

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Related Theories of the Study**

##### **2.1.1 Basic Concept of Vocabulary**

Before discussing vocabulary profoundly, we have to know first about the basic concept of vocabulary. Here the writer will present from some different linguists.

According to Pyles (1970:96) he defines vocabulary as the focus of language. It is in words that sounds and meanings interlock to allow us to communicate with one another, and then arranged together to make sentences in a conversation, and discourse. It is clear that vocabulary is the central of language and it is an important element to communicate. Other linguist, who supported this statement, Hornby (1974:978) he writes that vocabulary is the total number of words, which make up a language.

Acquiring adequate vocabulary is the most obviously important need in learning a second language (Saville and Troike, 1976:18). It is obvious that vocabulary is an essential thing in learning language whether it is the first language or the second one. Saville and Troike (1976:99) add that the primary goals for vocabulary development for young children are to provide English labels for things and concepts they have already learnt in their first language. Kufaishi (1988:42) points out that student's listening comprehension, writing and reading abilities are hampered by their vocabulary.

### **2.1.2 The Importance of Vocabulary**

Children who want to learn a second language have to learn the vocabulary first because acquiring adequate language vocabulary is the most obviously important need in learning a second language. Allen (1984:149) explains that vocabulary is the most important factor in all language teaching. Martin (1977:87) said that vocabulary is not only needed in reading comprehension but also it will be needed in speaking, writing and listening because one's ability to produce those skills is determined primarily by one's vocabulary stock. Therefore, in learning a language, what we have to do first knows the words in that language. Children who have many vocabularies will be more proficient in language skills than those who have fewer vocabularies.

Learning a second language is more than learning a description of it. As Lado (1964:38) defines, the English language learning as follows: Learning second language is 'acquiring the ability to use its structure within a general vocabulary under the condition of normal communication among native speakers at conversational speed'.

### **2.1.3 Vocabulary Selection**

In the teaching of the English vocabulary, not all of the vocabulary materials are presented. They, however, are selected according to the needs (Lado, 1964:119). The teacher, based on a certain criteria, decides this selection. It is conducted in order to meet the goal of the vocabulary teaching. Lado says that 'the teacher needs to rely on certain criteria of vocabulary selection' such as

usefulness, regularity, and frequency of occurrence 'in order to meet the needs of various goals and conditions'. Therefore, sets of words, which are not suitable with the purposes of the vocabulary teaching, may be rejected. 'Once the selection has been made, the vocabulary must be assigned to appropriate lesson' (Lado, 1964:120).

After discussing the aims of vocabulary selection, the subsequent part of this chapter will discuss some criteria for selecting vocabulary. For a general guideline, word frequency can be used as an important criterion. Halliday (1964: 190) says that the criterion for selection seemed to be frequency of occurrence, and indeed, all vocabulary selection is based on lexical frequency counts of one kind or another.

In addition to frequency, Palmberg proposes three other criteria of vocabulary selection, namely usefulness, regularity, and range. The criterion of usefulness is important in order to select words that are useful to be taught to the learners. This is used because there will always be 'words that have a low relative frequency' but which nevertheless are 'central to the needs and interest of a particular group of learners' (Palmberg, 1986:17).

The criterion of regularity refers to the ease of difficulty of learning vocabulary. It is necessary since there are many words that can change in form regularly. These words can usually be learned more easily than the words that change in form irregularly. Besides, as one of the criteria of vocabulary selection, the range also takes part in this discussion. It suggests that the words that are

taught should be in wide range of the use than others since those words are more flexible (French, 1963:15).

Lado has a different view in proposing the criterion of vocabulary selection. He gives emphasis on each language skill.

*“In the first stage is vocabulary for speaking. The chief criterion should be range of usefulness and regularity of fit in the pattern taught. In the second stage, range of usefulness should be the chief criterion. Thus, a word that can be used in more than one area will be preferred to one that is restricted to a single contextual area. For listening and reading, on the other hand, the chief criterion should be frequency of occurrence, since the student will usually have no control over the words that he will encounter. For the third stage, esthetic use of the words, selection has taken into account the style that is involved” (Lado, 1964: 119-120).*

Thus, Lado expresses a certain criterion with a reference to each language skill and level of vocabulary. From the quotation above, it can be concluded that for active vocabulary, i.e. speaking, the criteria of usefulness and regularity are necessarily used. Meanwhile, for passive vocabulary, i.e. listening and reading, the criterion of occurrence of frequency is required.

#### **2.1.4 Characteristics of Elementary School Learners in Mastering Vocabulary**

According to Gardner (cited in Curtain and Pesola, 1994:3) he states that achieving proficiency in foreign language takes from 4 to 6 years of study. They also suggests that this stage begin in the elementary grades, “we believe it is desirable that students achieve such proficiency because the study of foreign language introduces students to non-English –speaking cultures, heightens awareness and comprehension of one’s native tongue, and serves the nation’s needs in commerce, diplomacy, defense and education”.

Curtain and Pesola said that these students are in a sensitive period for language development. They absorb languages effortlessly and adapt imitators of speech sounds. Students respond best to activities and learning situations relating to their own interests and experiences. Although they have a short attention span, they have great patience for repetition of the same activity or game. Preschoolers respond well to concrete experiences and to large motor involvement in language learning (Curtain and Pesola, 1994:20-21).

Because the writer takes samples from the third year of elementary school students, therefore their age is 9-10 years. According to Lambert and Klinebert 1967, they said that at the age of 10 is a crucial time in the development of attitudes toward nations and groups perceived as “other”, according to research of Piaget, Lambert and others (Lambert & Klinebert 1967). Children are in the process of moving from egocentricity to reciprocity, and information introduced before age 10 is eagerly received. Carpenter & Torney (Cited in Curtain and

Pesola, 1994:4) suggest that exposure to foreign language serves as a means of helping children move toward intercultural competence. The awareness of global community can be enhanced when children have the opportunity to experience involvement with another culture through foreign language.

Children in this age like to name objects, divine words, and learn about things in there own world; they also have a vivid imagination and respond well to stories of fantasy. They need to know how to feel something in order to learn it well (Curtain and Pesola 1994:20).

According to Crystal (1987:244) there are several vocabularies, these are acquired in the early time. Young children talk about what is going on around them- the here and now—and rapidly build a vocabulary in several semantic fields.

The content of early vocabulary:

1. People, mainly relatives and house visitors (e.g. Daddy, Mama, Baba, Grandma, Grand Pa, Man, Postman).
2. Action, the way things move (e.g. Give, Jump, Kiss, Gone).
3. Routine activities in the child's day (e.g. Byee2, Hello).
4. Food occasion as well as products (e.g. Milk, Juice, Drink, Apple).
5. Clothing of all kinds (e.g. Nappy / diaper, Shoes, Coat).
6. Body parts usually facial word first (e.g. Mouth, Nose) then other areas (ex. Toes, Handie(s), and body function (e.g. Wee-wee).
7. Animals; whether real, in picture or on TV (e.g. Doggy, Cat, Horse, Lion, Chicken).

8. Vehicles objects and their noises (e.g. Car, Motorcycle, Choo-choo, Broom)
9. Toys and games many possibilities (e.g. Ball, Bricks, Book, Dolly).
10. House-hold objects, all to do with daily routine (e.g. Cup, Plate, Spoon, Brush, Clock, Light).
11. Location, several general word (e.g. There, Look, In , Up).
12. Social word response noises (e.g. Mm, Yes, No, Ta).
13. Describing words early adjective (e.g. Hot, Pretty, Big)
14. Situational words several pointing words (e.g. Deictics: That, Mine, Them).

So from this theory, the writer finally can arrange what kind of appropriate questions that can be made in collecting the data. The pre-test and post-test forms were inspired by this theory too.

### **2.1.5 The Importance of Pleasure in Play or Games**

Perry (2003) says that some people think of play as the opposite of work. They think of it with goofing off, being lazy, lack of achievement, or, at best, recreation. ‘Stop playing and get to work!’ yet as many of you probably know, it is through play that we get much of our learning. We learn best when we have fun. Play, more than any other activity, fuels healthy development of children—and the continued healthy development of adults.

Play takes many forms, but the heart of all play is pleasure. If it is not fun it is not play. We play from birth on—we play using our bodies (building with

blocks) and our minds (fantasy play). We used words to play (jokes, wit, and humor) and we use props (blocks, toys, games). While the exact nature of play evolves, becoming more complex as we grow, play at all ages brings pleasure.

Perry also said that children practice and develop language skills during play. A child's play with words, including singsong games and rhymes that accompany games of tag can help him master semantics, practice spontaneous rhyming, and foster word play.

The child's cognitive capacity is enhanced in games by trial and error, problem solving, and practice discriminating between relevant and irrelevant information. Play requires a child to make choices and direct activities and often involves strategy, or planning to reach a goal.

Interpersonal / social skills, ranging from communication to cooperation, develop in play. Children learn about teamwork when they huddle together and decide who plays each position in a pick-up soccer game. The child gains an understanding about those around him and may become more emphatic and less egocentric. When playing with peers, children learn a system of social rules, including ways to control themselves and tolerate their frustrations in a social setting.

#### **2.1.5.1 The use of games**

Rodgers (1981:3) said that games could be used for teaching vocabulary, syntactic and discourse communication. Kian (1981:9) mentioned that games can be used for some purposes, such as:



1. **Vocabulary work:** to introduce new words and their meanings, to revise old ones.
2. **Language awareness:** to identify mistakes in grammar and usage in introductioning or reviewing lesson.
3. **Spelling to use words-locate games.**
4. **Creative writing:** to provide springboard activities.
5. **Motivation:** to learn language skills and knowledge through fun and personal challenge.

Besides, Mukarto (1989:51) said that games are used to release tension. When people play a game, gradually they will get deeply involved in the game. When deeply involved in the game, they will think about the game itself, nothing else. They are so excited that their natural instinct to express themselves will emerge. They will express themselves in words. Dobson (1970:39) supports this idea by stating that a good language game is a wonderful way to break the routinity of classroom drill because it provides fun and relaxation while remaining very much within the framework of language learning and may even reinforce that learning. Dodson (1970:35) adds completely that games are used in the classroom to lighten the heavier part of the language class or as a stop-gap for tired teachers.

#### **2.1.5.2 Characteristics of games**

Rodgers (1981:1) said that games have five characteristics, these are:

1. *Gaming is competitive compete may be:*
  - (a) Against another direct participants (e.g. Chass)

- (b) Against time (e.g. Race-heats)
- (c) Against a best performance (e.g. Hammer throw)
- (d) Against a specific goal (e.g. Puzzle solving)

**2. *Gaming is rule governed***

There are a limited number of specific and well-defined rules that all participants know about and understand. These rules cover every possible play, define play acceptability or non-acceptability and grade plays in terms of same game values.

**3. *Gaming is goal-defined***

There are a limited number of specifics and well-defined objectives for gaming which participants recognize and agree upon.

**4. *Gaming is having closure***

There is some predetermined point at which a game is said to be finished, whether players have achieved the goals of the game or not.

**5. *Gaming is engaging***

Gaming engages and challenges participants. Sometimes a game is fun. Sometimes it is motivating, sometimes it is merely attention-focused, but like an automotive transmission, a game requires us to engage our mental and physical gears.

In addition to the above characteristics, language-teaching games will have a focus and format. A game will focus on some linguistic skills and it will have a format which organizes participants, places and plays.

### **2.1.6 Card Game as one of the Media in Teaching English Vocabulary**

There are various kinds of vocabulary teaching media. They can be classified into two groups, (1) visual aids and (2) audio visual aids. The visual aids are real objects, picture cards, word cards, flash cards, wall chart, etc. In addition, the audio visual aids are tape recorder, radio, TV, film, act. (Gerlach and Ely, 1980:247-248).

Since this study is concerned with card-game and card itself represents a picture to make teaching vocabulary in children of elementary school easily, so the writer is going to explain more about picture cards.

#### ***2.1.6.1 Picture-cards***

It is essential to clarify what actually picture cards is. Lado (1964:123) defines as “drawings that can be used to illustrate the meaning of things” in form of card. Moreover, Gerlach and Ely (1980:273) express that pictures are “two dimensional visual representation of things made by printing or drawing real objects on the card.

#### ***2.1.6.2 The function of picture-cards***

People agree that the existence of card-game is very important, especially deals with picture cards in the teaching of vocabulary. Of course, its usefulness in language teaching “needs top defense” since “it provides a great deal of information” (Lado, 1964:194). To remember the vocabulary very long time, the student needs to have an illustration of it. The picture cards can, of course, serve their need. It is because of the fact that picture cards represent the copy of real

objects or people. Thus, the students can remember it into form in which it is stored in long-term memory (Gagne, 1985:311).

Moreover, picture cards can also stimulate and motivate children to learn. Scharm (1986:24) says that the use of picture cards in the teaching is that they can stimulate student's motivation. Therefore, picture cards are necessary in the teaching of English vocabulary in elementary school.

Teaching at the elementary school is not as easy as teaching at secondary one. According to Slobin (cited in Linfors, 1991:79) it is because of the fact that "the mental abilities of the children seem to be rather limited". Thus, a teacher of elementary school needs a special technique in order to promote the student's mastery of the lesson. In the teaching of English vocabulary, for example, she/he sometimes finds difficulties to present new materials since the real object of the material very frequently can not be taken into the classroom or shown to the students (Amir, 1975:51). These difficulties arise because the students will be hard to understand the lesson if they only listen to what their teacher said. They need to know the real objects directly. As stated by Linfors (1991:29), children "are not instructed in the abstract things". French (1963:29) clarifies that "in all learning the thing to be learnt should be presented by as many means as possible through the learners hearing, his speaking, in seeing and his doing". Unfortunately, the teacher sometimes has difficulties to find the real objects in a classroom. To overcome this problem, applying picture cards in the teaching of vocabulary is required since it represents places, objects, people, etc (Wright, 1989:29). Therefore, concrete objects and events which would otherwise be

expensive, difficult or even impossible to be introduced to the actual form—can be presented (or represented) to the learner (Gagne, 1985:303).

Similar to the statement above, Natawidjaya (1979:68) summarizes some functions of picture cards in the teaching. They are: (1) to attract the student's interest, (2) to stimulate and motivate children to learn, (3) to introduce new ideas which are not known yet, and (4) to strengthen the student's memory of a stimulus.

Besides, he also says that picture-cards have some advantages as follows:

1. A picture card is concrete. It refers to the more real objects than any other teaching medium, which is verbal.
2. A picture card can clarify something, which is verbal.
3. A picture card is more effective and efficient.

It is clear that picture-card play an important role in facilitating the teaching and learning process.

#### *2.1.6.3 The effectiveness of picture-cards*

One advantage of using picture cards is that they are effective and efficient (Natawidjaya, 1979:69). Teachers can apply them in the teaching of vocabulary in order to make the students understand the lesson more easily. As it has been stated in the previous section that in the teaching vocabulary, very frequently the objects can not be taken into the classroom or shown to the students (Amir, 1975:51). Because the students can not see the object directly, it is wise for the teacher to find the complementary ones that is picture cards.

Further Wright (1989:29) states that pictures are important to help students to retell the experience or understands something since they can represent places, objects, people, etc. With reference to Wright's opinion, Gerlach and Ely (1980:30) say that picture cards are records or copies of real objects, which may be longer or smaller than the objects they present. That is why, it is suggested that the teacher use picture cards in the teaching of vocabulary. In the teaching-learning process, teachers can have the picture of objects instead of the authentic ones. It means that by using picture cards, they save time and energy. Thus the picture cards, "can be used effectively to teach language" (Lado, 1964:195).

## **2.2 Related Studies**

### **2.2.1 A Study by Nirmalasari (2002)**

After discussing about related theories explaining about the deep theoretical framework, in this matter, the writer wants to give explanation about previous studies dealing with children's vocabulary builder by using games or other media.

One of them is a thesis written by Nirmalasari (2002), one of the students of the English Department, Faculty of Letters, Airlangga University. She wrote about the effect of picture on children' English vocabulary development. The respondents were taken from the first year of SD. Hangtuah XII Surabaya. She divided the respondents into two groups, experimental and control group. In collecting the data she used three instruments: pre-test, post-test scores, and questionnaires.

The result of her study shows that the first year students of SD. Hangtuah XIII like the use of picture to motivate the process of learning English vocabulary since picture can encourage them to learn the new subject. Picture can also make them remember and understand the English words easier, because the students can see the real objects directly. Another response shows that the English teacher of SD.Hangtuah often brings pictures that are adjusted to the class need.

Consequently, she concluded that picture is quite influential on children's English vocabulary development. Moreover, the use of picture can motivate the students to learn English vocabulary since pictures are interesting and they can represent real objects shown to children.

### **2.2.2 A Study by Desiwati (2003)**

Other related study is a thesis about the effect of using word puzzle on the teaching learning process on the students' mastery of vocabulary at TPA. Mambaus Sholihin Surabaya (a case study) by Desiwati (2003), one of the students of English Department, Faculty Letters, Airlangga University.

The writer wants to know the effect before and after the treatment. The instrument used to get the data was vocabulary test consisting of 40 items in the form of multiple choice types with four options and used as the pre-test and post-test. There was also a questionnaire to the study for knowing students interest in learning English through word puzzle. The result of vocabulary test shows that the mastery of vocabulary was increasing, seen from the mean result of pre-test (mean-25) and post-test (31.8).

To know about the significant differences, the t-test formula was employed. Then she concluded that word puzzle gives significant effect on the teaching and learning of vocabulary since it provides the students' memory to see the relationship of ideas. In other words, word puzzle facilitates the students to remember new words. In general, it is concluded that word puzzle can be effective for teaching vocabulary at the elementary school level. Furthermore, the present study has proved that the students who were taught by using word puzzle after being experimented can be used as a device for motivating the students to learn English.



# **CHAPTER III**

## **PRESENTATION AND ANALYSIS OF THE DATA**