

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses definition of vocabulary, teaching vocabulary, characteristic of young learners, game by using picture, and procedure of picture game.

A. Definition of Vocabulary

Vocabulary is the stock of words used by or known to a particular person or group⁷. We already know hundred of English words, but to speak and write English in normal situation we need at least 1 – 2,000 words. Learning vocabulary as the first modal in learning English, must understand meaning and pattern of vocabulary, because it is not easy to know start learning new words in a language. Most second-language learners depend on favorite dictionary to get a quick translation of unknown word; however, dictionaries are full of words that may never need to use, or even to understand.

The word of language can be divided into two groups, namely content word and function word. *First*, Content words in English are either noun (words that name people, places, things or abstract); adjectives are words that describe nouns. Verb is words that describe the action of nouns; or adverbs are words that describe how an action is performed. *Second*, function words

⁷ <http://www.dictionary.reference.com/browse/vocabulary>

are those that form a structure that enables us to put the content words together to make sense. English function words include, for example, words such as *a, the, of, for, and and*. Words that would be difficult to draw a picture of or to define in a word or two. Both types of words are extremely important for communication in any language. To learn a lot of vocabulary, we have to do two things:⁸

1. Study each unit of the book carefully and do all the exercise. Repeat the units after a month, and then again after three months, and see how much we have learnt and forgotten. Repeating work is very important.
2. Develop ways of our own to study and learn new words and phrases which are not in the book. For example: Ready: (*man at the door of theatre, to all the people waiting*) 'Have you ready please!' = have your ticket in your hand. Making notes of the situation of words are used in will help us to remember them and to use them at the right moment.

B. Teaching Vocabulary

On the teaching skills of vocabulary items, that while the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that the teacher should know the principle, which underlie vocabulary selection. Thus it signifies that a language teacher

⁸ Michael Mc Carthy and Felicity O'Dell, *English Vocabulary in Use* (Cambridge university Press: 1999), 4.

should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation.

1. Components of teaching vocabulary

Following are the components of teaching vocabulary items that has to understand by teacher in an English language classroom as follows⁹:

a. Listening Carefully

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. (Robert Lado: 121) Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

b. Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it. Pronouncing the word well, it will be known the meaning and the listener can understand the meaning. To avoid misunderstanding listeners, speakers have to practice to pronounce well.

c. Methods of grasping the meaning

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping

⁹ <http://www.k12reader.com/effective-strategies-for-teachingvocabulary/>

the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

2. Techniques of teaching vocabulary

There are some techniques to teach vocabulary. The teacher should know interested and available technique in teaching learning process.

Kinds of teaching vocabulary as follow:

Teaching the form of a word		Teaching the meaning of a word	
Visually	<p>By showing the written form of the word.</p> <p>By showing the movements involved in saying the word.</p> <p>By showing hand movements that draw the letters of the word in the air.</p> <p>By showing wooden or plastic letters that spell the word.</p>	Demonstration	<p>By showing an object or a cutout figure.</p> <p>By gestures.</p> <p>By performing an action.</p>
Tactilely	<p>By using letters made of wood, cardboard, sandpaper, and so on, so the learners can feel</p>	Pictures	<p>By using photographs, blackboard drawings,</p>

	<p>the shapes of the letters that make up the word.</p> <p>By using the system of writing like Braille (the writing for the blind).</p> <p>By writing the word, letter by letter, on the learner's hand.</p>		<p>illustration cut from magazines or newspapers</p>
Aurally	<p>By saying the word.</p> <p>By producing the word in Morse code or some other aural code.</p>	Explanation	<p>By description.</p> <p>By giving synonyms or opposites.</p> <p>By putting the word into a defining context.</p> <p>By translating.</p>

3. Difficulties of teaching vocabulary

Three important aspects of words are their form, their meaning and their distribution and one should consider various kinds of classes of words in the function of the language. The forms, meaning distribution

and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

4. **Patterns of teaching vocabulary**

Vocabulary is one of the key to be successful in mastering English. With understanding vocabulary, the students can get competencies like listening, speaking, reading, and writing. Some patterns which is known in teaching vocabulary as follows¹⁰:

1. Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

2. Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

3. Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

¹⁰ <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>ses

4. Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

5. Dramatization

This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through it. Many situations can be dramatized or demonstrated.

C. Characteristics of Young Learner

Development of children has certain process that will happen. In every process is needed good education. This is important to do because good education will develop children's ability that they have. Many things of the children faze is making development. Cognitive development is important on children faze.

Faze of individual development until adult according to changing of physic¹¹:

Faze	Old	Indicator
Childhood	0 – 7 years old	Changing tooth
Student	7 – 14 years old	Puberties
Adult	14 – 21 years old	Characteristic of primary and secondary

¹¹ As'aril Muhajir, *Pendidikan Perspektif Kontekstual* (Jogjakarta: Ar- Ruzz, 2011), 121.

Individual development fase¹²

Old	Indicator
0 – 3 years old	Development of physic
3 – 6 years old	Development of psychology
6 – 9 years old	Development of society
9 – 12 years old	Development of individualist act
12 – 15 years old	The first social adaptation
15 – 18 years old	Option of life

1. Characteristic of students elementary school

The characteristic of children of elementary school grade as follows¹³:

- a. They have strong feeling to know many things, and interesting to go some where to make happy their selves.
- b. They like playing
- c. They like organizing their selves, and like trying many things.
- d. They have feeling to make pretentious person, and dislike to accept disappointment or failure.
- e. They learn effectively when they feel satisfied with good situation.
- f. They learn to work, observe, take the initiative, and teach other children.

With paying attention individual and characteristic young learners of elementary school grade on their development, the teachers have strategy of teaching that is not deviate from principle of psychology. It

¹² ibid

¹³ Anisatul Mufarrokah, *Strategi Belajar Mengajar* (Yogyakarta: TERAS, 2009), 11.

hopes that will be able to necessary learners individually (individually guided educative), and the teaching is interested and enjoyable for children.

2. The purpose of learning for students elementary school

There are purposes of learning that can be realized by teacher in learning process for learners at elementary school, namely¹⁴:

- a. Making the students enjoyable in their learning.
- b. Improve the way of creative thinking of children. Feeling to know many things, making cooperation, confidence to present academic life.
- c. To develop positive attitude for children in learning.
- d. To develop respond about phenomenon that happens in environment, especially change which happens in social and technological environment.

D. Game by Using Picture

Teaching English using games will help the students become active. To know more deeply about game, the researcher will discuss about definition of game and characteristic of game, and picture.

1. Definition of Game

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an education tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas. A game can also be distinguished

¹⁴ Ibid., 16

from play which is usually unstructured, and a puzzle which requires a strong mental concentration and is undertaken alone. However, the distinct is not clear – cut, and many games are also considered to be work(such as professional player of spectator sports/game) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video game.

The use of game in learning environment will not only change the dynamic of the class, but it also rejuvenates students help the brain to learn more effectively. The more exciting and interactive a teacher can make learning environment, the more teacher tries to introduce games and activities, etc. The learners want to take part and in order to do so must understand what others are saying or have written to express their own point of view or give information¹⁵.

2. Characteristics of Game

Games share many characteristics of other primary classroom activities. They can develop arrange of different social, cognitive and language skills. They may be played using variety of different interaction pattern.

There are many criteria games for teaching English: (a) a game must be more than just fun, (b) a game should involve “friendly” competition, (c) a game should encourage students to focus on the use of language rather than on the language itself, (d) a game should keep all of

¹⁵ (<http://pendas2013.blogspot.com/2013/01/penggunaan-media-gambar-dalam-proses.html>)

the students involved and interested, (e) a game should give students a chance to learn, practice, or interview specific language material, and (f) a game should be familiar by children.

3. Picture Game

Use game in studying is interesting thing. In other hand using picture to game is interesting, because the students can imagine with seeing picture. It can exercise their brain in remembering word or something easily. The strategy of using picture is to explain a material and give a message that is in the material¹⁶.

Pictures will help students a lot in understanding the situation and memorizing vocabularies. With using picture in game, the students can focus the lesson well and getting pleasant condition. So, the message which is told by students can be accepted well. And it betters that explanation, because the pictures can explain clearly the teacher's explanation.

Pictures as tool of game are intended and designed primarily for teaching and used primarily for decorating the classroom. Pictures, which have been designed for teaching language should show representative objects, especially objects that are not likely to be familiar to the pupil.

¹⁶ Mohammad Sholeh Hamid, *Metode Edu Tainment* (Jogjakarta: Diva press, 2011), 217.

E. The Procedure of Picture Game

Picture game can generate a lot of vocabularies. The strategy is hoped can make students be active because young learners love to play, and they participate in a game with more enthusiasm in children in general learn better when they are active. If games are properly designed, they may become an excellent and essential part of a children's learning program. To implement a picture game as a development of vocabulary, the teacher has steps to do the strategy as follows¹⁷:

1. The teacher tells the competition that wants to achieve.

The teacher explains purpose of the competence. He/she hopes that the competence can be achieved well and gets result which is hoped.

2. The teacher gives material.

The material related with lesson plan. The material bases on the students' grade. The teacher explains the material according lesson plan to get standard achievement.

3. The teacher shows pictures activity that relates with material.

The teacher prepared pictures to do activity in teaching and learning process. The picture relates with material to be easy to increase students' skill. The picture can be made variety.

4. The teacher calls a student one by one to put or arrange the pictures become correct arrangement.

¹⁷ Ibid., 218.

The object of implementation in using game is the student. The teacher will make the students be active in the learning process.

5. The teacher asks reason or opinion of the pictures arrangement.

After the students arrange the picture, the teacher asks reason about picture that they arranged. It is done to make the students active and learn to give opinion.

6. From the reason or picture arrangement, the teacher gives concept or material that appropriates with competence that wants to achieve.

After the teacher knew students' reason of the picture arrangement, the teacher gives concept learning to achieve good competence. It is to develop students' ability.

7. The teacher gives summary or conclusion from material that learnt.

The final of the game is making conclusion or summary the material that learnt. The conclusion gives knowledge for students and they understand meaning of the game