

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter, the researcher will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings as followed:

#### **2.1. The Nature of Vocabulary**

Vocabulary is a basic component of a language. By recognizing the meaning of many vocabulary words, students will be able to give response, speak fluently, comprehend the reading text, and write some topics. On the other hands, if the students do not have many stocks of words, they will find difficulties to respond, ask for information or participate in conversation, comprehend the reading material, and express some ideas. As stated by Schmitt and Mc Carthy (1997:7), a large vocabulary size is seen as being valuable.

Some language experts gave their ideas about definitions of vocabulay as followed:

1. Vocabulary is total number of words in a language” (Oxford Learners Pocket dictionary).
2. “Vocabulary can be defined roughly, as the words we teach in the foreign language” (Ur: 60).
3. Ibid in Hedge (2003:110) stated “This brings me to the subject of

vocabulary learning, which to me always seem the key to any language.” It can be said that if we want to understand a language, we have to learn and understand the vocabulary words.

In conclusion, understanding a language is understanding its vocabulary words. So, the first step in learning a language is learning vocabulary, without that we will get difficulties in learning language

### **2.1.1. Types of Vocabulary**

Vocabulary words are divided into two parts. The first is content word. It is a word, such as a noun, verb, or adjective, that has a stable lexical meaning, rather than indicating a syntactic function, as a function word does. (The American Heritage® Dictionary of the English language, 2000). According to Collins English dictionary (2003), content word is a word to which an independent meaning can be given by reference to a world outside any sentence in which the word may occur. It means that content word is a word which has own meaning even without combining with other word, it can be said all of words which listed in dictionary.

The second is function word. According to the American Heritage ® Dictionary of the English language (2000), function word is a word, such as a preposition, a conjunction, or an article, that has little semantic content of its own and chiefly indicates a grammatical relationship. Furthermore, Collins English dictionary (2003) stated that it is a word, such as *the*, with a particular grammatical role but little identifiable meaning.

### **2.1.2. The Importance of Vocabulary**

Vocabulary is an important component of a language. Schmitt and McCarthy (1997) stated that vocabulary or word meaning is one of the keys to comprehension. Furthermore Nichols in Arguelles (2009) said "...vocabulary is the glue that holds stories, ideas, and content together...making comprehension accessible for children". According to Pohl (2003), "Vocabulary is critical to reading success for three reasons, which I will explain now briefly. First of all, comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development. Secondly, words are the currency of communication. A robust vocabulary improves all areas of communication which are listening, speaking, reading and writing. Last but not least, when children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too".

Furthermore, she said, "In turn, a deficit in vocabulary knowledge causes comprehension problems, and comprehension problems prevent people from improving their vocabulary knowledge on their own".

Based on those ideas, the researcher concludes that mastering vocabulary is very important for language learners in comprehending the meaning of a word in context of spoken and also written language.

### 2.1.3. Techniques of Teaching Vocabulary

Ur (1996) explains that in learning vocabulary there are some aspects that are needed to be taught:

1. form

Form includes pronunciation and spelling. The learners have to know pronunciation of word first then they learn how to spell the word.

Both these aspects must be accurately presented and learned.

2. grammar

The grammar of new item will need to be taught if this is not obviously covered by general rules.

3. collocation

Collocations means words which often occur together in a specific order, knowledge of collocations, therefore, enable learners to anticipate the words which surround a specific word.

4. aspects of meaning

There are three aspects of meaning that are important for the student to know namely denotation, connotation, and appropriateness.

5. meaning relationships

It means that how the meaning of an item relates to other is also important vocabulary teaching.

6. word formation

Vocabulary items, whether one word or multi word can often be broken down into their component. Some of these word formation

processes are coinage, borrowing, compounding, blending clipping, back information, conversion, acronym, derivation, prefixes and multi process.

In relation, there are many techniques in teaching vocabulary introduced by Allen (1983), among others are:

1. Creating a sense of need for a word,
2. choosing vocabulary from a textbook lesson, which is appropriate to the students,
3. hearing, seeing and saying the word,
4. showing the meaning of words, and
5. drawing attention to meanings before drilling words.

## **2.2. Cooperative Learning**

Several definitions of cooperative learning have been formulated. Felder and Brent said in their article that the one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota.

According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements :

1. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery all of the material to be learned.
3. **Face-to-face promotive interaction.** Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
4. **Appropriate use of collaborative skills.** Students are encouraged and helped they are doing well as a team, and identify changes they will make to function more to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. **Group processing.** Team members set group goals, periodically assess what effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

### **2.2.1. Jigsaw**

The Jigsaw strategy created by Aronson in 1971 is designed for

cooperative learning. The idea is analogous to a jigsaw puzzle in that “pieces” or topics of study are researched and learned by students within groups and then put together in the form of peer teaching between groups.

Students work in groups of three to six to become experts on a particular topic which is based on an overall theme or unit of study. The group members are charged with learning everything they can about their assigned topics. Each group member participates in the research efforts and becomes an “expert” on his or her particular topic. The students then leave their groups to join “expert groups” to teach about their assigned pieces of the puzzle. Then, the original group comes back together to teach each other what they have learned. Each student listens and takes notes, and at the end of the unit, is accountable for the information shared throughout the class

### **2.2.2. Estafet Game**

*Estafet game* is a cooperative learning strategy which combines guessing, memorizing, pronouncing, repeating and competing. It applies in language area. It is a dynamic teaching strategy which allow the students to move and shout in the classroom during the lesson. In this strategy, students work in group of four or five. There is one student acts as the guesser and the others work as the hinters.

As the cooperative learning strategy, *estafet* game has the 5 principals of cooperative learning which has include in all its activities. The first is positive interdependence. All members in a group dependece to their teammate to achive the goal. They should suffer consequences. When one of the member fail, the

group will not get point. The second is face-to-face promotive interaction. It shows when the group should discuss to decide the guesser and the hinders. The third is Individual accountability. Each member has responsibility to guess the clue correctly, if not the group will lose. In collaborative skills, all members are required to support their teammate by correcting the mistakes. At the end of the game, all groups evaluate and check the point (group processing) .

Beside all principals above, through this strategy the students also learn how to interact with other students, how to help each other as a team, how to be a leader, how to control the emotion, etc.

### **2.2.3. The Differences between Jigsaw and *Estafet* Game**

Based on the explanations above, it can be conclude that both of jigsaw and estafet game are cooperative learning strategy, but they have differences in some parts. The differences are mentioned as followed:

- Jigsaw has two kinds of groups, expert group and original group. But estafet game only has one kind of group.
- Estafet game has dynamic activities (moving from guesser to hinter place, running to get the vocab card from the teacher and shouting). In jigsaw the students only move from expert group to original group.
- Students should share the information they have got from the expert group to their original group in jigsaw, but in estafet game students should not share the information to other groups.



### **2.3. The Nature of Game**

Games are an important parts of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the language learning process their purpose is to reinforce what has already been taught (Shalva Shaptoshvili: 2002). As Toth stated in Mey and Jung(2000) as cited in their article accessed from the internet, "A game is an activity with rules, a goal and an element of fun.

Furthermore, Phillips (1997) in Al Zaabi states that "Games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser.

In conclusion, game is an fun and interesting activity which is loved by children that can be done in their learning process.

#### **2.3.1. Types of Game**

According to Toth in Mey and Jung in their journal *Using Games in EFL Classes for Children* (2000), "There are two kinds of games: Competitive games in which players or teams race to be the first to reach the goal, and co-operative games in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language."

Further more, Shaptosvili (2002) introduced some games , they are;

1. Memory game begins with one student saying a sentence and the next student in turn adds another word or phrase to the sentence, repeating what has gone before in the same order. Anyone who cannot add to the list or makes a mistake in ordering the words must drop out of the game. The last player remaining is the winner. This game may be exploited while working with words related to any topic.
2. Word association requires students to name all the words they know associated with any lexical category. One student says a word from the category, then the next student must immediately say another word from the category. The next student continues with another word and so on around the class. For the category *classroom*, for example, the game might begin this way:
  - Student 1: *chalk*
  - Student 2: *book bag*
  - Student 3: *tape recorder*
  - Student 4: *ruler*Anyone who cannot think of a word immediately has to drop out of the game.
3. *Miming* can be used as a guessing game. This wordless activity leads the learners to talk quite naturally. Someone mimes an action and the others try to guess what it is. This kind of guessing game can provide further practice of a wider variety of lexical and grammatical units, such as those related to occupations. One student chooses a job and mimes a typical activity that it involves. The others try to guess the job by asking either about the activity

or the job, for example, *Do you work outside (in an office)?, Do you wear a uniform (use a tool)?*. The student miming provides only nonverbal clues to help the rest of the class guess what the job is.

4. *Guess the tool* provides a good opportunity to develop students' skills in defining words and paraphrasing. For this game the teacher puts the students in pairs, facing each other, and gives a card with two words written on it to each student and asks them not to show.

### **2.3.2. The Benefits of Game**

According to Huyen in Koprowski as cited in his article accessed from internet (2010), there are some advantages of games especially in teaching vocabulary:

1. games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
2. games usually involve friendly competition and they keep learner interested. These create the motivation for learners of English to get involved and participate actively in the learning activities.
3. vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

### **2.4. Estafet Game**

*Estafet game* is a game which created by the teacher to teach vocabulary to the students to make them easy to learn and to memorize the words in a fun way.

*Estafet game* is a group game which uses a vocabulary card as teaching aid. The

card is contain of 4 english words and the translation in Bahasa Indonesia which has related to the topic that has been taught by the teacher. A group consists of 5 students. There is one guesser and 4 hinters in each group. The guesser must answer the questions from the hinters. If the guesser can answers all the questions, he/she can moves to the hinters line, and the hinter number 1 moves to the guesser place. But, if the guesser cannot answer a certain question, he/she directly move to the hinter's line and the next hinter replace the guesser place to continue the game. The winner is the group who get the most point. One point is gotten when all the guesser can answer all the questions in a card.

#### **2.4.1. The Benefits of *Estafet Game***

The benefits of using estafet game are the students can memorize the vocabulary words that has been taught by the teacher. They can memorize the written form of vocabulary and also can pronounce it well because their friends (in the hinters line) will correct them. Besides, a condusive class will be created after playing this game because the students feel satisfied after moving and shouting.

#### **2.4.2. The Procedures of *Estafet Game***

The procedures of *Estafet game* are:

1. Devide the students into some groups. Each group consists of 5 children (conditional).
2. Decide one guesser and 4 hinters. They stand up face to face.

3. Give a card (in the same topic) to each group.
4. The first hinter gives a clue by mentioning one Indonesian word in the card, and the guesser guesses the english word. It is continued by the second hinter and the third and the fourth.
5. The guesser guesses the clue, and then moves to the hinters line. The first hinter replaces the guesser place. It is continued until all the hinters replace the guesser place.
6. If all guessers can answer correctly, then they say "Good Job", the group gets one point.
7. If there is still time, the teacher can give another card with the different vocabulary list in the same topic.
8. The game will end when the time is up (teacher's wise). Then, the groups count their points and decide the winner.

### **2.5. Elementary School Student**

The fifth graders of elementary school are categorized as young learners that have different characteristics from adult learners. Scott and Ytreberg stated that young learners are the children at the age of 5-10 years old. Further more, they explained about characteristics of the children at the age of 8-10 years old as followed:

1. They can differ between fact and fiction
2. They ask questions all the time.
3. Their basic concept are formed.

4. They rely on the spoken word as well as the physical word to convey and understand meaning.
5. They are able to make decision about their own learning,
6. They can work with others and learn from others.
7. They have definite views about what they like and don't like doing, and develop sense of fairness.

Related to the statement above, the researcher assumes that elementary school students at the age of 8-10 years old like learning something in a fun way that involves fairness, togetherness such as a game, where they can work together in a group, make decision, move, enjoy, feel happy and be active during the lesson.

## **2.6. Review of Previous Study**

Review of previous study is needed in order to avoid replication. In this study, the researcher uses estafet game to improve students' vocabulary mastery. She relates her research with the previous study done by Haife Rashed Al Zaabi entitled "The use of memory and guessing games in teaching vocabulary to young learners in U.A.E classroom". She used action research provided by Mills, and applied Bingo and guessing game as strategy. She played the games in group. To collect data she used interviews, surveys, observations, and video recordings. All the findings showed that the use of language games were able to gain students' attention. Generally, students were doing very well learning vocabulary and cooperatively.

The second is the study conducted by Ari Gusti Tri Handayani entitled “The Use of Naming Game Strategy to Improve Students’ Vocabulary Mastery at the Second Grade of SDN Roomo Manyar Gresik”. The design of the study is classroom action research. This research was conducted in one cycle which was divided into four main activities; planning, acting, observing, and reflecting. The researcher uses Naming Game strategy to improve the students’ vocabulary.

In this strategy, the researcher or the teacher gives a picture card or label picture to each students and asks them to wear in their right chest. After that, the teacher reads the word and asks the students to repeat after the teacher. Then, the teacher calls one of the students to come forward and asks the other students to guess their friends name, sometimes the teacher calls the students with their label and asks the students to stand up based on their name. The teacher gives the direction to the students to call their friends name based on their label in the teaching learning process. The teacher asks the students to come forward and write down their name in the blackboard so the teacher can make them remember the written form of the word of vocabulary. And teacher asks the students to come forward in the front of the class and introduces their new name.

The research findings showed that this strategy was effective to teach vocabulary at the second grade of SDN Roomo Manyar. It was indicated on the students’ average score of test. The improvement was also shown in the students’ performances in the class.

Based on the study above, the researcher tries to find a different way introducing a new vocabulary and memorizing it. Finally, “Improving Students’

Vocabulary by Using *Estafet Game* at the Fifth Grade Students of MINU

Sukodono Gresik” will discuss further in this study.