

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature of the study. It discusses about vocabulary, and Memory Challenge strategy.

A. Vocabulary

Vocabulary is one of significant language elements of learning at any level. So, there is general agreement that having much vocabulary is necessary in learning language. In mastering vocabulary, there are some important aspects, such as; the definition of vocabulary, vocabulary building, the importance of mastering vocabulary, background to the teaching of vocabulary, the principle for teaching vocabulary, and kind of techniques of teaching vocabulary, techniques for creating interest, teaching english vocabulary using game, and the importance of games in learning English.

1. Definition of Vocabulary

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, people cannot communicate effectively or express his/her ideas in both oral and written form. They do not know how to enrich their vocabulary, for example they often gradually lose interest in learning⁴. Vocabulary is more than the words.⁵ A person's vocabulary

⁴ Endang Fauzi, *Teaching of English as a Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University Press 2005), 155

certainly consists of words and meanings. The words in your vocabulary are those you understand and use⁶. 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 vocabulary⁷. From some statements above, the writer conclude that vocabulary is a list or a series of words that is used for general communication. It means that vocabulary is basic component of a language. Students who master large vocabularies will have a great chance to improve their listening, speaking, reading, and writing skills. They will be enjoying dealing with English material. In contrast, someone who does not master the vocabulary well will get bored and stressed to deal with English material.

2. Vocabulary Building

Building up a large vocabulary is an important part of language learning. If students are motivated to memorize lists of words by their experience of their own educational culture, it is difficult to see how this can do any harm. However, what we also know from experience is that only learning a list of words out of context is unlikely to get learners very far.

They also need to know how words are formed, how they can be combined, and how they are used together. In other words, how we can change either the meaning or the art of speech of word (or both) by adding an affix to it.

⁵ David Nunan, *Practical English Language Teaching*. (New York: McGraw-Hill. 1990), 121.

⁶ Le Ce Deighton, *Word and Meaning*. (New York: Harcourt Brace Javanese 1997), 1.

⁷ David Nunan, *Practical English Language Teaching*. (New York: McGraw-Hill. 1990), 130.

Knowing about relationship between words, such as synonym, antonym, hyponymy can also be useful in organizing and learning vocabulary⁸.

To build up the students' vocabulary, the role of the teacher is very important. The teachers give so many passages that are varied in terms of material process, especially in reading activity. By reading a text and making summary based on the task, the student's vocabulary mastery will be improved. In build up the student's vocabulary, the students need to know word classes, word use, word formation, word grammar, and the meaning.

a. Word Classes

In terms of the meanings associated with these word classes, we can make a crude division into two groups. On one hand, there are words like for, and, then, to that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (function words) and are generally preposition, conjunctions, determiners and pronouns. On the other hand, there are the content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs. The sense of a text is more or less recoverable using these words⁹.

⁸ Julian, Sue Garton. *From Experience to Knowledge in ELT*, (Oxford University Press), 37-38

⁹ Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002). 3-4.

b. Word use

It is what a word means can be changed stretched or limited by how it is used and this is something students need to know about. Word meaning is frequently stretched through the use of metaphor and idiom.

c. Word formation

Words can change their shape and their grammatical value too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. Word formation means knowing how words are written and spoken and knowing how they can change their form. For example, by combining two or more independent words (compounding).

d. Word families

A word family compares the base word plus its inflexions and its most common derivatives. For example, the base forms understand includes the following members in its family: understands, understanding, understood, misunderstand, and misunderstood¹⁰.

e. Word grammar

Grammar is the rules for language. The uses of certain words can trigger the use of certain grammatical patterns. Whereas, there are many areas of grammatical behavior that students need to know such as: what phrasal verbs are

¹⁰ Ibid, 4.

and how they behave, how adjectives ordered, what position of adverbs can be used in.

f. Word meaning

The first thing to realize about vocabulary item is that it frequently has more than one meaning. An example is the English word table can have more than one meaning. This can designate either a piece of furniture or a type of display of information on the page of a book.

3. The Importance of Mastering Vocabulary

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning¹¹. From the statement sum up that vocabulary is very important, even it is more important than grammar. Vocabulary mastery is important in learning English, because language is so completed. As James Bradstreet remarks, language has so complex and varied vocabularies as English. Because of the complexity, we have to find out the best way to enrich our students' vocabulary.

The importance of vocabulary is daily demonstrated in schools and out. In the classroom, the achieving students possess the most adequate vocabulary because of the verbal nature of most classroom activities, knowledge of words and ability to use language are essential to get success in these activities. After we

¹¹ Ibid, 13.

graduate from school, adequacy of vocabulary is almost equally essential for achievement in vocation and in society.

Another opinion of the importance of mastering vocabulary, according to Rivers, as quoted by David Nunan has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for compressible communication.

Besides that, the students can continue to increase their vocabulary in order to develop their intellectual ability. As Norman Lewis says "to stop increasing vocabulary is to stop your intellectual growth you will wish". I am sure to continue growing intellectual so long as you remain alive vocabulary is important in our life.

4. Background to the Teaching of Vocabulary

Vocabulary teaching, as Furneaux (1999: 367) states, deals with "the selection and presentation of word (lexis) for learners to understand the concepts of unfamiliar words, gain the greater number of words, and use words successfully for communicative purposes."¹²

Vocabulary is the foundation of a language. You cannot advance speaking English or another language until the fundamentals of vocabulary are mastered. There are many methods for committing vocabulary to memory. Some strategies

¹² Bambang Yudi Lahyono dan Utami Widiati, *The Teaching of English As a Foreign Language in Indonesia*, (Malang: State University of Malang Press, 2011), 107.

are more fun. However, going through the different phases of learning and teaching vocabulary can ensure mastery of both the words as well as the language.

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 Mc Keown and Beck (2003) it is important to use both formal and informal vocabulary instruction that engages students' cognitive skills and gives opportunities for the learners to actually use the words.

Learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. The strategies should be useful within the classroom as well as when learners are in situation where they in counter new and unfamiliar words on their own. The strategies should also help children acquire new vocabulary words that they hear and see.¹³

5. The Principle of Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course¹⁴. In teaching vocabulary, there are some principles that can be applied, they are:

¹³ Caroline T. Linse and David Numan, *Practical English Language Teaching* (Singapore: The Mc Graw-Hill Companies, 2006), 122.

¹⁴ Ibid, 135.

a. Focus on the most useful vocabulary first

The most useful vocabulary that every English language learners needs whether they use the language for listening, speaking, reading or writing or whether they use the language in formal and informal situations is the most frequent 1000 word families or English. This vocabulary is so useful that it covers around 75 percent of the running words in academic texts and newsier, over 80 percent of the running words in involves and about 85 percent of the running words in conversation. It contains most of the 176 function word families¹⁵. Word families are extensions of the formal grouping technique.¹⁶

b. Focus on the vocabulary in the most appropriate way

The first principle looked at words to teach and learn. This principle looks at know they should be though and learned¹⁷. Here it is explained that in teaching vocabulary by using some strategies is very important to develop students' vocabulary mastery. Actually, there are many strategies to teach vocabulary, like word cards, guessing from contexts, word parts, autonomous vocabulary learning and using dictionaries.

c. Give attention to the high frequency words across the four strands of a course.

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High

¹⁵ Ibid, 136.

¹⁶ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), 136.

¹⁷ Ibid, 138.

frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning

So far we have looked at principles that relate to choose what vocabulary to teach and the conditions needed for skills. There is an important principle that lies behind choosing and learning and that is the learners need to realize that they must be responsible for their own learning¹⁸.

As far as reading and listening are concerned, here some useful approaches to teaching unknown words;

1. Encourage students to ignore them and carry on. Most probably the meaning will become clear, or it was not important.
2. Later, if students still want to know what a word means, they can try to work out the meaning¹⁹.

The fourth principles we have looked at in the explanation above can be applied in a variety of ways and in variety of types of courses. What is most important principle is a principled approach is taken to vocabulary development so that learners get the best return for their learning effort.

Learning vocabulary is very important in language learning. One of the difficulties is focusing on vocabulary. The best way to avoid the difficulties is that the teacher should design a set of principle that can help the students develop vocabulary successfully.

¹⁸ Ibid, 139-140.

¹⁹ Julian, Sue Garton, *From Experience to Knowledge in ELT*, (Oxford University Press), 36.

6. Kind of Techniques of Teaching Vocabulary

Good vocabulary mastery give supports to master of each the language skills, both receptive (listening and reading) and productive (speaking and writing)²⁰. Therefore it is very important in English subject. Here are some ways in which we can help the learners understand the meaning of a word by using different approaches:

a. Demonstration

1. By showing an object or a cut out figure; the teacher shows an object and the students have to guess what the object.
2. By gestures; the teacher demonstrate something by using gestures and the students have to guess the thing.
3. By performing an action; the teacher performs an action, for example sweep the floor, and the students have to answer what the teacher is doing.

b. Pictures

1. By using photographs, blackboard drawing, illustration cut from magazine or newspaper; the teachers show the pictures to the students and ask them to guess what the picture.

c. Explanation

1. By description; the teacher describe something to the students and ask them to guess.

²⁰ David Nunan, *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill Education, 2006), 123.

2. By giving synonyms or opposites; the teachers ask to the students about the synonym and antonym of words.
3. By translating; the teachers ask to students to translate a sentence or a text.

7. Techniques for Creating Interest

Without interest, students will not pay attention to the teaching. We can add challenge and interest to the teaching by:

1. Making it difficult for the learners to get the form of the word.
2. Making it difficult for the learners to get the meaning of the word.
3. Making it difficult for the learners to connect the meaning and the form.

Making it difficult means that the teacher does not give the answer (form, meaning, or form plus meaning) directly to the learners. He forces the learners to guess, or to follow clues by the teacher or found in his own previous knowledge. Thus, he must use his reasoning and interpretative abilities to find the answer. In other words, the teacher and the learners play games. The teacher must be careful to see that he makes the job difficult enough to challenge the learners but not too difficult that they was given. Instead, he should help them towards a sense of achievement, a feeling of having won the game²¹. Besides that, there is seven important things in teaching vocabulary. They are:

1. When present new vocabulary, we must teach its meaning and pronunciation

²¹ Byrne Donn, *English Teaching Perspectives*, (England: Longman, 1985), 188-189.

2. The precise meaning of new words, in specific context is very important
3. The meaning of new words can be taught through pictures, mime, real objects as well as from a situation in context
4. The teachers need to ask question to check students' understanding about the meaning
5. Students need a lot of varied practice of new vocabulary
6. Students need to revise new vocabulary regularly
7. Students need to record and store new vocabulary in a helpful way.

8. Teaching English Vocabulary Using Game

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to read, speak and write will be more vividly experienced and, therefore, better remembered.

There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media. The media can be picture, flashcard, object, puppet, cassette, projector and many others object surround them. It is better if the games are familiar for children, because they learn in variety of ways, for example, by watching, by listening, by imitating and by doing things. It means children learn their knowledge through what they see, heard in their surrounding and then imitate it and imitating by doing things (children learn by doing).

Children have an enormous capacity for finding and making fun. Children can generally imitate the sounds they hear quite accurately and copy the way adults speak.²² It means they do imitation, memorization, practice and over learning, what the people are said.

Language learning in a hard asks which can sometime be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games are often used as shout warm-up activities or when there is some time left at the end of a lesson. Yet, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to

²² Edinburgh Gate, *Teaching English in the Primary Classroom*, (New York: Longman, 1992), 6.

do. Games are used at all stages of the lesson, provided that they are suitable and carefully chosen.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence and generate fluency²³.

9. The Importance of Games in Learning English

In teaching to children, teacher has to use performance to teach vocabulary to them, because the children in literacy level are performance, it means children learn language with accompanying action scaffolding. In this level, teacher can use games activities as their teaching aid. The students really appreciate any kind of activities which provide excitement and fun. It will be easy to understand and practice of English. The writer chooses games as the simple illustrated media to facilitate students' method of learning, as we know children learn while playing games. It is easy to be understood and comprehended by students.

However, learning English vocabulary using games has an importance role for junior high school teacher and students at this moment. The first, as students,, they have strong and good motivation to deepen English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been grown and developed in Indonesia. The third, teaching

²³ Cameron Dynne, "*Teaching Language to Young Learners*" (Cambridge: Cambridge University Press, 2001), 37.

English vocabulary using games can help teacher in teaching learning process. Finally, they (teacher and students) can teach and learn English vocabulary using games. To know more deeply about game, the researcher will discuss about the definition of game and criteria of game.

a. Definition of game

Games are the primary of life and the primary of classroom. As well as providing stimulation, interest, variety and motivation, they help to promote positive attitudes toward learning English. They also encourage active participation and boost children's confidence. Games are an essential part of the children's language learning. The use of games comes with large classes where children are not used to playing games to learn in other subject. Games need to be selected and managed with a great care, in order to have an intended language.

Games in language learning are hard work. One must take an effort to understand, to repeat accurately, to manipulate phrase and to use the whole range of known language in conversation. Effort is required to every moment and must be maintained over a long period time.

Games can help to make language learning a positive an exciting experience, which will be important in motivating the students. Games also can be used as an icebreaker at the beginning of class, as an introduction activity for new vocabulary or grammar or as review exercise at the end of a lesson, chapter or before an exam. Games allow the students to work cooperatively and compete with each other, strategize, and think different way compare and share knowledge,

learn from other, learn from mistake and more productive environment. Games attempt to teach language through physical activity well²⁴.

b. The criteria of game

Teaching vocabulary using games as methodology in teaching learning process as the teaching materials for children that are related with their surround. It's mean the vocabulary related and introducing things surround them such as family names, naming of alphabet, and name of number.

There are many criteria of games as educational media for teaching English to children:

- a. A game should be more than just fun
- b. A game should involve "friendly" competition.
- c. A game should keep all of the students involved an interested.
- d. A game should encourage the students to focus on the use of language rather than on the language itself.
- e. A game should give the students a chance to learn, practice or review specific language material.
- f. A game should be familiar by children.
- g. Player should have clear purpose.
- h. The context of a game should clear²⁵.

²⁴ Carol Read, *500 Activity for the Primary Classroom*, (New York: Macmillan Publishing Company, 2001), 150.

²⁵ Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: Buimi Aksara, 2007), 118.

The important things in teaching English vocabulary are how to make English learning fun for children with these excellent products.

B. Memory Challenge's Games

This subchapter discusses some topics that are related with Memory Challenge's games. They are the definition of Memory Challenge's games, advantages and disadvantages of Memory Challenge's games and teaching Memory Challenge's games.

1. Definition of Memory Challenge's games

Memory Challenge's game is designed to help students memorize words from a lesson by recalling the words. This game helps the students improve their vocabulary because this game demands their memory to remember the word. With these games, the students can be more active to learn in the classroom and more enjoy in learning English.

2. Advantages and disadvantages Memory Challenge's games

a. Advantages of Memory Challenge's games

- a) Students more active to practice the exam.
- b) With this games we can increase our vocabulary
- c) We more enjoy to follow the English class

b. Disadvantages of Memory challenge's games

- a) This game need more time to finish the game. So, the teachers have to manage the time well.

- b) The students must be careful to remember the word especially in writing the word

3. Teaching using Memory Challenge's game

In teaching using Memory Challenge's games, there are some steps, they are:

- 4. The students divided into small groups (each group 5 person)
- 5. Each group has a time limit such as 5 to 15 minute to read, to remember, and to give the meaning of word.
- 6. Then, the teacher asks the students to close the book.
- 7. Then the teacher gives 5-15 minutes to write down the previous lesson's vocabulary words as they can.
- 8. Group who recall and write the most words or sentences become the winner.