

CHAPTER II

THEORETICAL REVIEW

A. The Definition of Teaching

Teaching is process that is very complex. It is not only conveying the information from the teacher to the students. According to H Douglas Brown (1980:8), teaching is guiding and facilitating learning, enabling the learner, setting the conditions for learning. It means that a teacher has to be able to facilitate the learning process and the learners as well as setting the conditions for learning so that a good learning result can be gained.

Alvin W Howard in Slameto (1995: 32) says that teaching is a kind of activity which tries to help and guide someone in gaining, changing and expanding skill, attitude, ideals, appreciation and knowledge. It means that a teacher has to make a great effort in creating educative interaction conditions by determining the teaching aims and choosing the appropriate approach, method and technique to help and guide the students in gaining, changing and expanding skill, attitude, ideals, appreciation and knowledge.

According to Muhammad Ali (1989:3) teaching is all of the intentional effort in giving possibility, for aim that is formulated. It means that the final target of teaching process it to make students to study

B. The Basic of Vocabulary

There are four main elements of language i.e.: pronunciation, grammar, spelling and vocabulary. Napa (1991: 6) says that vocabulary has an important role in making up a language. It is one of the basic elements and that is why no language exists without words.

Rivers in Nunan (1991: 117) says that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use structure and function, we may have learned for comprehensible communication. He also argued that vocabulary argument seem to become easier as one mature. Probably because one of has a richer knowledge of the word on which to draw. This day, then the consensus of opinion is that the development of a rich vocabulary is an important element in the acquisition of second language.

There are some definitions of vocabulary among are proposal vocabulary is a sum or word employed by a language group and individual or in work relation to a subject. It is also defined as a range of words known to be used by person in trade form, professions, etc. (Hornby, 1963: 959).

From the definition above, it can be concluded that vocabulary are words, or list of words with the meaning and which are known by the speakers and which are used to communicate among those speakers and used by a group or individuals.

There is a division between active and passive acquisition of vocabulary active items will be learnt by the students for purposes of production (both oral and written); passive items, for recognition or perception only (listening and reading comprehension). Naturally many passive items may be presented and practiced for active production in subsequent lesson or at more in advance levels. (Finnochiaro, 1974:18).

C. The Importance of Vocabulary

There are some points of the importance of vocabulary and according to Tarigan (1984:2) says that language skills mostly depend on the mastery vocabulary. Thus, the more vocabulary is mastered, the bigger possibility that someone can skillfully use the language. Rivers in Nunan (1983:25) has also argued that his accusation of an adequate vocabulary is essential for successful language use, because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehension communication. It forms an opinion that the development of a rich vocabulary is an important in learning a second language.

Vocabulary is very important for the students, so the students are hoped to master some skill such as reading, writing, speaking and listening in what the speaker said. The vocabulary can help the students or the learner to acquire a considerable understanding of words.

As the explanations above, vocabulary becomes an important thing in learning English, why? Because the vocabulary in learning English. We have to master

vocabulary more and more because the lack of vocabulary often brings many troubles for us (as English learners). When we are speaking English, some time we get trouble because we don't know what we will say in English. So, the conclusion is that we cannot deny that vocabulary is one of the important things in communication in English.

Vocabulary is also important in the four language skills. Kustaryo (1988:3) says that to understand a text, students must have a good command of vocabulary of the target language, through learning does not mean merely learning word. Vocabulary is also important to express idea or to ask for certain important. If someone has a lack of vocabulary, he will find some difficulties in expressing their idea in oral or written. One should be able to master adequate vocabulary to convey his/ her message.

Krasen and Terror (1983:155) say that vocabulary is basic of communication. If acquires do not recognize the meaning of the key words used by those who address them, they will not be able to participant in the conversation. And if they wish to express some idea or ask for information, they must be able to produce lexical uterus to convey their meaning. Indeed, if our students know the morphology and syntax of an utterance to them, but do not know the meaning of lexical items, they will be unable to participate in the communication.

From those statements, it can be concluded that vocabulary mastery is needed in order to master four languages namely reading, speaking, listening and writing.

D. Teaching Vocabulary

Based on the explanation about teaching vocabulary we have to know the right technique is we cannot teach just once. We need practice more, Finnonchiaro (1974: 73) comments as follow:

The first, not all the words a student hears during a lesson need to become a part of his 'active' vocabulary during that or even in later lesson. The vocabulary for active use should be systematically presented and practiced. The second, vocabulary should always be taught in normal speech utterances. The third, vocabulary items are introduced in known structures. The fourth, whenever possible the vocabulary items should be centered about one topic. The fifth, familiar word is met in new context. It should be taught again and practiced. A review or mention of the known meaning of word should be made so that the students will understand the contrast. It is possible, only one context should be taught in one time. The sixth should be taught in the same way that we teach anything else. We dramatize, we illustrate using our students and ourselves, we show pictures, we give the equivalent if necessary, and we use any appropriate technique. The seventh, vocabulary should be practiced as structures are practiced in substitution drills, transformation drills, question and answer, etc. The last, vocabulary items should be reintroduced many times wills all the structures and all in situation in which they can logically be used.

Sometimes, the teacher thinks that it is necessary to explain the meaning of the word. Of course, he should try to explain the word as quickly and effectively as possible. English teacher can do the following techniques:

1. Realia

One way of presenting words is to bring the things they represent in the classroom by bringing “realia” in the classroom. Words like postcard, ruler, pen, ball, etc can obviously be presented in this way. The teacher holds up the object (or point to it) say the words and then gets students to repeat it.

2. Picture

By picture, we mean blackboard drawing, wall picture and charts, flashcards, and other non-technical visual presentation. Picture can be used to explain the meaning of vocabulary items; teacher can draw things on the board or bring in the picture.

3. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar, either through the use of realia or in picture. Actions in particular are probably better to explain by mime. Concept like running or smoking or smoking is easy to present in this way, so are ways as walking, expression, and preposition(to; toward, etc).

4. Contrast

We saw how words exist because of their sense relations, and this can be used to teach meaning. We can present the meaning of ‘empty’ by contracting it

with 'full', 'cold' by contrasting it with 'hot', or 'big' by contrasting it with 'small'.

5. Explanation

Explaining the meaning of vocabulary items can be very difficult especially at beginner or elementary school level. It will be important if giving such explanation to make sure that the explanation includes information about when the items can be used. If we are explaining the meaning of 'mate' (friend) we have to point out used for males than females

6. Translation

Translation is a quick and very easy way to present the meaning of words, but it is not without problems. In the first place it is not always easy to translate words and the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them for interacting with the word. Translation then seems to be useful measure if using sparingly, but it should be used with caution.

7. Word Association

In teaching new vocabulary, a teacher mentions the things connected words. For example the word: table, students, teacher, chalk and blackboard, for the word "classroom" and the words: seller, buyer, vegetables, fruits, fish, and meal for the word "market

8. Cartoon

Cartoon is media, which are easy to understand interest and they contain humorous aspect that children appreciate. In education field, cartoons also have power to attract the students' attention. They are so impressive and by cartoon will interest stay longer in the student's mind.

The teacher will frequently find it necessary to explain the meaning of word or a short phrase. Of course his aims here is to explain the word as quickly and effectively as possible, the techniques above perhaps can help the English teacher to do the associate, explanation and translation in teaching vocabulary.

Based on the descriptions above, actually teaching vocabulary for the beginner needs many appropriate ways. We have to know how far their competence and what the right technique. We cannot teach just once, students need practice. Through knowing words which has been made by the students, the teacher should review it. So, the students can understand what mistakes has been done by the teacher.

E. Game

A game is an activity with rules, a goal and element of fun (Hadfield, 1987: iii). Games are very effective in the engage and the study phrase of lesson. Games are fun way for students to learn English. Games are great way for students interact with each other and establish rapport. This is important in a classroom because when students get to know each other, they feel more comfortable and likely to more likely to freely express themselves in English and participate in

classroom activities. In conclusion, games are a very active way to teach English as they are fun and encourage participation. Students are more likely to be motivated and enjoy lesson. When the students are having fun, participating and they learn more and therefore game are an effective teaching technique, Reynolds (2007).

Kim (1995) says that “there is common perception that all learning should be nature and if one is having fun and there is hilarity and laughter, then it is not really learning. This is misconception. It is possible to learn language as well as enjoy once oneself at the same time. One of the best way self doing thing is through game.

Based on Hadfield (-: iii) there are three kinds of games:

1. Competitive Game

Mean a process of playing a game by comparing favorably with those of rivals. In competitive games students having strong urge to win a game, so there is a competitive between them.

2. Co- operative Game

Mean a set of process which helps people interest together in order to accomplish many kinds of games. In cooperative games students interact and make a cooperative to play.

3. Communicative Game

Means playing a game with imparting each other and they try to build a social dealing in the games. In communicative games, students try to build a communication each other to finish the games.

Games are very active way to teach English as they are fun and encourage participation. Teacher give a good way in order to students have big motivation and enjoy lesson. Teacher must smart in choose a game based on the lesson. The students can understand quickly.

Based on the description above, from three the kinds games are an effective to the students in do a game. According me game will more interesting use all from the kinds game. Students will challenge in game which individual to winner a game. They need cooperative in a group. And then in a game need good communication in order that effective teaching technique.

F. Teaching Vocabulary Using Arranging Letters Game

Vocabulary is one of the important things in learning English. Because of that we should look for the way how to teach vocabulary clearly and understandable. One way to interest and make students enjoy in learning vocabulary is by using games. There are so many games to teach English. In this research the writer uses arranging letters game to teach vocabulary. Arranging letters game is one of kind of media that we can use to make teaching learning process more fun and also giving motivation to the students.

1. Definition

Arranging letters is one of kind of media that we can use to teach vocabulary. According to Jill Harfield a game is an activity with rules, a goal and an element of fun and arranging letters about, it can be concluded that arranging letters is game which grouping for same cards. So in other word can be said that arranging letters game is using cards where on that cards is given letter in the card.

There are some elements of vocabulary that students can be able to master using arranging letters game are follows:

a. Pronunciation

Here, the students learn how to pronounce a word well. In this game the students not only looking for the words but also trying to pronounce it.

b. Meaning

The students should know what the meaning of the words from the cards that they get.

c. Spelling

The students should be able to learn how spell the words that they get because when they read the word they also how to spell it.

2. Advantages and Disadvantages

At least there are five advantages of teaching vocabulary using arranging letters game. The first, it makes teaching learning process more interesting for students, so it can wake up the student's motivation, enthusiasm, and

excitement. The second, it make meaning of material more clearly, so the students more understand and know the purpose of the lesson better. The third, it widens and varied learning experience not only in verbal communication, but also in more cooperative activities. The fourth, it activities students because they are not only listening to the teacher, but they also do the other activities, such as; do the games, do exercise, etc. The fifth, it makes students to study a lot of vocabulary in one time.

Moreover, there are two disadvantages of arranging letters game teacher should give clear instruction because the game is not easy and teacher have to make many cards to letter cards.

3. Procedure of teaching vocabulary using arranging letters game

Before the game is began; the teacher should prepare two words for example about shopping list. The first word is sugar and the second word is coffee. Then the teacher should make some cards, which size about 10x10 cm. The teacher writes one letter in one card. For example:

1.

1
S

1
U

1
G

1
A

1
R

The first word, the first card is written letter S, the second letter U, the third letter G, the fourth letter A, and the last card letter R. After that each letter card is given number one on the top left corner as code to arrange the letter card in one word.

2.

2
C

2
O

2
F

2
F

2
E

2
E

The second words, the this card is written letter C, the second letter O, the third letter O, and the fourth letter F, the fifth letter F, the sixth letter E, the last card letter E. After that each letter card is given number two on the top left corner as code to arrange the letter cards in one word. The teacher divides the class into several groups. The teacher shuffles all the letter cards. The teacher distributes some letter cards to each group. The teacher asks them who gets letter with same number. The group to arrange based on two words. The group can tell to the teacher, but the group is not asking to the other group. The leader of group should show based on two words. If the other group can guess the meaning and spell it based on answer letters which is arranged. The group gets second chance to play again.

Based on the description above, the teacher give a teaching using game is true away. Game is on kind of media that we can use to teach vocabulary. So, teacher give teaching vocabulary by arranging letters game is easy. Because of that we should look for the way how to teach vocabulary clearly and understand. With using arranging letters game the students will get big motivation in teaching learning process.

G. Basic Assumption.

English for beginner level or students of SMP in the first year is a new material in their study. Children prefer to study in an enjoyable situation, and to

teach more interestingly. Arranging letters is one the way out, because it is a new media. It can attract the students attention to study English well because they can express their felling, ideas, with the relax situations. Arranging letters game can raise the student's motivation and interest. It can also make affective education process and give the students happy, learning, especially in learning English vocabulary.

H. Hypothesis

Based on the basic assumption above the hypothesis of this research is that “Arranging letters game was effective for teaching vocabulary to the first grade students of SMP N 7 Purwokerto in academic years 2010/2011.”