

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter provides theories from several literatures which includes vocabulary, teaching vocabulary to young learner, strategies in teaching vocabulary, teaching vocabulary using spelling bee, and previous study.

#### **A. Vocabulary**

This section consists of the definition of vocabulary and the types of vocabulary that are receptive and productive vocabulary.

##### **1. Definition of Vocabulary**

Vocabulary can be defined roughly as the words that are taught in a foreign language (Ur, 1991, p. 60). Alqahtani (2015) defined vocabulary as the total number of words that are needed to communicate an idea and express the speaker's meaning (p. 25)

Neuman, S. B., and Dwyer, J., (2009, as cited in Syafrizal & Haerudin, 2018) defined vocabulary as “words we must know to communicate effectively; words in speaking and words in listening” (p. 41).

Barnhart (2008) defined vocabulary as a collection or list of words used to communicate with everyone (p. 697). Therefore, we can consider vocabulary as a collection of letters or words that have meaning and it is used for communication.

##### **2. Receptive and Productive Vocabulary**

Maskor & Baharudin, (2016) mentioned on his writing that vocabulary is divided into two types within the scope of vocabulary use (p. 262). Those are receptive and productive vocabulary. However, Harmer (2001, as cited in Maskor & Baharudin, 2016) divided those types into active and passive vocabulary. In one

hand, active vocabulary refers to productive vocabulary. In the other hand, passive vocabulary refers to receptive vocabulary.

San Mateo-Valdehíta and Criado de Diego (2021) mentioned that receptive vocabulary involves recognizing the word form, meaning, and possible context of a word (p. 38). Faraj (2015) said that receptive vocabulary refers to the capability to understand words when the learners hear, read or see it (p. 12). In addition, receptive vocabulary is recognized by the students when they have read that makes them understand what they have just read. However, they do not use the words in speaking or writing (Maskor & Baharudin, 2016, p. 264).

Furthermore, productive vocabulary involves using the words with correct spelling, pronunciation, lexical, pragmatic and syntactic context (San Mateo-Valdehíta & Criado de Diego, 2021, p.38). In addition, productive vocabulary refers to the capability to produce the words either in oral or writing (Faraj, 2015, p. 12). Alqahtani (2015) said that productive vocabulary is a word that students can comprehend and utilize in both spoken and written communication. (p. 25).

Thus, the distribution of receptive and productive vocabulary definitions seems to limit the vocabulary only to the function, meaning, and structure of words (Maskor & Baharudin, 2016, p. 262). Furthermore, Zhou (2010, as cited in Faraj, 2015) said that receptive vocabulary is known by the students firstly and become available for productive use after intentional learning (p. 12).

### **3. Mastering Vocabulary**

Mastering vocabulary reflects a person's ability to master and understand vocabulary in a particular language. The process of mastering vocabulary has a close correlation with the development of word knowledge, where a person's

ability to carefully study, remember, and use words correctly can provide a solid foundation for a deep understanding of the meaning, contextual use, and structure of words in a particular language.

Moreover, Thornbury (2002) summarized word knowledge into meaning, spoken form, written form, grammatical behavior, word derivation, collocations of words, word lists - spoken and written, connotations or associations of words, and word frequency (p. 16). In addition, word knowledge in the aspect of recognizing the word form in receptive vocabulary involves students' ability to master the structure, visualization, morphology, pronunciation of a word (Maskor & Baharudin, 2016, p. 263). Thus, based on the theory of San Mateo-Valdehita and Criado de Diego (2021) that recognizing the word form and meaning in receptive vocabulary align with Thornbury's notion of word knowledge that is reflected in the semantic understanding, spoken, and written form of a word.

### **B. Teaching Vocabulary to Young Learner**

English should be introduced to the students as early as possible. Brumfit et al., (as cited in Bakhsh, 2016) said that exposing children to language and culture from an early age is crucial for them to develop tolerance and understanding towards others as they grow up. (p. 121).

Bakhsh (2016) added that children still do not have any worries or responsibilities and have more time to learn than adults that have less time for learning language (p. 121). We agree that children still don't have the responsibilities that adults have, like work.

Furthermore, vocabulary has to be learned by the young learner in learning English because the early period that is not full of responsibilities should be used

to study hard. Besides, the ability to absorb and receive lessons should be utilized in improving their English skills, especially in vocabulary acquisition.

### **1. Characters of Young Learner**

Before entering into a discussion about the character of a young learner, it is necessary to first know who a young learner is. Young learner here is elementary school students aged between 6-12 years (Ma'mun, 2012, p. 97). In addition, Scott and Ytreberg (1990) divided young learner into two categories (p. 1). First, level one or can be called begginer consist of seven to eight year olds. Second, level two consist of eight to ten years old (can also be considered as begginer or they have been learning English for some time).

Young learner come from various different background, have different profile, and learn English in many various context (Jumharia, 2013, p. 40). It is undeniable that each person's character is different. Then, Linse (2005) mentioned the attribute of development of children in three areas such as social emotional, cognitive, and physical development.

First, attribute of social emotional development includes several characteristics of young learner such as usually in positive mood, has positive relationship with one or two peers, present the humour capacity, they do not seem to be acutely lonely, have positive approaches to others, gains access to ongoing groups at play at work, show intereset to others in exchange and request information, accepts and enjoys peers and adults of ethnic groups other than his or her own

Second, attribute of cognitive development involves several characteristics such as can follow one-three step instructios, understands letter and number,

interested in academic content, likes reading or being read to, likes playing with words, numbers, or abstract symbol, can recognize pattern, can follow a sequence of events, can classify concrete picture, object, and/or abstract concept

Third, attribute of physical development involves young learner's characteristics such as starts to demonstrate muscle control and coordination when using or do something, they have the capability to skip, hop, run, jump, and engage in dancing or respond to music by moving.

Linse (2005) asserted that teachers, by understanding what is within and beyond developmental capacities, are more proficient in delivering suitable learning encounters to young learners. (p. 3). Furthermore, teaching English for young learners especially in elementary school need certain techniques that aim to create a fun learning atmosphere that is relatable with young learner's characters and teacher can used game or song which is fun in teaching vocabulary.

## **2. Teaching Vocabulary to Young Learner based on *Kurikulum Merdeka***

Teaching English to students in Indonesia is regulated in the Merdeka curriculum which includes several elements. They are listening, reading, viewing, speaking, writing and presenting. One of the intentions of teaching English in this curriculum is to develop students' abilities in communicative competence with multimodal texts (oral, written, visual and audio-visual).

There are several phases in the learning outcomes in this curriculum. The division of phases is categorized based on the student's education level. Starting from the elementary school level, there are four phases from A, B, and C. In this study, which emphasizes students' ability to spell and write, starting with phase B, which is for students from grades III and IV. Moreover, the approach used in

teaching vocabulary in elementary school is thematic vocabulary teaching where vocabulary is taught in the context of a particular theme or topic

### **C. Strategies in Teaching Vocabulary**

The process of teacher transferring their knowledge to the students is called teaching. Thornburry (2002, as cited in Alqahtani, 2015) mentioned that the crucial aspect in learning a language as languages are based on words (p. 185). Vocabulary is important because it is central of English teaching and learning (Jumharia, 2013, p. 39). Thus, the acquisition of vocabulary has relation with macro skills. Thus, there is some strategies or method that are used in teaching vocabulary.

#### **1. Lecturing method**

Teaching by using Lecturing method is considered as popular teaching model. It is kind of traditional model that can be found in teaching process in every educational institution. There are several definitions of lecturing that is proposed by several experts. First, lecture is derived from Medieval Latin that means read aloud, in which lecturing requires oral reading. Second, lecture is a method that teacher gives oral presentation. In addition, student usually have responsibility to take notes and ask a question during class period (Brown, 1987; Good and Markel, 1959 as cited in Kaur, 2019).

In addition, lecturing method has relation with teacher-centered method where both tend to place the role of the teacher in a central position. According to Marmah (2014, as cited in Murphy, L., Eduljee, N. B., & Croteau, K., 2021) amongst the variety of teaching methods, lecture is widely known as a traditional in teacher-centered method (p. 19). Silviany (2021) added that teacher is primarily

seen as the authority figure responsible for imparting knowledge through lectures and maintaining discipline (p. 7).

Furthermore, the process of Lecturing method according to Brown (1987, as cited in Kaur, 2019) involves four process (p. 10). First, teacher intention. It considered to generate understanding and to stimulate interest. Second is transmission. The teacher gives verbal and non verbal message to the students. Third is receipt of information. Fourth is output that is the objective and goals for a course of study.

## **2. Teaching Vocabulary through Games**

Teaching vocabulary by implementing games often used by the teacher in the classroom. Thornbury (2002) mentioned that fun factor in games can grants the words more remarkable and the competitive aspect help to animate even the most lethargic students (p. 102). In addition, games activity involves student to think and learn about the words that makes the students remember the words easily (Derakhshan & Khatir, 2015, p. 40).

### **a. The Importance of Games in Teaching Vocabulary**

Several studies have mentioned several reasons related to the importance of games in the teaching vocabulary. First, games are popular among children that is useful to enhance students motivation, and provide stimulus to use the language. Second, games involves learners to practice the language so that they can improve their ability to speak English. Third, students can learn and retain word better because they feel that certain word are important and necessary (Allen, 1983, p. 9). Then, games is considered as the effective way to teach vocabulary because it

can make students enjoy and make fun atmosphere in learning process (Lewis, 1999; Harmer, 2008; Vernon, 2009; as cited in Bakhsh, 2016).

### **3. Kind of Games in Teaching Vocabulary**

Games, as stated before, can be used by the teacher in teaching vocabulary. It can help student in learning vocabulary without boredom and student may learn vocabulary easily. Thus, some of these games are suitable for teaching vocabulary in the classroom because the game can be done easily because it requires simple and easy preparation, for example, students need at least pen and paper to conduct those game. Wright, A., Betteridge, D., & Buckby, M., (2006) and Thornbury (2002) suggested several games that can be used in teaching vocabulary.

#### 1) Jumble words

This game is intended to sequencing pieces of a jumbled letter (e.g. “e-h-c-T-a-r-e” = Teacher). Students are given several jumble words and asked to arrange it into correct words.

#### 2) Lose the Vowel

This game is intended to revise or teach the spelling of a list of words. Teacher can help to make a list of words without vowel (e.g. TEACHER = TCHR), or putting a dash, and asks the student to write out all the words in full. Teacher can set a time in this game.

#### 3) Crossword

Crossword is intended to learn set of a words or phrases. Students is asked to answer with clue either it across or down in the crossword.

Some of these games are very suitable to be combined in teaching vocabulary with a spelling bee



## **D. Teaching Vocabulary Using Spelling Bee**

This section consist of the definition of Spelling Bee, the advantages of Spelling Bee, and the procedures of Spelling Bee.

### **1. Definition of Spelling Bee**

One of the activities related to vocabulary is the Spelling Bee. In the context of English education, Spelling Bee can be used by teachers in the process of teaching vocabulary. Thus, this activity has developed into a quite popular competition in numerous countries.

McPhearson (1984, as cited in Chairunisa, 2022) mentioned that spelling is a system in using symbols of the letter to pronounce a certain words in speaking (p. 41). Furthermore, Secretariat (2020, as cited in Bagustian, 2023) said that Spelling Bee is a game where the contenders are required to spell letter from a word that is given correctly (p. 12).

### **2. The Advantages of Spelling Bee**

Spelling is not only limited to oral speech, but is also very important in writing. Spelling refers to the way words are spelled, and this applies to both oral and written communication. Errors in spelling words can affect message understanding and can be detrimental to communication. Hidayah (2020) said that spelling is a component of the mechanical aspects of writing. Thus, Zohrabi and Kaashef (2017) added that good spelling skills make the writing process easier, because writers don't have to always look up words in a dictionary to ensure correct spelling (p. 19).

Kamali et al., (2022) mentioned some advantages of Spelling Bee in teaching vocabulary (p. 320). First, it helps students to improve their spelling ability,

vocabulary acquisition, and students comprehension. Second, it creates fun environment in the classroom that can grant positive impact to the students in vocabulary learning. In addition, it become great method to motivate students to learn spelling with fun process (Chairunisa, 2022, p. 41). Bagustian (2023) added that learning in fun and comfortable way can help to increase enthusiasm that will give effect to improve students' skill (p. 14). Moreover, Spelling Bee give contributes to the improvement of the students' vocabulary, increase vocabulary acquisition, and develop the usage of English correctly (Nurpitasari, 2018, as cited in Kamali et al., 2022, p. 319).

### **3. Procedures of Spelling Bee**

There are several procedures of Spelling Bee that should be done. However there are several things that should be prepared before conduct Spelling Bee in the classroom. First, students should prepared to lessen afraid and nervous. Second, the other students is prohibited to help their friend. Third, changing and repeating answer is prohibited. Forth, student is eliminated if answer incorrectly. The last is teacher or the researcher becomes the judge in order to determine the students' answer.

Furthermore, there are several rules of Spelling Bee in the classroom. The following rules that are suggested in Dewanti (2022) and Bagustian (2023). First, the researcher will make group consist of several students. Second, the researcher will call one student from each group in turn. Third, the researcher will read the word from the list that will be spelled by the student. Forth, the students who have answered is not allowed to answer again until all students in the group have had a

chance. Fifth, the correct answer will give score to the group. Sixth, the group that has highest score or answer many questions correctly is the winner.

### **E. Previous Studies**

The first previous study was written by Chairunisa (2022). The researcher used quantitative method to collect the data by giving questionnaires in the study. The objective of the study is to find out the students' response concerning Spelling Bee in learning English. The result of the study shows that majority of the respondent agree that Spelling Bee is useful in order to mastering vocabulary in learning English.

The second previous study was written by Dewanti (2022). The researchers used pre-experimental design with one group in this study. The objective of the study is to investigate whether or not there is effect of Spelling Bee to the students vocabulary at second grade of junior high school. The result of the study shows that teaching vocabulary using Spelling Bee game give significant result to the students vocabulary and make the students more careful in writing.

The third previous study was written by Bagustian (2023). The researcher used a quasi experimental as the research design in this study without treatment for control group. The objective of the study is to find empirical evidence about the effectiveness of Spelling Bee in teaching vocabulary at MTsN 30 Jakarta. The result of study shows that Spelling Bee in teaching vocabulary was effective and has medium effect.

Based on the previous studies above, the researcher obtains similarity and difference with the previous studies mentioned. The similarity is that the researcher uses the same terms as variables in this research, which are Spelling

Bee and vocabulary. Nevertheless, this research differs from the earlier studies mentioned. The main difference of this study is the subject research. This study uses students from elementary school as the subject while the previous studies used students from junior high school

The researcher is carrying out a quantitative research with a quasi-experimental design. One class is designated as the experimental group, where students are instructed through the Spelling Bee, while another class serves as the control group, receiving instruction through the Lecturing method. The researcher try to find out whether there is significant difference between the students who are taught by using Spelling Bee and the students who are taught by using Lecturing method.