

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It is discussed about the definition of vocabulary, background to the teaching of vocabulary, principles for teaching vocabulary, silent card shuffle.

A. The Definition of Vocabulary

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written form. When they do not know how to enrich their vocabulary, for example they often gradually lose interest in learning.¹ Vocabulary is more than the words². A person's vocabulary certainly consists of words and meanings. The words in your vocabulary are those you understand and use³. Vocabulary is the collection of words that an individual knows. Pawler and Syder have different definitions about vocabulary, they said that words are clearly vocabulary, but the groups of words like absolutely fantastic, at once can be said as vocabulary.⁴

¹ Endang Fauziati. *Teaching of English as a foreign language (TEFL)*. (Surakarta: Muhammadiyah University press 2005), 155

² David Nunan. *Practical English language Teaching*. (New York: McGraw-Hill.1990), 121

³ Le Ce Deighton, *Word and Meanings*, New York: Harcourt Brace Javanese, 1997, 1

⁴ David Nunan. *Practical English language Teaching*. (New York: McGraw-Hill.1990), 130

From the statements above the writer concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication. It means that vocabulary is basic component of a language. Student who masters large vocabularies will have a great chance to improve their writing, reading, speaking and listening skills. They will be enjoying dealing with English material. In contrast, one who does not master the vocabulary well will get bored and stressed to deal with English material.

B. Background to the Teaching of Vocabulary

Vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting. A variety of studies have proven that appropriate vocabulary instruction benefits language students especially school age learners. According to McKeon and Beck, "teaching vocabulary is important to use both formal an informal Vocabulary instruction that languages student's cognitive skills and gives opportunities for the learners to actually use the words."⁵

The students use thinking skills such as analyzing which of two words would be better choice in a sentence. You also want to give learners opportunities to use them by planning games or responding to complex questions that include the words.

⁵ Lines T Caroline, David Nunan, *Practical English Language Teaching Young Learners*, (New York: McGraw Hill Education, 2006).122

According to David Nunan in practical English Language teaching Young Learners, teacher should facilities Vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meaning on their own⁶. Useful words are words that children are likely to encounter- words that occur in a higher frequency. Useful words are also words that are of interest and intriguing to children. To a young learner interest in cooking, the words recipe and ingratiates could be very useful as well as meaning. To a young learner interested in machines, the words gear and lever could be very useful and meaningful.

C. The Principle For Teaching Vocabulary

Learners Vocabulary is very important in language learning. One of the difficulties is focusing on Vocabulary. The best way to avoid the difficulties is for the teacher should design a set of principle that can help the student to develop the Vocabulary successfully. According to Lines Caroline, there are six principles for teaching vocabulary, they are⁷:

1. Teach Vocabulary words before new activity

When Vocabulary words are thought before a new activity, students benefit in two ways. First, they are better able to comprehend the activity. Second, teaching Vocabulary words in advances makes it more likely that students will actually acquire the target vocabulary words. This

⁶ Ibid, 122

⁷Lines T Caroline, David Numan, *Practical English Language Teaching Young Learners*, (New York: McGraw Hill Education, 2006).123

principle holds true for stories (oral and written), songs, and many other language- rich activities.

2. Teach how to use context clues appropriately

Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words. Conversely, point out that in addition to teaching how to use context clues, students also need to teach that context clues do not always help readers to understand the meaning of unfamiliar words. Children need to be taught that there are times, especially when reading, when they will not be able to figure out the meaning from context clues.

3. Present multiple exposures to new Vocabulary items

Young learners make educational gains when they are exposed to Vocabulary items repeatedly in rich context. In other words, one shouldn't expect that a Vocabulary word taught on Monday will be remembered on Wednesday. As part of the teaching repertoire, remember that a new word should reappear many times and in different situations for the next several of instruction. For example, if you are teaching children about rooms in a house. Monday you could bring in doll furniture for each room and have children guess what rooms the furniture goes in on. Wednesday, you could play difficult Vocabulary games with picture cards featuring rooms in a house.

4. Give opportunities for deep processing of Vocabulary items

Deep processing means working with information at a high cognitive and or personal level. Deep processing is having it more likely that information will be remembered. Part of deep processing is having students establish connections between new words and their prior knowledge. Simply memorizing list of words and their personal is not adequate for students to integrate the Vocabulary words into their personal Vocabulary. Deep processing refers to using words in context which are especially meaningful to the learner.

5. Teach students to use dictionary

The use of dictionaries as a tool for EFL and ESL instruction has come back into style. Young learners can benefits from using dictionaries. Very young children, under the age of six, can use a picture dictionary where words are grouped into different categories. Children who are at the beginning stages of language and literacy development can also user picture dictionaries as a tool to help them increase both their vocabulary knowledge and their use context clues for example, if children are learning about grapefruit, they will discover the grapefruit as being a fruit.

6. Have students keep Vocabulary notebooks

Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning. Children who are in the beginning stages of language and literacy development can create their

own picture dictionaries while older learner can make more sophisticated notebooks and dictionaries. Children can easily record new words that they are learning.

This is a strategy that learners should be encouraged to do on their own. Many different approaches and activities can be used to help children develop their vocabularies. It is important to include vocabulary items that are part of the curriculum as well as provide learners with opportunities to work with items they find meaningful.








D. Definition of Silent card shuffle

The Silent Card Shuffle is a co-operative strategy that has several applications, such as sequencing, classifying, matching and mapping. For matching activities such as relating words with definitions, one should always offer a few more definitions as red herrings. The Silent Card Shuffle employs all six levels of Bloom's Taxonomy and most of the Multiple Intelligences.⁸

E. The Steps Silent card Shuffle

Decide on the material to be addressed, such as Language Building. In this activity, cards have been created representing nouns, verbs, adjectives, adverbs and articles, prepositions and pronouns. Create a master copy, (as below), make copies of this and cut up the cards, then place them in envelopes for each group. The rule here is that there are 6 cards in each of the 7 categories including the heading.

⁸ file:///D:/project/silent_card_shuffle.htm accessed 24 April 2013, 23.00

NOUNS	ADJECTIVES	VERBS	ADVERBS	ARTICLES	PREPOSITIONS	PRONOUNS
			 LY			
Flagpole	Green	Sang	Quickly	the	up	who
Business man	Jovial	Climbed	Carefully	a	for	he
Umbrella	Tropical	Manoeuvred	Ridiculously	an	in	it
Key	Big	Jumped	Often	the	of	they

Some words in card set in the envelope given to each group, and now the Silent Card Shuffle begins. It has 5 steps.

Step 1. Silent Card Classification

In teams not exceeding 4, students undertake the task. In this case, students will be required to classify the cards. Here, each column is headed by the category word, such as 'Noun', which is written in capitals so it is easily identified by the students. The next card is a picture that relates to the classification, followed by 4 words for each heading. Note that NO TALKING may occur in Step 1.

Step 2. Challenge, Justify and Refine

When finished, and at a signal from the teacher, the group may talk, challenge each other and make changes.

Step 3. Circle and Observe

Leaving one person behind as the Group Representative, the other three students from each group visit the other tables to note the efforts of their peers. They may ask the Group Representative questions and voice their objections, but NO CHANGES may take place.

Step 4. Return and Refine

Students return to their Home table and, based on their observations and discussions, decide if they wish to make further changes.

Step 5. Teacher Debriefing

The teacher displays the 'answer' and students self-correct, discussing the changes as they do so. The teacher later debriefs. This particular activity can now be extended with students doing the silent card shuffle again, but this time using the cards to construct the best sensible sentence. Make a game out of the activity, by placing a value written on the underside of each card, such as Articles, Prepositions

and Pronouns scoring 1 point, Nouns and Verbs 3 points, and Adverbs and Adjectives 5 points. See which group can set the highest score.¹

The Learning Objective was to design and create a scenario within Personal Survival using skills developed from the previous week. We talked about how Personal Survival was relevant in real life and discussed some of the practical situations the skills could represent. E.g. A surface dive represents swimming under an obstacle and out to safety on a sinking ferry.

After the warm, groups of 4 collected some cards. There were 9 cards. You could add some cards which would be deemed red herrings. The cards were: surface dive, feet first dive, entry into water, climb out of pool, tread water, H.E.L.P, 5m underwater swim, floating star position, 50m swim.

Task 1)

In groups of 4 **without talking** shuffle the cards to make a sequence of 7 cards with 2 cards being omitted. **Absolutely no talking.** You can rearrange as necessary.

Task 2)

As a group, discuss and collaborate on a sequence of events. At this point it was strongly recommended to ask each other questions

⁹ ITC Publications LLC All Rights Reserved. 2007 - 2009

Task 3)

Once the groups were happy with their sequence of events, one group member was asked to remain seated with their scenario. Their job was to justify and defend their sequential order.

Meanwhile the other group members went around to analyse other group's sequences and ask questions on the inclusion and ordering of skills. E.g. Why did you put a surface dive followed by the H.E.L.P position? and what was the thinking behind the inclusion of a floating star position?.

At this point, the dialogue was exactly what I was after. Good interaction, good use of questioning for their understanding and the use of thinking skills. One problem which I came across, those that were shy would walk around the groups and hide behind those that were comfortable with asking questions. The other thing I noticed was that students would be content with asking the same questions. In future, I would add that students would only be allowed to ask the same question twice.

Nevertheless, in the space of 5-10 minutes, they were using their thinking skills, creativity, social skills, and questioning techniques. It doesn't end there. Once students made their way around everyone it was time to go back to their own scenario and debrief their findings as a group. This was their last chance to make

techniques. It doesn't end there. Once students made their way around everyone it was time to go back to their own scenario and debrief their findings as a group. This was their last chance to make any rearrangements before entering the water to test out their sequence. The remainder of the lesson was spent performing their own and others scenario and giving feedback. This was the first time I tried the silent card shuffle and its certainly one that I will be using more often. Again one of my colleagues was teaching gymnastics at the same time also using the technique and had similar positive effects.

A. Final Thoughts

- 1) This technique is highly effective with tasks involving sequencing and classifying
- 2) Some coaching on questioning might be useful.
- 3) Creates a good classroom environment when students are moving around asking questions.
- 4) Some of the quieter students may need to be encouraged as there is potential to hide.
- 5) There is an element of critiquing on each others sequence. Therefore the 3 rules of Be Kind, Be Specific, Be Helpful can be applicable.

- 6) Reinforce the need to rephrase questions or ask questions based on what is observed and not to repeat questions for the sake of it.²

² file:///D:/project/4-Metode-Pembelajaran-Bahasa-Inggris-Yang-Wajib-Diketahui%20nia.html, accessed 13 april 2013