in teaching vocabulary for the fifth grade students in elementary school.

According to Buzan, T., (2009:14) there three components of making chain card game. The Components of Making Chain card game are :

1. Cartoon with size 5x8 cm

2. Pens / Spidol

3. Brain

4. Imagination

2.2.3 How to Make Chain Card Game

Before making a Chain card game, we have to prepare the things which are related to this strategy. Buzan , T., (2009:14) stated that there are seven steps to make chain card game, they are:

1. Start in the centre of a blank page turned sideways. Why? Because starting in the centre gives brain freedom to spread out in all directions and to express itself more freely and naturally.

2. Use an image or picture for the central idea. Why? Because an image is worth a thousand words and helps us use our Imagination. A central image is more interesting, keeps us focused, helps us concentrate, and activates our brain!

3. Use colors throughout. Why? Because colors are as exciting to our brain as are images. Color makes our Chain card game more alive, adds energy to our creative thinking, and is fun!

4. Connect the main branches to the central image and connect the second- and third-level branches to the first and second levels, etc. Why? Because it makes brain works by association. It likes to link two (or three, or four) things together. If we connect the branches, we will understand and remember a lot more easily.

1. Use one key word per sentence. Why? Because single key words give us chain card game more powerful and flexible.

2. Use images throughout. Why? Because each image, like the central image, is also worth a thousand words. So if we have only 10 images in our chain card game, it's already the equal of 10,000 words of notes!

Furthermore, Buzan, T., (2009:16) gave example of creating our first Chain card game. There are three steps in creating our first chain card game, they are:

1. Step 1

Firstly, take a cartoon and some colorful pens. It can be in the form of landscape. Make an image in the centre of the . Use cartoon the colorful pens and be creative! Give the title in the word for your topic.

2. Step 2

Secondly, memorize some word which linked out from the central image. Use different colors for each word. These word represent your idea from the central

images. You can make many word in chain card game but for the first time in making chain card game, limit the word at least five until six word.

In every word, memorize clearly your keywords which are related to your topic. You can make it better by using your imagination to add some images. In developing chain card game, you can add small images to represent your idea. Use colorful pens and your imagination. The image must not be beautiful because chain card game is not an artistic test.

3. Step 3

Look at the keywords that you have written. Memorize some word which are linked out from the keywords. The number of the word is based on the idea that you want to memorize. For the first time in creating chain card game, limit the number of the word at least three until four word. In each word here, memorize your idea that you want to memorize. Use the keywords of your words to make other words. That is the step of creating first chain card game, after creating our chain card game, we can develop the construction of chain card game into our vocabulary.

2.3 The Elementary School Students

Elementary school students are categorized as young learners that have different characteristic from adult learners. They usually consist of students at the age of 6 to 12 years old, where the element of fun becomes a part of their world. To give further comprehension about them, Harmer (2001:38) in Nugroho states some general characteristic of children, as follows:

1. They respond to meaning even if they do not understand the words.

2. They often learn indirectly than directly.

3. Their understanding comes not just from the explanation, but also from what they see and hear and crucially have a chance to touch and interact with.

4. They generally display an enthusiasm for learning and curiosity about the world around them. They have a need for individual attention and approval from their teacher.

5. They are keen on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom.

6. They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes .

Based on the points stated by Hammer above, the researcher assumes that Elementary school students are very enthusiastic in finding out, understanding and learning everything. It seems that they like learning something that involves a new thing and the elements of fun, where they can feel happy during the class so they can understand the material easily.

2.4 The Teaching Vocabulary Using Chain Card Game

The researcher decides the steps of teaching vocabulary to the students at elementary school. They are:

a. Introducing Chain card game Strategy

This stage consists of giving explanation about chain card game and how to make chain card game as well. The researcher introduces the use of chain card game to memorize something. The researcher also gives the example of chain card game then discusses it with the students. After explaining about chain card game,

the teacher asks the students to make the simple form of chain card game. The teacher asked the students to choose their topic to discuss with their friends in a pair. They can discuss with their partner. If they do not know the words in English, they can share with their other friends. If no one knows, they only have to memorize down in their L1 then teacher and students discuss it together.

b. Teaching vocabulary words related to the topic

In this stage, the researcher teaches the vocabulary words related to the topic such as the vocabulary words about daily activity and the time because the topic for their vocabulary is daily activity. The students have to be able to understand the words related to the topic before making their own vocabulary.

c. Making Construction of Chain card game related to the topic

In this stage, the teacher asks the students to make their own construction of chain card game about the topic, daily activity. The teacher also reviews the vocabulary words to the students. They have to do it individually to create their own construction of their vocabulary.

d. Making Individual vocabulary using chain card game

In this stage, teacher reviews the last lesson of chain card game then asks the students to make their own vocabulary about the topics; daily activity. In the previous meeting, the students have made the simple form of chain card game about their daily activity. Teacher gives the works to the students then they have to make their own vocabulary individually related to the topic. They can discuss and share with their friends or ask the teacher if they still do not understand their assignment.

2.5 Review of Previous Study

Review of previous study is made in order to avoid replication. This study is intended to improve students' vocabulary mastery by using chain card game. Another study has been conducted to find the use of chain card game to improve students' vocabulary mastery. The first is a study conducted by Suswanto (2009) entitled "Increasing students' ability in vocabulary mastery through chain card game strategy at the eighth year students of Turi Junior High SchooL in lamongan ." The research problems are: How did chain card game strategy increase students' ability in vocabulary mastery at the second year students of Turi Junior High School? How did chain card game increase the students' motivation in vocabulary mastery? and How did chain card game help students to develop ideas in vocabulary mastery? To answer these questions he used action research to complete his study. From his study, he concluded that chain card game is very effective strategy to improve students' vocabulary mastery to increase students' motivation, and help students to develop ideas in vocabulary mastery. At last, Suswanto hopes that there will be other researchers who observe and conduct another research in the same field of study with different subjects.

Another study was conducted by Khoirul Ikhsan (2008) entitled "A Comparative study of using chain card and number heads together techniques in teaching simple sentence of the 8th grade students." Here, the researcher formulated a research problem; Does the use of Chain card game improve the students' ability to increase vocabulary mastery? The analysis made was experimental research. The result said that chain card game can be used to teach vocabulary, especially to the 8th grade of SLTPN 4 Muaro Kelingi Kabupaten

Musi Rawas Sumatera Selatan. It is an effective way to develop and organize the students' idea before memorize vocabulary because it can stimulate the students' abilities to generate idea kept in their minds.

These two studies are almost the same. The difference lies on the research design and the subject of the study. Both of these researches used chain card game to complete the study. Furthermore, the researcher is interested in conducting the similar research in terms of application of chain card game in vocabulary mastery. The researcher chooses elementary school students because junior high school and senior high school have studied vocabulary using this strategy. Because the subject is elementary school students, so the researcher uses chain card game in vocabulary such as daily activity. The use of chain card game to improve students' abilities in vocabulary were studied in the previous one and finally "The use of chain card game to improve students' vocabulary mastery at the fifth grade of SDN Sukoanyar 2 - Lamongan" will discuss further in this study.