

## CHAPTER II

### REVIEW OF LITELATURE

This chapter presents the review of related literature. It discusses the definition of vocabulary, teaching vocabulary before new activities, teaching student using dictionary, how is vocabulary to learn, how to help learner vocabulary using Scramble method to help kids with schooling, vocabulary in text, teaching vocabulary to the children, kind of vocabulary, The definition of scramble method, and the important of scramble method in teaching vocabularies.

#### **A. The Definition of Vocabulary**

Languages consist of words, and vocabulary is the collection of words that an individual knows, there are many definition of vocabulary based on oxford dictionary. Vocabulary is total the number of words in a language or all the words known to a person or used in particular book, subject and etc, or a list of words with their meaning.

Vocabulary is the set of words within the language that are familiar to the person. A vocabulary usually grows evolves with age and serves as useful fundamental tool for communication and acquiring knowledge<sup>1</sup>

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<sup>1</sup>Roger Gower, Diane Philips, Steve Walters, *Teaching Practice (Thailand: Macmillan Education, 1995), 150-152*

## **B. The Importance of Vocabulary**

Vocabulary is very important because it is listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression, also a set of words they are familiar with in a language.

Actually reading increases our vocabulary knowledges. Text introduces us to know new words, and in many cases, we can deduce their meanings from the written context. Presumably, we remember some of these new meaning associations, especially if we continue to read and meet the new items in context again. It seems reasonable to assume that this beneficial by-product of reading is also available to learners reading in a second language. It is informed that the most complex thing of English is vocabulary. So, vocabulary is a vital aspect in language, because it appears in every skill of language listening, reading, speaking, and writing skill. Many people realize that they have difficulties in expressing their idea.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learning English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything is English. The students can be said gaining progress in English when they master the vocabulary. So more

advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.<sup>2</sup>

### C. English for Young Learner Policy

In this information age and globalization, the government recognizes the role of English and human resources have difficulties to communicate in English. Government has also published law No. 2 of 1989 on national education systems followed by government regulation number 28 of 1990 which mentions about manusia.dalam resource development human resource development in education. Among others, in the form of development and improvement of quality and capability skills of teachers, students, and staff involved. In addition, there are policies on local content subjects in primary schools, Department of Education policy of the Republic of Indonesia Number 0487/14/1992 Chapter VIII which states that the school could add subjects in the curriculum, provided a lesson that does not conflict with national education goals. Additional subjects are usually the subjects in that are heeded by the school and surrounding community. A year later, this policies was followed by ministerial decree number 060/U/1993 dated 23 February 1993 about the possibility of early English program as a local content subject.

These subjects can start from 4th grade as recommended by the government Policy on English language programs in elementary schools

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<sup>2</sup>Roger Gower, Diane Philips, Steve Walters, *Teaching Practice* (Thailand: Macmillan Education, 1995),142

later in the follow-up by some provinces to respond to the policy, such as East Java, Yogyakarta, Central Java, West Java, by issuing a decree and developing the local curriculum. The head office of the Department of Education and provincial culture (Education) in East Java issued a decree number 1702/105/1994. March 30, 1994 which states that in East Java English is a local content in the subjects allocated two hours of the 2 X 35 minutes, it is clear in the regulations that the local content in the subjects was programmed in class 4, 5, and 6 for primary schools.

The next policy is the Ministry of National Education Regulation No. 23 of 2006, the neighbor competency standard unit for primary and secondary education. Competency Standards Education (SKLSP) was developed based on the destination of every education unit. For the subjects of English as a charge in SD / MI are follows:

1. Listening.

Understand instructions, information, and very simple story presented orally in the context of the classroom, school, and the environment.

2. speaking

To express the meaning orally in interpersonal and transactional discourse in a very simple instruction and information in the context of the classroom, school, and neighborhood

3. Reading

Read aloud and understand the meaning and instruction, information, short functional text, pictorial and descriptive text is very simple written seccara presented in the context of the classroom, school, and the neighborhood.

#### 4. Writing

Write words, phrases, and very simple short functional text with spelling and punctuation .<sup>3</sup>

### **D. Teaching Vocabulary Before New Activity**

Before the teaching learning process the teacher always flash back the last vocabulary and give the new vocabulary. It is a good for student because they will remember abaout the vocabulary they have learned before, and giving new vocabulary also good for student because they will underestand about what the next material is about.<sup>4</sup>

### **E. Teach Students to Use Dictionary**

The use of dictionary as a tool for ESL and ESL, instruction has come back into style. Young learner can benefit use a dictionary. Young children also use a picture dictionary where things are grouped into diferent categories. The student must underestand how to use a dictionary. For beginner they might still use picture dictionary but for intermediated they must use the real dictionary

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<sup>3</sup>Suyanto,K.I.Kasiani.*Englishfor young learner*,jakarta bumi aksara 2001.hal 3

<sup>4</sup>David nounan *Partical English Language Teaching Young learner*(McGraw-hill:New Yourk 2005).hal 123

## **F. How is Vocabulary Learn**

Knowing a words is one thing but how that knowladge is acquired is another thing In learning their first language the first word that children learn are typically those used for labeling that is mapping words on to concept so that the concept dog has a name dog or doggie , but not all animal are dog some may be cat. In other words acquiring a vocabulary requirrest not only labeling but also categorizing skill.

Finally, the child need to realized that the comman words like apple and dog can be replaced by ordinat terms like fruit and animal and that the animal can accommodate other lower order words such as cat, horse and elephant. Tthis involves a process of network building serve to link all the lable and package and lays the groundwork for a process that will cotinues for as long as we are exposed to new words (and new meaning for old words) that is for the rest of our live.

## **G. How to Help Learner Vocabulary**

Introducing and explaining vocabulary

Vocabulary can be presented in dialogue and reading pesseger where the new words appear in context and in combination with other words, you can also use a picture , mime and realia,(real object) to introduce and explain

the meaning of sample concrete noun like apple or verb like swim.<sup>5</sup> with more abstract we can explained meaning with:

A definition : Daily activity

An example : pray, take abath,

### **1. Encouraging Strategies for Dealing with Unfamiliar Vocabulary in Text**

An important aspect of the skill of listening and reading is able to unfamiliar vocabulary. This becomes increasingly important as students become more proficient in the language and 'acquire' a lot of new vocabulary from authentic text.

There are a number of ways in which teacher can help students to develop the necessary strategies. Students need practice in deciding which words are crucial to the overall understanding of the text and which they can ignore. For example, you can provide a reading text which contains a number of words which will almost certainly be unknown to most of the students and ask them to choose three or four words which they most want to know the meaning of. They can do this individually and then compare their lists in pairs or groups. The process of selection and deciding on a priority will force the students to examine which words they need to understand.

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<sup>5</sup>Charles H. **Introduction To Teaching English** ( oxford university press. New york 2006)hal 47-48

## H. Teaching vocabulary to the children

Teaching vocabulary is very important, especially for beginners because the children are easy to memorize some words . Some people say that children learn languages faster than adults do. They talk about children who appear to pick up new language effortlessly. Perhaps this has something to do with the plasticity of young brain<sup>6</sup> It is clear that the teacher should introduce English as a foreign language to the children since they are still young. They should know as many vocabularies as possible, so they will not have problems when they speak, listen, read or write.

The teacher should know what words that are taught to the children. The words should often be used as many as possible, so they will remember them easily. The words should also be interesting. It means that the words which are easy to remember, easy to say etc “ teaching young learners the words are most likely to encounter frequently is the most cost effective way of building a functional vocabulary.”<sup>7</sup>

Therefore, before the teachers teach the students, they have to know the steps or strategies of vocabulary learning. There are five “ essential steps” in vocabulary learning:

1. Having sources for encountering new words;
2. Getting a clear image, whether visual or auditory or both, for the form of the new words;
3. Learning the meaning of the words;

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<sup>6</sup> Harmer children Languages . 2001. Hal 37

<sup>7</sup>Nunan david *teaching english young learner* . 1991.hal 118



4. Making a strong memory connection between the forms and meaning of the words;
5. Using the words<sup>8</sup>

It means, learning words is not like ticking off items on a shopping list when they have been taught, but it likes a continual process.

Teaching vocabulary to young learner also can use as mimes simple story, from the story the teacher can ask to the student read the simple story and than describe the story and the student also to repeat the teacher to read every sentence in the simple stories.<sup>9</sup>

### **I. Kinds of Vocabularies**

There are two kinds of vocabularies, divided into an active vocabulary and a passive vocabulary. Active vocabulary is words that we know and understand well to use the words effectively in both speaking and writing. The use of active vocabulary has high frequency. Active vocabulary is used in oral and written expression by the students. They know certain words (active vocabulary) well enough and they can respond them.

On the other hand, passive vocabularies recognized based on the context or students need someone to say something that helps them recall the words meaning.

In Junior high school, English is given with the purpose that students will be able to speak in English or to make a simple conversation in English.

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<sup>8</sup> Hatch and Brown *Teaching vocabulary* 1995. Hal 372

<sup>9</sup> Nelson thornes *Teaching Today*(graphy cems:spain).250

Based on the purpose, the teacher gives more active vocabularies that passive vocabulary. The use of active vocabulary is intended to make the students use it in speak and also in simple writing.

#### **J. Definition of Scramble Method**

Learning Model Scramble looks like a Model of Learning Word Square, the difference did not answer questions written in the answer boxes, but it was written but with a random arrangement, now in charge of correcting the students later (turning point), so the answer is the right answer or true.

Media:

1. Make the questions appropriate to the competencies to be achieved
2. Create an encrypted reply letter

Learning steps as follows:

1. The teacher presents the material in accordance competencies to be achieved.
2. Distributed according to the example worksheet.<sup>10</sup>

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<sup>10</sup> Prof Dr suparno rayon 5 *pengembangan profesionalitas guru*.2008