

## CHAPTER II

### REVIEW RELATED LITERATURE

This chapter discusses the review of related literature. The discussions are about the definition of vocabulary, the background to teach vocabulary, the principle of teaching vocabulary, the important scramble game in teaching vocabulary.

#### A. The Definition of Vocabulary

One thing that differentiates human from animals is verbal language or speaking beside mind to think. Humans can communicate with others through verbal language, either to apply or receive the information the animal cannot do. The component of verbal language is vocabulary. Based on Oxford dictionary vocabulary is the total number of words in a language or all words known to a person or used in a particular book, subject, etc, or a list of word with their meaning.<sup>4</sup>

Vocabulary is more than words.<sup>5</sup> One's vocabulary certainly consists of words and meanings. The words in your vocabulary are those you understand and use.<sup>6</sup> Pawler and Syder have different definitions about vocabulary. They said that the words are clearly vocabulary, but the group of words like

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<sup>4</sup> Jonathan Crowther, *Oxford Advance Learner's Dictionary of Current English*, (Oxford University Press: 1995).

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

<sup>6</sup> Le Ce Deighton, *Word and Meanings*, (New York: Harcourt Brace Javanese, 1997), 1..

absolutely fantastic, as once can be said as vocabulary.<sup>7</sup> The other verse said that vocabulary is set words they are familiar with in language. A vocabulary usually grows and evolves with age, a serve, a useful and fundamental tool for communication and acquiring knowledge.<sup>8</sup>

Vocabulary is the focus language. It is in words that sounds and meaning interlock to allow us to communicate with one another, it is a word that we arrange together to make sentences, conversation, and discourse of all kinds. Vocabulary is very important in language learning because when someone is learning a language, it means that he deals with the vocabulary. He will find vocabulary when he is studying reading, pronunciation structure.

Vocabulary is very important not only in language learning but also in social, professional and intellectual life. It is because vocabulary is a vehicle taught, self-expression, interpretation and communication.<sup>9</sup> A student who lacks vocabulary will find difficulties in the language learning process and have little change to be successful in developing in the language skill. Based on the explanation above, it is very important for learners to know as many as possible vocabulary of the target language. Besides that, English is a foreign language for us, so there are some vocabularies that will come to our mind and we cannot understand those vocabularies easily if we seldom use them in daily life.

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<sup>7</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 1990), 121.

<sup>8</sup> <http://en.wikipedia.org/vocabulary>. (Retrieved June 01,2011).

<sup>9</sup> Afrida Nurlaili, *The Teaching of Vocabulary Using Songs to the Fourth Year Students at MI Inhadlut Tholibin Mojo Kediri*, (Thesis STAIN Kediri: unpublished, 2004), 8-9.

These ideas of vocabulary are almost the same. It talks about words, as the list of words that are mastered by people. From some definition about vocabulary above, we can conclude that vocabulary is a list of the words that is used to express the ideas. It is also used for general communication. It means that vocabulary is basic component of language.

## **B. Background to the Teaching of Vocabulary**

Learning new word is important one to learning new language. Everyone that learns new language cannot use directly as the communication but there are some processes to know how the communication is built. The processes are learning some words and learning some phrase. In new language, words and phrase allows people to start communicating at once.

According to David Nunan (2003), there are four backgrounds of teaching vocabulary.<sup>10</sup>

### **a. Learning from meaning-focused input**

The “learning from meaning-focused input” strand involves learning from listening and reading. The learning from input strand needs to be present even in the early stages of language learning, and so it is essential that learners have access to simple written and spoken text.

### **b. Deliberate learning**

The deliberate learning strand is sometimes called form-focused instruction, language-focused learning, or language study. It involves paying deliberate attention to language features such as sounds, spelling,

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<sup>10</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003),133.

vocabulary, grammar, or discourse that are presented out of context. The most obvious deliberate learning technique is learning new vocabulary by memorizing their first language translations.

c. Learning from meaning-focused output

The “learning from meaning-focused output” strand involves learning through speaking and writing where the learners’ main attention is on communicating messages. It may seem a little strange to see productive skills as sources of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus on aspects of vocabulary knowledge that they did not need to attend to when listening and reading (Swain, 1985)

d. Fluency development

The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading, and writing with fluency needing to be developed independently in each of these skills.

### **C. The Principle for Teaching Vocabulary**

The teacher knows that the vocabulary must be mastered by the students before using a foreign language. Therefore, teacher must know the principles of teaching vocabulary to make the students understand why they are learning vocabulary first. By knowing the principles of teaching vocabulary, the teacher

can avoid difficult planning to teach vocabulary. The principles of vocabulary can be explained as follows:<sup>11</sup>

- a. Focus on the most useful vocabulary first.

Teaching useful vocabulary before less useful vocabulary gives learners the best return for their learning effort. The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing whether they use the language in formal and informal situations, is the most frequent 1000 word families of English. And for the last, the most useful vocabulary depends on the goals of the learners.

- b. Focus on the vocabulary in the most appropriate way.

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word parts, guessing from context, using word card, and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- 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 course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking,

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<sup>11</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw – Hill Education, 2003), 135 – 141.

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

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

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.

#### **D. The Importance of Scramble Game in Teaching Vocabulary**

The Scramble Game has important influence with teaching vocabulary because a set of Scramble Game contributes the students to learn vocabulary. Teaching vocabulary is not only make the students understand and know the vocabulary, but also it needs to be memorized in the students' mind. Teaching vocabulary with Scramble Game help the students has better memorized and increase the students' achievement.

1. The definition of Scramble Game

Scramble game is a kind of method in cooperative learning. Cooperative learning is a method that needs cooperation, solidarity and belief of each member in a group. So, the goal cannot easily be attained without cooperation, solidarity and belief of each member. According to Fadmawati in <http://repository.upi.edu> argued scramble Game is learning in

a group by makes suitable question and answer cards.<sup>12</sup> According to Soepomo (1998 : 60) Scramble method is kinds of language game, in reality language game from a part of activity to get certain skill by pleasant way.<sup>13</sup> Scramble is a game that does by two or more people in a group, the learner must arrange letters of the words, words of the sentences, sentences of the paragraph that the form is made randomly.<sup>14</sup>

Based on its characteristics, there are four kinds of the Scramble Game:<sup>15</sup>

- a. Word Scramble, it arranges words and letters that have been in disorder set up into meaningful word.

The example: t,u,s,n,t,e,d = Student

- b. Sentence Scramble, it arranges sentence from random word. The form of the sentence should be reasonable, meaningful, appropriately and correctly.

The example : goes – school – she – to = She goes to school

- c. Paragraph Scramble, it arranges reasonable discourse based on random sentences. The result of arranging should be reasonable and meaningful.

Based on the explanation above, Scramble game can exercise students to be active in learning by making a creation arranging word, sentence and paragraph. In this research, word scramble is used to improve the student's

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<sup>12</sup> P. Sugiharti , "Pembelajaran Kooperatif Metode Scramble, Kemampuan Membaca Pemahaman, Kerangka Berpikir, dan Penelitian yang Relevan", *PDF online*, <http://repository.upi.edu>, di akses tanggal 17 Mei 2013.

<sup>13</sup> *Ibid.*

<sup>14</sup> P. Dames, "Pengaruh Penggunaan Metode Scramble Terhadap Hasil Belajar Ilmu Pengetahuan Sosial Siswa Kelas IV Semester II Sekolah Dasar Negeri Sidorejo Lor 02 Salatiga Tah", *PDF online*, <Http:// repository.library.uksw.edu>, di akses tanggal 17 Juli 2013.

<sup>15</sup> *ibid*

vocabulary at Mts Miftakhul Afkar. In Scramble Game, the students must cooperate of each member of a group for critical thinking so that easier to solve and answer all of questions. By doing this game, the students are expected to be interested in learning vocabulary.

## 2. The Procedure of Scramble Game

The scramble game is the same with other type of cooperative learning. The students are divided into some groups that consist of some students that have different ability. The students are given a paper question or card question that is already given alternative answer then the student must find out the card that consists of the right answer. So, the students overturn and arrange the alternative answer into a good form based on the card that already prepared. The procedure of the scramble game as follows:<sup>16</sup>

- a. The teacher makes questions based on the material that are learned.
- b. The teacher makes alternatives answer that the structure has been random on the card question.
- c. The teacher divides the students into some groups.
- d. The teacher gives the card question for each group.
- e. The students do the questions cooperatively on card question.
- f. The students are looking for the appropriate answer based on the alternative answer that is made randomly.

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<sup>16</sup> Yokhebed Fransisca, "Metode Pembelajaran Kooperatif Tipe Scramble", *PDF online*, <http://www.slideshare.net>, di akses tanggal 17 Mei 2013