

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the content of teaching vocabulary to elementary learner, cooperative learning, *make a match* strategy, and review of previous strategy.

#### **2.1 Teaching Vocabulary to Elementary Learner**

Recently, teaching elementary learners is not easy work, because elementary learners still have unique character. It is required for teacher to be careful in choosing the appropriate teaching strategy to learners in order teacher is able to achieve good result of teaching. Teaching vocabulary is not easy. Teacher should consider learners' need. The researcher interprets total physical responses where young learners will use their motor activity to learn second language more acceptable. Interpreting of total physical responses is to help the researcher describing how young learners learn vocabulary effectively. According to Asher that second language teaching should be directed to the right brain hemisphere which is responsible for motor activities, while the left hemisphere (responsible for verbal processing) watches and learns. It can be said from this theory that total physical responses is based on recreating the first language learning process in the second language classroom, because the human brain and nervous system are biologically programmed to acquire language in a particular mode.

The researcher suggests that the teacher is able to use the basic total physical responses activities that appeal their concentration. For example: if you like your teacher clap once, if English is easy clap twice, and if you love English clap three times. Nowadays, there are so many strategies which can be applied for teaching foreign language. One of them is using game. Game is easiest to be applied for young learner and give enjoyable for them. It has some elements of fun that really can engage learner more enjoy to get the lesson. Based on total physical responses, the way of teaching involves an activity dealing with movements and it is very possible to reduce learners' stress. Moreover, the teacher will be facilitated to create a positive mood to his learners in a class.

## **2.2 Cooperative Learning**

Basically cooperative learning contents of homo homini socius philosophy, it emphasizes on human is social human (Lie, 2003:27). Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content (Slavin, 1994). It means that cooperative learning is a form of active learning where students work together to perform specific tasks in a small group. Cooperative learning can also be defined a teaching strategy involving children's participation in small group learning activities that promote positive interaction (Lyman and Foyle, 1988). The teacher should be careful to set up each cooperative learning group. In heterogeneous structure, it can determine that learners can bring their strengths to the group effort.

Although much of the research on cooperative learning has been done with older learners, cooperative learning strategies are effective with younger children in preschool centers and primary classrooms (Lyman & Foyle, 1988). According to Slavin says in Foyle and Lyman, 1988, children's improved behavior and attendance, and increased liking of school, are some of the benefits of cooperative learning.

According to Lawrence Lyman and Harvey C stated the importance of cooperative learning:

Although much of the research on cooperative learning has been done with older students, cooperative learning strategies are effective with younger children in preschool centers and primary classrooms. In addition to the positive outcomes just noted, cooperative learning promotes student motivation, encourages group processes, fosters social and academic interaction among students, and rewards successful group participation. When children begin to work on readiness tasks, cooperation can provide opportunities for sharing ideas, learning how others think and react to problems, and practicing oral language skills in small groups. Cooperative learning in early childhood can promote positive feelings toward school, teachers, and peers. These feelings build an important base for further success in school.

Children's motivation to work in elementary school depends on the scope to which their basic psychological needs are met. Cooperative learning increases student motivation because learners feel that they can work together with partner so the burden is declined. According to Featherstone in Foyle and Lyman, 1988, in cooperative learning teams, low-achieving students can make contributions to a group and experience success, and all students can increase their understanding of ideas by explaining them to others.

According to Foyle and Lyman (1988), as they indicated some basic steps that were involved in successful implementation of cooperative learning activities:

1. Teacher identifies the content to be taught and determines the criteria of mastery.
2. Teacher determines the group size and identify the most useful cooperative learning technique.
3. Students are divided into groups.
4. The classroom is arranged to facilitate group interaction.
5. Group processes are monitored or reviewed as needed to assure that the groups run smoothly.
6. The teacher makes sure that the learners understand the purpose of learning and develop expectations for group learning. A time line for activities is made clear to learners.
7. The teacher presents initial material as appropriate, using whatever techniques she or he chooses.
8. The teacher monitors student interaction in the groups, and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem-solving when necessary.
9. Learners' achievements are evaluated. Evaluation is based on observations of student performance or oral responses to questions.

10. Groups are rewarded for success. Verbal praise by the teacher, or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving groups.

From the description above the researcher uses cooperative learning to increase learner motivation, social foster and relationship among learners. Based on interview results, cooperative learning is effective to be applied for learners at SD Muhammadiyah 2 because they like to do task given by the teacher together. They think that it is easier than thinking by them lonely. It is the reason why the researcher choses make a make strategy to solve the problem, because *make a match* strategy includes one of strategies in cooperative learning.

One of characteristics of cooperative learning can be served in the form 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 learners.

As being stated that game is one of alternatives that can be used to teach English, everyone believes, teaching process through a game will give a fun. 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) a goal that the players try to reach, B) some set of rules that determines what the players can or can not do. Game is played primarily for entertainment or enjoyment, but may also serve an educational.

Moreover, [www.eiha.co.uk/glossary.html](http://www.eiha.co.uk/glossary.html) (2007) in its article says, a game is a meeting of two teams playing for 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.

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 the researcher has been motivated to present a teaching strategy which involves a game as a media for teaching on vocabulary to young learners. In *make a match* strategy, there is element of game and fun, so it appropriates to be applied as media of teaching English.

When applying the game, teacher usually gives reward to motivate the learners. It is needed to be remembered that reward is important, but teacher should be careful to use reward. Using reward usually can cause the learners feeling inferior. Reward is nearly close to the competition. Competition has advantages and disadvantages. The advantage is increasing students' motivation and the advantage is it can make learners who cannot win in that competition will feel inferior. It should be avoid learners will assume that they are not capable of achieving the goal. Therefore, teacher should be fair in giving reward and pay attention to the learners who cannot answer by giving motivation to them in order to be able to answer correctly. Here are some types of cooperative learning:

### **2.2.1 Numbered Heads Together (NHT) Strategy**

The structure of Numbered Heads Together is derived from the work of Spencer Kagan. There are a number of variations on the method, some very simple and others with a greater degree of complexity.

There are some steps in number heads together:

1. Number off the students in each group, up to four. If one group is smaller than the others have no. 3 answer for no. 4 as well. The teacher can give numbers or students can give numbers themselves.
2. Teacher asks the students a question or sets a problem to solve. It must be stressed that everyone in the group must be able to participate and answer the question.
3. Ensure enough 'wait time is given for the group to do the task.

From explanation above, the researcher concludes that 'Numbered Heads Together' is an excellent structure for combining learning partnerships into groups or teams of four. It can be used early in the development of the cooperative classroom.

### **2.2.2 Jigsaw Strategy**

The jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Here is how it works: The students are divided into small groups of five or six students each and the material that needs to be learned was divided into a number of parts that equals the number of students in each group. Each member of the group was assigned a part of the information to learn. They

meet with other groups who have same assigned material to learn the material. After that they come back to their own group and to teach their members what they have learned.

From the explanation above, the researcher concludes that jigsaw strategy is one of cooperative learning strategy where the students can comprehend the material by themselves after learning together.

### **2.3 Make a Match Strategy**

*Make a match* strategy is one of alternatives ways to be applied to learners in increasing learners' participation and activeness. *Make a match* strategy was developed by Lorna Curran (1994). *Make a match* strategy is a form of instructional which is applied in active learning, learners have to find their match while learning a concept or topic in joyful learning. The implementation of this method begins from technique where learners find their question or answer card they hold before the time is out. The learners who can find the right match card will be given point. There are three kinds of cards, first cards consist of question, second cards consist of answer and the third cards consist of question and answer. Learners are divided into groups and each learner gets card and they have to find the match card with. The procedures of the method are described by Tarmidzi, as follow:

1. Teacher prepares some cards that contain several concepts or topics are appropriate for review sessions, one about the card section and other parts of the answer cards.



2. Each student received a card

The learners are divided into four groups. One holds the question and one holds the answer.

3. Each of the students think of an answer / question of cards held

4. Each student find a partner who has a matching card with the card (about the answers)

After the problem solved, the students find a partner to each other. To avoid confusion in turn can be searched by providing opportunities to the students individually to read the question or issue or matter, after it was able to find their partner.

5. Each student is able to match the cards before the deadline given points

6. After one round of cards to be disturbed again each learner gets a different card than before.

7. And so on, do it repeatedly until the learning is complete. Anyone who champions give their appreciation, so the next time better. Give the motivation for that has not been successful.

8. Conclusion / cover. When finished make a conclusion together.

From the description above, the researcher concludes that this strategy needs some preparation and management timing during applying it. In every strategy must be having strengths and weaknesses, moreover this strategy. Here some strengths of this strategy:

- Able to increase learners' learning activity, either cognitive or physical.
- Giving fun circumstances because there is element of game in it

- Enhance learners' comprehension toward material learned.
- Able to increase learners' motivation
- As an effective facility to practice learners' awareness to present
- As an effective way to train the disciplines to respecting learning time.

Bellows are the weaknesses of this strategy:

- If the teacher does not prepare the plan well, the time will be wasted much.
- In the beginning, learners may be shy to work with other gender together
- Teacher should be careful giving reward and punishment to the learners who cannot find their match, it probably makes them shy and unmotivated.
- Applying this strategy often will cause boredom

Dealing with the weaknesses and strength, the teacher has to prepare the good lesson plan, settle the steps of applying this strategy obviously, decide the group fairly, and settle the time effectively.

## **2.4 Review of Previous Study**

This review of previous study is made to avoid replication of the study about. In the previous study is mentioned the strategy to improve vocabulary mastery by cooperative learning model *make a match* strategy. It was found some previous study related to this research. First study was conducted by Ari Gusti T. H. (2011) entitled "The Use of Naming Game as A Strategy to Improve Students' vocabulary at second grade of SDN Roomo Manyar Gresik". In this research the research problem is "How can naming game improve students' vocabulary at second grade of SDN Roomo Manyar Gresik? She used action research to answer

this question. The researcher concluded from her study that naming game could improve students' vocabulary, students' participation and students' motivation.

Second was a research conducted by Handaru J. and Nurul I. (2011) entitled "Improving the Activeness in KBM and Learners Cognition Through *Make a match* Method in SMKN 1 Sedayu Year 2010/2011". They used classroom action research as the research method to improve the students' performance and the activeness of the student learning to diagnose problem of operating PC connected to the network. They used purposive sampling which purposely choose the subject they considered having problem. The subject of this study was the XI graders in SMKN 1 Sedayu. They socialized the method in the first and then distributing the test. The results of their study showed that there were improving the activeness and the cognition of the learners using *make a match* method.

The third study was article conducted by unpublished name entitled "The Efforts to Improve Students' Skill in Writing Procedure Text by Using *Make a match* in IX graders A of SMP". In the study, the writer used classroom action research to solve the problem about improving students' ability to construct procedure text. The subject of the study was IX graders A class of SMP Pasundan Banjar. This article described the steps of applying *make a match* method.

Through writing procedure students could also improve their vocabulary mastery, it was related to how students could arrange the words to be good sentence and sentence to be good procedure text. The first was distributing cards for question and answer, and one card for review. The second was each student gets card and

they have to think the question or answer they held. The third was students looked for the match who has suitable answer or question. The card holder that contents of procedure text A would team up with the next sentence held by another student who hold procedure text B and so on. The fourth was each student who could find the match before time up would be given point and the contrary who could not find the match would be given punishment. The last was the cards would be shaken again and repeat the activity again. Then teacher and student made some conclusion related to the lesson.

Based on the previous study, the researcher found that the similarity of this study is about using *make a match* strategy. The different of the study lays on about the implementation procedure, the object and the subject of study. The first study used *make a match* strategy to improve the students' performance and the activeness of the student learning to diagnose problem of operating PC connected to the network for XI graders in SMKN 1 Sedayu.. The second study used makes a match strategy to improve students' skill in writing procedure text in IX graders A of SMP Pasundan Banjar. Through writing procedure students could also improve their vocabulary mastery, it was related to how students could arrange the words to be good sentence and sentence to be good procedure text.

In this study, the researcher applies *make a match* strategy differently. The differences can be shown from the level of learners, the focus of the study, the subject and object of the study and also the procedure with some modification using picture. The researcher adapted the theory from Lorna Curran (1994) and

gives some modification. From the explanation above, this study is worthy because it has differences and modified so it is different from previous study.