

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter will be discussed about definition of vocabulary, background to the teaching vocabulary, principle for teaching vocabulary, crazy professor reading game, the crazy professor reading game at school.

#### A. Definition of Vocabulary

There are many definition of vocabulary, based on oxford dictionary is the total number of words in a language or all the words known to a person or used in particular book, subject, etc, or a list of word with their meaning.<sup>6</sup> In the other hand, vocabulary has a meaning as the total number of words competing with rule for combining which make up language.<sup>7</sup> In the cambridge dictionary, vocabulary is all the words known and used by a particular person.<sup>8</sup>

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

Vocabulary is the important part in language. Without many vocabularies that is known, it is imposible can show many expression orally, and without it we can't understand mean of the sentences.

Based on the statement above, so vocabulary mastery is important thing to understand English as foreign language. Other ways, in teaching learning vocabulary must fit into boarder framework of language course. One way to

---

<sup>6</sup> Jonathan Crowther, *"Oxford Advanced Learner's Dictionary of Current english"*, ( oxford University press: 1995).

<sup>7</sup> Hornsby, *"Oxford Advanced Learner's Dictionary of Current English"*, ( Oxford: Oxford University press).

<sup>8</sup> -----, *Cambridge Advanced Learner's Dictionary (3<sup>th</sup> edition)* ,elektronic.

make sure that there is balance range of learning oportunities is to see a language course as consisting of four standards. They are as follows:<sup>9</sup>

### **1. Learning from Meaning – Focused Input**

The learning from meaning – focused input strand involves learning from listening and reading. For vocabulary learning to occur in this strand, learners need to know 98 percent of the running words already. It means that, at most, there should be only one unknown word in every fifty running words ( Hu and Nasution, 2000). This one unknown word and fifty is something that can be learned through guessing from context and which does not stop comprehension of the text.

The learning from input strands needs to be present even in the early stages of language learning, and so it is essential that learners have accessed to simple written and spoken text. Graded readers are the most important source of these.

### **2. Deliberate Learning**

The deliberate learning strands is sometimes called form-focused instruction, laguage focused learning, or language study. It involves paying delibarate attentionto language features such as sound, spelling, vocabulary, grammar, or discourse that are presented out of context. The most of obvious deliberate learning technique is learning new vocabulary by memorizing their first language translation.

---

<sup>9</sup> David Nunan, "*Practical English Language Teaching*", ( New York: McGraw- Hill, 2003), 133-134.

Like the other strands, no more than 25 percent of the course time should be given to this particular strands. It is an essential strands of a course but it should not the other strands.

### **3. Learning from Meaning – Focused Output**

The learning from meaning focused output strands involves learning through speaking and writing here the learner's main attention is on communicating messages. It may seem a little strange to see the productive skills as source of vocabulary learning, but using vocabulary productively can strengthen learning and can push learners to focus of aspects of vocabulary knowledge that they did not attend to listening and reading (Swaim, 1985). Corson (1997) argue that academic vocabulary needs to be learned both receptively and productively because being able to produce it is one way of showing that you are part of particular discourse community.

### **4. Fluency Development**

Vocabulary must not only be known, it must be readily available for use. The fluency development standard 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 need to be developed independently in each of these skills. Fluency development activities should involve only known language items ( there should be no known vocabulary or grammatical features), should be message – focused, should involve some pressure to perform faster than usual.

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

Learners see vocabulary as being a very important part of language learning and one of difficulties in planing the vocabulary component of a course is making sure that it does not overwhelm other essential part of the course. The best way to avoid this is for the teacher to have a set of guiding principles that can be applied in a variety of teaching and learning situations. These can then be applied in courses where there are parts of the courses where vocabulary is dealt with as it occurs in skill focused or content focused lessons.

The first is focus on the most useful vocabulary, the second focus on the vocabulary in the most appropriate way, the third is give attention to the high frequency words across the four strands of course, and the last is encourage learners to reflect on and take responsibility for learning.

### **D. Crazy Professor Reading Game**

The Crazy Professor Reading Game is a new reading system that addresses one of the most perplexing and important questions in education, "How can we, at home and at every grade level, progressively, and systematically increase students' reading comprehension?" If poor reading skills are an illness, then we are suffering, kindergarten to college, from an illiteracy plague.<sup>10</sup> This strategy is very fun, because it uses some ways of reading which can make the students more active and fun, so it can make them absorb the material easily.

---

<sup>10</sup> Chris Biffle, "*Crazy Professor Reading Game*", ( California: Crafton Hills College, 2007), 2.

As we know that vocabularies is the important part in language, but they can be forgotten easily, especially for young learners. So, in this study, the researcher uses the crazy professor reading game in teaching vocabulary. Because, this strategy is very fun and can make the students more active, so they can learn by heart some vocabularies more easily.

The crazy professor reading game not only uses in school, but it can be used in home, and they have different ways. But here, the researcher will explain for teaching in the school only.

### **The Crazy Professor In School<sup>11</sup>**

	One's	Two's
1. Dramatic reading	Read slowly with a dramatic tone of voice.	Silently uses gestures to show what is being read.
2. Q and A	Ask questions about what has been read with a dramatic tone of voice and gestures.	Answer question about what has been read with a dramatic tone of voice and gestures.
3. The crazy professor	Becomes the high energy crazy professor: uses gestures, props, summarize all that has been read,, during explanation can tell	Becomes the high energy Eager Student: praises the Professor, mirrors his/her gestures and use of props, asks questions, can say "Oh,

<sup>11</sup> Ibid, 5 -15.

	partner “ tell me what I said!”, give me a ten finger woo, if I give correct answer. And give me thumb by saying “ it’s cool” if I give incorrect answer.	fantastic!”, “You’re a genius!”, “Tell me more! more!”, “Keep going!”, “I get it ... what’s your next
--	---	---

Divide the class in pairs. Have them count off by twos. Thus, all students will be either a One or a Two. In this group, the Ones will take turns. Next, the teacher gives some vocabularies which is wrote on the paper and have to studentsto read it.

The teacher says something like the following, “We are going to play a game they play in college, it is called The Crazy Professor Reading Game. The Ones will begin reading the vocabularies with a dramatic tone of voice. The Twos will show what the Ones are reading with gestures.”

Next, demonstrate how students can illustrate anything that is being read with gestures. Read with a dramatic tone and use exaggerated gesture to show what they are reading. If you are reading about a king, put an imaginary crown on your head; if you are reading about a storm, swirl your hands in the air; if you are reading about an ant, walk your fingers through the air and then wipe the invisible sweat off your forehead. Then the teacher says, “All right. I

want the Ones to begin. Please read slowly so that the Twos can illustrate what you are saying with their gestures.

When the teacher shouts 'Switch!', the students shout 'Switch!' and then switch roles, the Ones become the Twos and the Twos become the Ones." Practice shouting Switch! a few times and have the students shout Switch! back to the researcher. Then, ask them to begin.