

CHAPTER II

LITERATURE REVIEW

This chapter is devoted to review some relevant theories underlying this study. It consists of topics, namely definition The Nature of Vocabulary, Teaching Vocabulary , Cooperative Learning and The Nature of Numbered Head Together.

A. The Nature of Vocabulary

To learn a new language, students must start by knowing vocabulary first, because vocabulary is an important part of improving the fluency of a person's speech, with many vocabularies memorized and acquired, someone will speak fluently to speak what they want, to learn a foreign language or a second language like English then someone will deal with foreign vocabulary during their language acquisition. To learn and maintain new words, students must participate in various task-based activities in their class whether they guess assignments, describe exercises or make conversations. Such activities also include vocabulary games that specifically focus on helping students develop and use words in different contexts by making learning fun.

Therefore, it is necessary to explore whether students learn vocabulary effectively through techniques provided by educators, because each student has a different side to receiving lessons so the authors provide techniques that can stimulate student development and creative thinking with their play groups. Traditionally, vocabulary has not been a special lesson for students to learn, but it has been taught in speaking, listening, reading and writing lessons.

During the lesson, students use their own vocabulary and are introduced to new words given by the teacher and classmates that they apply to class activities. For many English learners, every time they think of vocabulary, they think of learning a list of new words. According to Decarrico (2001) states that words should not be studied separately or by memorization without understanding. In addition, "learning new words is a cumulative process, with words enriched and established when they meet again", Nation (2000, p.6). Therefore, the way of "seeing and remembering" vocabulary learning does not seem to be very effective for English learners.

B. Teaching Vocabulary for Primary School Students

For the teachers who are fluent in English, the learning process of vocabulary feels easy but will be difficult for children. The problem is how we can make English material acceptable to children and there is a positive response from children. Teaching English is not just about delivering material but what is important is that the material is delivered incorrectly without regard to the psychological aspects of students. We want our students to be happy, to be happy with the material we convey with the right method. If the child feels comfortable and happy with the way we teach the material we convey to the child, the child will quickly accept it.

Teaching English in primary school will become monotonous and boring if the teacher lacks creativity, and lacks mastery of English teaching methods. Teaching English is not just writing vocabulary or vocabulary on the blackboard then the child copies it in the book after the child imitates the

hunter in saying the previous words or vocabulary. Maybe this method is conventional and makes students and teachers become bored quickly. Brown (2001: 377-378) provides signs of communicative vocabulary teaching as follows: (1) There is a special time for vocabulary learning; (2) Students learn vocabulary; (3) The use of monolingual dictionaries is enhanced; (4) Students are encouraged to develop strategies to guess the meaning of words; (5) Unplanned vocabulary learning can occur.

In explaining vocabulary to students, there are several things that need to be considered by the teacher. Nation (2005) suggests several ways that can be used to explain vocabulary: (1) the explanation must be simple and concise, no need to be convoluted; (2) new vocabulary can be linked to vocabulary that has been learned by showing patterns or analogies; (3) explanation is presented verbally and in writing; (4) attention is given to words whose parts are already known; (5) students are told that the words learned are important words to communicate.

Explanations must not use other difficult words. There are several steps in the process of mastering vocabulary. Hatch & Brown (1995: 372-392) shows five steps in mastering vocabulary as follows: (a) finding new words; (b) getting word forms; (c) getting word meanings; (d) consolidating word shapes and meanings in memory; and (e) using the word.

According to Nation (2001: 395-403), there are eight vocabulary teaching objectives. First, students must know what vocabulary must be told, what must be said about it, how to learn it, how to use it and how to know how

well it has been learned and used. Second, learners still have to increase the size of their vocabulary and enrich the words they already know.

Third, students must use the frequency of words and personal must determine what vocabulary to learn. Fourth, students must remember what is involved in knowing words and will be able to find information about certain words. Fifth, students must be fluent in the language system that can be generalized behind the use of vocabulary. Sixth, students must know how to form the most effective direct use of deco textual learning procedures. Seventh, vocabulary learning must operate in four input strands that focus on meaning, output that focuses on meaning, learning that focuses on language, and fluency development. The ultimate goal is students must remember, and be happy with, their progress in teaching vocabulary.

C. Teaching Vocabulary using Cooperative Learning

Cooperative learning is learning and teaching strategy that emphasizes attitudes or behavior together in the workplace or helps, among others, in organizing the structure of cooperation in groups, consisting of two or more people. (Odzen, 2004) A learning model where students can share their opinions and emotions during the social environment in which they reconstruct their knowledge and where learning exists as an element of life is an invaluable principle of the contemporary education system.

The most considered point in contemporary approaches to education is bringing individualism and active participation forward. Personalized education enables individuals to understand their potential to reform

knowledge in their minds by comparing previous information and newly acquired information. In the process of collaboration, individuals gain the ability to help and realize group unity (Saban, 2005).

Sulistiani Research (2012) uses the Make and Match cooperative learning mode in vocabulary teaching that focuses on improving English vocabulary, the purpose of her study is to know the student achievement before being taught using the make a match method. The research methods is an experimental design with a quantitative approach. The population is all fifth grade students of SDN II PLOSO KANDANG TULUNGAGUNG, this teaching strategy is effective to improve students' vocabulary skills even for high school students with $t\text{-calculating} > t\text{ table}$ ($5.96 > 2,064$) $t\text{-test}$. It can be concluded that students get good performance in vocabulary after being taught using the match method, the achievement of vocabulary achievement of scholars is significantly better than before teaching using the method make a match, so that the teaching of vocabulary using the make a match method is effective for increasing student vocabulary performance.

D. The Nature of Numbered Heads Together (NHT) Technique

The Numbered Head Together (NHT) technique or numbering thinking together is a type of cooperative learning that is designed to have an effect on a sample of student interaction as an opportunity for traditional lecture room forms. Numbered head together was first developed through Kagen in Trianto (2012:131) to accommodate additional students in reviewing the material covered in the lesson and checking their expertise on the subject matter

material. Richards (2001: 52) states that NHT collectively encourages the functioning of organizations effectively because all participants want to understand and prepare to provide evidence for their organizational solutions. In addition, Kagan in Tzu-Pu Wang stated that the joint numbered heads were the scholars who worked together and checked whether they could explain what their group had done. The steps of Numbered Head Together are explained below: (a) students work alone to try assignments given by the teacher. Sometimes the teacher has given the actual assignment of each group member: (b) Students share their answers; (c) students enter their head number to enable a solution; (d) the number of students chosen reports their answers. If a student does not complete a solution, the teacher will change a teammate to complete the solution.

Kagan in Trianto (2012: 132) application of the NHT technique in class 5 supports the rationalization above, training speaking through the use of the Cooperative Learning Method in By using the use of the NHT approach, the writer will provide evidence of a way to implement it in teaching vocabulary.

Kagan in Trianto (2012: 132) offers us the following implementation steps: (1) Instructor Numbering divides students into 4 to 6 participants and for each member of the institution are numbered 1 to 6; (2) Ask students a trainer question. A question can be very appropriate and in the form of a question, direction or a command thinking. Students unite opinions for the answer to that question and ensure each individual team or institution recognizes the answer of the institution or team. The teacher answers the unique numbers, then the

right students raise their hands and try to solve questions for the class. This is a common step for Numbered Head Together in teaching vocabulary and it is possible to apply it in elementary school.

According to Ibrahim (2000: 114) give some advantages, they are: NHT method can develop cooperative learning and higher courtship among students and can expand students' teaching abilities. Students examine more than their peers at NHT as opposed to the instructors. Ratumanan in Trianto (2012: 113) states that interactions arising from NHT techniques can stimulate the formation of new ideas and increase the increase in student highbrow. Davidson in Trianto (2012: 113) offers a number of super implications in gaining knowledge about using the NHT method as follows: (a) The NHT approach offers opportunities for achievement for all students. Interaction within institutions is designed for all contributors' research standards and problem solving strategies; (b) Problems are better mentioned in organizations because they have answers that can be verified objectively. A scholar can influence other students with logical arguments; (c) The NHT approach can make students and others cooperative in terms of beneficial and proportionate opinions and can upload more understanding of students.

Thus, it can be concluded that the NHT technique has advantages and disadvantages, but to overcome these shortcomings, the teacher can provide a pretest to find out the ability of students, and to facilitate students, in implementing NHT, teachers must provide supporting facilities and infrastructure that will be used in learning. For students who have not been

called by the teacher can provide opportunities for these students at the next meeting, and to find out students' understanding of the material, can be seen through the results of the evaluation conducted at the end of the learning process.

E. Procedure of Numbered Head Together (NHT) Technique

In implementing this NHT technique has several procedures that must be passed and the procedure is based on the learning process that has been done in several studies the following is a procedure that must be carried out . According to Kagan(2009), the procedure of use Numbered Head Together technique as follows: (a) Students Number off; (b) teacher poses a problem and provides to think time; (c) students personally write their answer; (d) teacher calls the number of students; (e) students stand up when the teacher calls the number to show the answer , discuss and teach each other; and (f) students sit when everyone knows about the answer or has something to share with the other group. Those are the procedure ccording to Lie (2010) lie (2010, p.60) states that the method of showing perusing utilizing NHT: 1) Students are portioned into certain gatherings; every participants in each gathering gets a number. 2) Teachers give assignments and work on each group.3) The gatherings examine the right answers and guarantee that every individual from the gathering can do/know the answer.4) The teacher calls one participant number and considered the number to report the consequences of their participation.

F. Previous Study

An earlier study from Rahmania and Salahudin (2015) that focused on improving reading skills of junior high school students using NHT, this teaching strategy was effective for improving students' reading skills even for high school students with a t-test score of 4.40 (compared to t-table, 2.042). It means that NHT is significantly effective in improving students' ability in English for all skills and is suitable for application at all levels of students. On the other hand, NHT is also effective for helping students in social skills, where students can learn effectively with other teamwork to find the best answers from the material and help students be less nervous and increase their motivation too.

A subsequent previous study by Rahmadani (2017) , the design of the study is quasi-experimental research and the target is the seventh grade students of MDIA Junior High School Bontoala Makasar. This reaserach has two things two things in common , this research uses Numbered Head Together and the sample of the research at junior high school students. In this study the research focuses on the speaking ability of seventh grade students which is something that must be mastered by students and by using NHT technique to improve English speaking skills. With t-test score of 8.5 (compared to t-table , 2.013). It means that NHT is significantly effective in improving students in English speaking skills , meanwhile NHT is suitable for application at all skills .

From some theoretical background mentioned above. The difference from the previous study with this research is that NHT was applied to the teaching of English vocabulary at different levels, and the object of this study is fourth grade elementary school students. NHT was applied as a teaching method and is suitable for use for different levels of students, namely at the elementary school level, NHT will provide students with several benefits in their academic and social skills such as social skills, and student communication due to organizational solutions to student teamwork during the process, teaching. That advantage will give more room for students to master vocabulary because implementing fun learning at an early age makes students more interactive and effective.