

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, it is important to describe the review of related literature to find the theories that could be the foundation of this study and in order to give a relevant knowledge in the field.

#### A. The definition of Vocabulary

Vocabulary is more than word. A person's vocabulary certainly consists of words and meaning. The words in your vocabulary are those you understand and use.<sup>1</sup>

Therefore, a good vocabulary for speaking and reading is one of that permits us to say quickly and accurately what we have in mind. We might also say that a good listening and reading vocabulary is one that permits us to understand quickly and accurately what we hear and read. But you cannot possibly know all the meaning of all the words we likely to meet.

Vocabulary is the collection of words that an individual knows.

Pawley and Syder said:

Words are clearly vocabulary, but what about groups of words like *absolutely fantastic, at once, in a minute, portable, TV, the United States of America?* If learners want to use language fluently want to sound like native-speakers, they need to be able to put words together in typical combinations.<sup>2</sup>

It means that in vocabulary is basic component of language. Students who master largest vocabularies will have a great chance to improve their

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<sup>1</sup> Lee C Deighton, *Words and Meaning*, (New York: Harcourt Brace Jovanovich), 1

<sup>2</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), 130

writing, reading, speaking, and listening skill. They will be enjoying dealing with English material. In contrast, one who does not master the vocabulary well will get bored and stress to deal with English material. According to Lee, everyone has different vocabularies.

First, the words use in speaking. In talking with friends and family, we probably use only a few hundred words. Of course, if we speak one language at several hundred technical words in discussing school subject: equator, atom, harmony, paragraph, and so on. These familiar and technical words are your speaking vocabulary. You know their meaning so well that you do not hesitate to use them.

Second, have a writing vocabulary. These are the words we use in letters and in the writing you do. Writing vocabulary is probably somewhat larger than speaking ability. We can use more different words in writing because you can take time to think them. Our speaking and writing vocabularies are the words that we use to state our meaning.

Third, have listening vocabularies. We listen in conversation. We listen to our teachers at school. We listen to speeches and entertainment on television and radio programs. The speakers use many of the same words that we use in speaking. But they also use words that we do not hear often and that we do not use our selves. We understand enough of their meaning to make sense of what is said. These words familiar and unfamiliar are our listening vocabulary.

Last, our reading vocabulary is far the largest. It is also contains the words that we use ourselves. But it contains a very larger number of words that we know only slightly. We know enough of their meaning so that we can make sense of the passage give we clues to the meaning. But we are not sure enough of the words to use them in our speech and writing.<sup>3</sup>

## **B. Teaching Vocabulary**

Vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting. A variety studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners. According to Mckeown and Beck (2003), “Teaching vocabulary an important to use both formal and informal vocabulary instruction that engages students’ cognitive skill and give opportunities for the learners to actually use the words”.<sup>4</sup>

The students use thinking skill such us analyzing which of two words would be a better choice in a sentence. An example would be having a child choose between the words *enormous* and *giant* in a sentence about Sandwiches. We also want to give learners opportunities to use the words by planning games or responding to complex questions that include the words.

Caroline T Line, David Nunan in practical English Language Teaching state that teacher should facilitate vocabulary learning by teaching learners

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<sup>3</sup> Deighton, *Words and Meaning*, 1-2

<sup>4</sup> Caroline T. Lines, David Nunan, *Practical English Language Teaching Learners*, (New York: McGraw-Hill, 2006), 122

useful words and by teaching strategies to help learners figure out meaning on their own.<sup>5</sup> Useful words are words that children are likely to encounter—words that occur in a high frequency. Useful words are also words which are of interest and intriguing to children. To a young learner interested in cooking, the words *recipe* and *ingredient* could be very useful as meaningful. To a young learner interested in machines, the words *gear* and *lever* could be very useful and meaningful.

### C. The Principle for Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning. One of the difficulties in planning the vocabulary component of a course is making sure that it does not overlap with other essential parts of the course. The best way to avoid this is the teacher should design a set of guiding principles that can be applied in a variety of teaching and learning situations.<sup>6</sup> Caroline stated that there are six principles for teaching vocabulary.<sup>7</sup>

#### 1. Teach vocabulary words before a new activity

When vocabulary words are taught before a new activity, students benefit in two ways. First, they are better able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words. This principle holds true for stories (oral and written), songs, and many other language-rich activities.

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<sup>5</sup> Ibid,

<sup>6</sup> Nunan, *Practical English Language*, 135

<sup>7</sup> Line, Nunan, *Practical English Teaching young learners*, 123

This portion of the lesson is focusing on the pre-teaching of vocabulary items that the learners will need when they read the book. The teacher also should bring something as a way to stimulate student interest in the words that the teacher was pre-teaching.

## **2. Teach how to use context clues appropriately**

Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words. Conversely, according to Beck and Mckeown that to teaching to use context clues, students also need to be taught that context clues do not always help readers to understand the meaning of unfamiliar words. Children need to be taught that there are times, especially when reading, when they will not be able to figure out the meaning from the context clues.

## **3. Present multiple exposures to new vocabulary items**

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich context. When we teach, we should reappear a new word many times and in different situation.

Learners also benefit when there is multi-sensory vocabulary input. For instance, if we are teaching children about rooms in a house, on Monday we could bring in doll furniture for each room and have children guess what rooms the furniture goes in. on Wednesday, we could play different vocabulary games with picture cards featuring rooms in house. The next

week, you might have puppet show where the puppets are moving into a new house.

#### **4. Give opportunities for deep processing of vocabulary items.**

Deep processing means working with information at a high cognitive and/or personal level. Deep processing makes it more likely that information will be remembered. Part of deep processing is having students establish connections between new words and their prior knowledge. Simply memorizing lists of words and their meanings is not adequate for students to integrate the vocabulary words into their personal vocabularies.

Deep processing is very important component of vocabulary acquisition and development. It is also closely related to reading and reading comprehension and to overall language development. Deep processing refers to using words in context which are especially meaningful to the learners. This can involve grouping words according to different characteristics or attributes. It can also involve relating the words to our learners' own lives. Personalizing vocabulary lesson will greatly help students' deep processing. For example, if we teach the above lessons on rooms in house, we may want to end the unit by having students talk about or write sentences about the rooms in their houses.

#### **5. Teach students to use dictionaries**

According to Thornbury, the use of dictionaries as a tool of EFL and ESL instruction has come back into style.<sup>8</sup> Young learners can benefit from

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<sup>8</sup> Line, Nunan, *Practical English Teaching young learners*, 125

using dictionaries. Very young children, can use a picture dictionary where words are grouped into different categories. Children who are at the beginning stages of language and literacy development can also use picture dictionaries as a tool to help them to increase both their vocabulary knowledge and their context clues. For example, children are learning about grapefruit, they can be guided to a picture dictionary page topically arranged to include fruit. They will discover the grapefruit as being fruit.

Learners with English-language literacy skills can also use dictionaries where the words are placed in alphabetical order. As a teacher, it is important to teach children how to use different dictionaries. For example, most students need to be told that the first meaning given in a dictionary is the most common. In addition, students who use the electric dictionaries need to be cautioned regarding their limitations.

## **6. Have student keep vocabulary notebooks**

Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning. Children who are in the beginning stages of language and literacy development can create their own picture dictionaries while older learners can make modern notebooks and dictionaries. Young learners can be given old address book written with the Latin letters. They are already perforated with tabs for most of the English language letters. Children can easily record new words that they are learning.

#### D. The Problem of Study English Vocabulary

Mostly, studying of English will dealing the problem, especially English learning, it is caused english is second language for non native speaker. According Scott Thornbury, he stated factors that make some words more difficult to learn, here are:<sup>9</sup>

1. *Pronunciation*. Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. Many learners find that words with clusters of consonant, such as *strength* or *crisps*, are also problematic.
2. *Spelling*. Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.
3. *Length and complexity*. Long words seem to be no more difficult to learn than *short* ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet those more often, a factor.
4. *Grammar*. This is also problematic is the grammar associated with the words, especially if this differs from that of its first language. For example, a verb like *enjoy*, *love*, or *hope* is followed by an infinitive or an-ing can add to its difficulty. And the grammar of phrasal, some

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<sup>9</sup> Scott Thornbury, *How To Teach Vocabulary*, (Person Education: Malaysia, 2004), 27



phrasal verb are separable, as like *she looked word up* but other are not, as like *she looks after her baby*.

5. *Meaning*. When two words have meaning in same time, learners are likely to confuse them. Words with multiple meanings, such as *since* and *still*, can also be trouble in learners. Having learned one meaning of the word, they may be not accepting in second meaning. Unfamiliar concepts may make a word difficult to learn, too.
6. *Range, connotation and idiomatic*. Words that can be used in a wide range of contexts will generally be perceived as easier that their synonyms with a narrower range. Uncertainty, as to the connotations of some words may cause problem too. And the last is idiomatic, words or expressions that are idiomatic will generally be more difficult that words whose meaning is transparent.

### **E. Cooperative Learning**

They are many arguments about the definition of Cooperative Learning. According to Roger E. W. B and Spencer Kagan in Kessler's book that cooperative learning is a body of literature and research that has examined the effects of cooperation in education. It offers ways to organize group work to enhance learning and increase academic achievement.<sup>10</sup>

It means that cooperative learning share the idea that students work together or work in a group. But not all types of work in a group necessarily cooperative. Cooperative learning is structured- organized so that each

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<sup>10</sup> Carolyn Kessler, *Cooperative Language Learning*. (Prentice Hall Regents: USA, 1992),1

student interacts with other and are motivated to increase each other's learning. They cooperate to solve the problem which is in the work sheet. Here, they not only do work sheet while sitting but also they must to solve the problem.

There are many cooperative learning methods to practice in classroom management. They are student team learning, students teams-achievement divisions teams-games-tournament, jigsaw II, Team accelerated instructions, cooperative integrated and composition. But here the researcher does not use of all them. Using cooperative learning methods is based on the problem in the class.

#### 1. A typology of cooperative Learning

Cooperative learning methods differ in many ways, but they can be categorized according to the following four principle characteristics.<sup>11</sup> They are group goals, individual accountability, equal opportunity, and team competition. .

For the first is gruoup goals. It is most cooperative learning methods use some form of group goals. In the student team learning methods, these may be certificate or other recognition given to teams that meet a present criterion. Second is individual accountability. This is achieved in two ways. One is to have group scorer be the sum and average of individual quiz scores or other assessment, as in the Student Teams Learning models. The other is specialization, whereby each

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<sup>11</sup> Ibid, 12

student is given a unique responsibility for part of the group task. Third, it is Equal opportunity for success. It is a unique characteristic to the student team learning methods is the use of scoring methods that ensure all students an equal opportunity to contribute to their teams. And the last is team competition. Early studies of STAD and TGT used competition between teams as a mean of motivating students to cooperate within teams.

## 2. The key element of cooperative Learning

There are seven of key elements of cooperative learning. They are teacher supervision, heterogeneous, positive independent, face to face interaction, individual accountability, social skill, and evaluation.

For the first is teacher supervision. In teaching learning process, the teacher has a duty; it is answer students' question and guide discussion if necessary but unless, the teacher only monitoring students, so it aims to make students more active. Second is heterogeneous. It means when the teacher want their class make some groups they have to creates teams of diverse ability levels and backgrounds. The teacher chooses a member of teams by herself is better. Third is positive independence. In this part, the team goals and working towards a reward or final learning outcomes.

Other key elements of cooperative learning are face to face interaction, individual accountability, social skill, and evaluation. Fourth is face to face interaction. The students are encouraged to use verbal and nonverbal communication to solve problems and explain learning

material. This way helps them in speaking skill be better, too. Fifth is individual accountability. It means that students are accountable for their tasks and for counting the whole teammates learning goals. Sixth are social skills. In social skills the teacher needs to establish rules so that all students are respectful, speaking in a manner appropriate to the classroom setting and managing their time wisely during discussion. For the last is evaluation. All activities should include both individual and team assessment.

### 3. The Benefit of Cooperative Learning

Based on the Robert E. Slavin, cooperative learning is not new idea in education, but until recently it has only been used by a few teachers for limited purposes.<sup>12</sup> However, in last twenty years , research can identified cooperative learning methods that can be used effectively at every grade levels to teach every type of content. From basic skill to complex problem can be solved. Therefore, cooperative learning has benefit in teaching learning process. McGroarty (1989) identifies six primary benefits of Cooperative Learning for students acquiring English.<sup>13</sup> The first benefit is to increase frequency and variety of second language practice through different types of interaction. Second, there is possibility for development or use of the first language in ways that support cognitive development and increased second language skills. Third, it is able to be opportunities to integrate language with content

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<sup>12</sup> Robert E. Slavin, *Cooperative Learning: Theory, research and Practice*, (Allyn&Bacon: USA,1995), 02

<sup>13</sup> Carolyn Kessler, *Cooperative Language Learning*,02

based instructions. Fourth, it can be as opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning. Fifth, it makes freedom for teachers to master new professional skills, particularly those emphasizing communication, and the last is opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

## **F. The description of Teams-Games Tournament (TGT) method**

Teams-Games Tournament (TGT) method is one of students team learning methods in cooperative learning. This study, researcher uses TGT methods to improve the english vocabulary. The following are explained about the definition of TGT method and the learning process.

### **1. The defination of Teams-Games Tournament (TGT) method**

TGT method is a learning method which students study or work in a group. It is originally developed by David Devries ad Keith Edwards, was first of the Johns Hopkins cooperative learning.<sup>14</sup> Actually, TGT method is same of Students Teams-Achievements Divisions (STAD) method. In STAD method consists of five major components, they are class presentations, teams, quizzes, individual improvement score and team recognition.<sup>15</sup> STAD and TGT are quite similar; the only difference between them is that STAD uses individual quizzes at the end of each lesson whereas TGT uses academic tournament, in which students

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<sup>14</sup> Ibid, 06

<sup>15</sup> Ibid, 71

compete as representatives of their teams with members of other teams who are like them in the past academic performance.

## **2. Description of Teams-Games Tournament (TGT) method**

To make clear between STAD and TGT, they have differences in each of component. The components of TGT are class presentations, teams, games, tournaments and team recognition. There are some components of TGT method.<sup>16</sup> They are class presentations, teams, games, tournaments, team recognition. Each component will explained as follow:

### **a. Class presentations**

Material TGT is initially introduced in class presentations. It is did direct instructions or lecture-discussion conducted by the teacher, but could include audiovisual presentations. Class presentations in TGT differ from usual teaching only in that they must be clearly focused on the TGT unit. In this way, students realize they must pay careful attention during the class presentations, because it also helps them do well on the game and their ability determines their team score.

### **b. Teams**

Teams are composed of four or five students, based on the number of class, who represent a cross-section of the class in terms of academic performance. The major function of the team is to make sure that all team members are learning and more specifically, to prepare

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<sup>16</sup> Ibid, 84

its members to do well on the games. After the teacher present the material, the team meets to study worksheet or other material. Most often, the study involves student discussing problem together, comparing answer, and correcting any misconceptions if teammates make mistakes.

The team is the most important feature of TGT method. At every point, emphasis is placed on team members doing their best from the team, and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as intergroup relations, self-esteem, and acceptance of mainstreamed students.

c. Games

The games are composed of content-relevant questions designed to test the knowledge students gain from class presentation and team practice. Here, games are played at the table of three students, each students represents a different team. Most games are simply numbered questions on a same sheet. A students picks a numbered card and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge one another's answer.

d. Tournaments

The tournamnets is the structure in which the games take place. It is usually held at the end of a week or the unit, after the teacher has

made a class presentation and the teams have had time to practice with the worksheet. For the first tournament, the teacher assigns student to tournament tables. After the first tournament, students change tables depending on their own performance in the most recent tournament. The winner at each table is “bumped up” to the next higher table, the second scorer stays at the same table, and the low scorer is “bumped down”. In this way, if students have been misassigned at first, they will eventually be moved up or down until they reach their true level of performance.

e. Team recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Students’ team scores may also be used to determine up to 20 percent of their grades.

### **3. The Advantages and Disadvantages of of Teams-Games Tournament (TGT) method**

Every teaching learning methods of course has the advantages and disadvantages for the students or the teacher, so. Slavin (2008), implicitly, said the result of the influence of cooperative learning to students’ achievement, first is students have more friends than in traditional class. Second is TGT method makes students are confident. Based on the result of their study, it is caused not only their lucky but also their team working. Third is TGT method makes them can motivate their social relationship one another in a group. Fourth, the students study in team-working. Fifth, they



can study by their selves, but need more time. The last, TGT class makes them more active.<sup>17</sup>

As teachers have to think that scoring group cannot describe individual scores, so the teacher must prepare other ways to get individual score.

a. The advantages of TGT method

Teams-Games Tournament method has the advantages and disadvantages. According to Suarjana (2000: 10) in Istiqomah (2006), the following are advantages of TGT method are spending time to work the assignment, setting out team-working than individual working, can master the material in limited time, then the students more active, create social atmosphere with other members. Other advantages are can motivate to students to do well, the students' achievement is better, increasing the tolerance attitude.

b. The disadvantages of TGT method

In other ways, TGT method also has some disadvantages. It is for the teacher and the students.

For teachers, they have trouble dividing the big class in groups as academic heterogenic. Besides, the teacher must be faced to limited time. Because this is cooperative learning, the learners needs more time to do this method well. And for the students, moreover, the teachers get trouble, this method also faced for the students. Every student has

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<sup>17</sup> <http://pakjalpidie.blogspot.com/2013/04/kelemahan-dan-kelebihan-model.html>

different wits. Here, students who have low comprehension in learn material more difficult understand the subject than others.