

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses about :Vocabulary for Elementary School, The teaching of Vocabulary, The Advantage and Disadvantage of Using Puzzle for Teaching Vocabulary

2.1 Vocabulary for Elementary School

Since mastering vocabulary is a process, it will be better if the process begins at the earliest stage that is since elementary school age; Scoot (1991:1-5) states that 5-7 years old area all at level one, the beginner stage. The 8-9 years old may also be at the beginner stage. Since the students in grade five are about 9-10 years old, in this case they are called beginner.

In Educational Level Unit of Curriculum (KTSP) English subject has some function for students ability in learning English, for developed their competency both in simple communication and written. In other words the students who have learned English are expected to be able to use English for communication. It is clear that teaching English is very important in our country, it can be seen in the

goal of KTSP. The government hopes that the implementation of English can increase human resource if the students master English for communication.

Furthermore, Pinnochiro (1974: 234 in Alwasilah (1985) administrates that mastery the language skill such as stated above, the language users should practice and doing as much exercise as possible. Because when the language users are able to produce the four skills, intelligibility he/she must be better in thinking and acting. It was clear now how the skills are related to each other, as well as they cannot be apart from vocabulary.

2.2. The Teaching of Vocabulary

Learning new words is important part of learning a new language. It was impossible to made sentences when speaking a language without knowing words/ vocabularies. Learning some words and phrases in a new language allows people to start communicating at once. Knowing vocabulary seems to be the basic things in learning language, even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterance. "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins ; 1972: 111).

Students who learn English as foreign language surely will find difficulties in learning vocabularies without practice. Lots of practice and making the new words into habit definitely will help students expanding their list of vocabulary.

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2.2.1. Definition of Vocabulary

To understand vocabulary, below are the definitions:

- a. Vocabulary is a component of a language that maintains all of information about meaning and using word in language. HarimurtiKridalaksana (1993:127)
- b. Vocabulary is one of important factors in all language teaching, students must continually be learning words as they learn structure. (Edward ;1997).

2.2.2. Types of Vocabulary

According to Nation in Rojali (2005:20) deals with vocabulary items consist of two types, receive vocabulary and productive vocabulary. Nation defines receptive vocabulary as word which can be recognized when it is heard (what is the sound like), when it is seen (what is it look like). In the other word, it knows all thing of that word. Meanwhile, productive vocabulary is word which is able to be pronounced, to be written, to be spelled, how to use grammatical pattern. However and whatever the terms are used by the language experts. It refers to recognition and production of word when the person does communication to the other; they usually refer to some meanings.

Another type of vocabulary items stated by Gorrel and Laird in Novalia (2007: 8) as almost everyone has at least four basic of vocabulary items” they are as follow :

- a. Speaking vocabulary. Some vocabularies which are spoken as the result of their listening process but only consist of a view simple word.

- b. Reading vocabulary. Types of vocabulary which allow to people to know and to use vocabulary little large speaking vocabulary.
- c. Writing vocabulary, which includes the word in speaking vocabulary, pus other words that can call up. This stage is much larger than speaking and reading vocabulary.
- d. Acquaintance vocabulary, the large vocabulary include speaking vocabulary, reading vocabulary and writing vocabulary it include also a considerable number of word which the owner has been seen or heard before but does not do know about his/her may remember about them so that he can usually guess heir meaning contextually.

2.3. Technique for Teaching Vocabulary

Harmer (1991: 154) states “one of the problems of vocabulary teaching is how to select what word to teach”. Furthermore, Harmer (2001: 159) states “some which the language teacher can use to encourage the students to really learn a word, i.e. (1) active and passive, (2) interaction which word and (3) discovery techniques”.

a. Active and Passive Vocabulary

A distance frequently made between “active and passive” vocabulary active vocabulary refers to vocabulary that students have been taught or learn and which they are expected to be able to use, while passive vocabulary refers to word which the students will recognize when they meet them but which they will probably not able to produce. It is certainly a good idea to provide sets of

vocabulary, which student can learn most of the early words will be constantly practiced and so can presumably be considered as active.

b. Interaction with Words

Experiment on vocabulary seems to suggest that students remember better when they have actually done something with the words they are learning. However there is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to means their opposites, making a noun, an adjective, putting words together etc. help to fix the word in the learner's mind. Then it seems that we should get students to interact with words. We should get them to "adopt" words that they like and want to use. We should get them to do things with words so that they become properly acquainted with them.

c. Discovery Techniques

Discovery techniques used with vocabulary material allows students to activate previous knowledge and to share what they know (if they are working others). They also provoked the kinds of interaction with words which we have said desirable.

2.4. Puzzle for Teaching Vocabulary

All items below are categorized by their difficulty level and target audience so you can pick the perfect level of fun and education. We put them in alphabetical

order and show the words hidden in the grid so you can quickly page through the list and find one that meets your needs. The words can be in several directions or only forward and down if you need something for the youngsters.

To view or print a History word search puzzle click on its title. Once you've clicked a title you see a link to separate answer grid page with hints for the teachers that show where the words start. Our most important instruction is that we want you to be sure to have fun while we learn. A puzzle consisting of letters arranged in a grid which contains a number of hidden words written in various directions.

Word search games, also know as word find games, are popular for helping students recognize words. In searching for words, the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling. Word search can be played online or users can create a printable word search.

2.5. The Advantage and Disadvantage of Using Puzzle for Teaching Vocabulary

1. Advantages

- a. Students are able to learn how to solve problem in which they are involved.
- b. Students are satisfied where they find and sense new ideas and concepts are formulated.

- c. Game can created a big interest through realistic participation, because this game involves the students directly.

2. Disadvantages

- a. The are interested in the game, not in the subject matter the game represent.
- b. The game is time consuming.
- c. The game requires only a few people to play.

a. Procedure of Teaching Vocabulary Thought Word Search Puzzle

Word search Puzzle it is the game of category word, where the students have to match pictures and words on the Word Search Puzzle paper. The game begins when the student match pictures and words on Word Search Puzzle paper . This game can be used at any level of student. It is based on the teachers material that will be given. They can exchange their knowledge about vocabulary by change the pictures. Therefore, it can make students easy to memorize the words and store longer than study by using student's worksheets or course books. Puzzle game is a very basic game which used with some years 2 children as a starter activity .

From statement above, matching game can be applied in teaching vocabulary especially for the children in elementary school. Procedure of using the matching

game by Word Search Puzzle media in teaching vocabulary as the technique of teaching a game as follows:

a. Pre- activity

1. The teacher greets the students
2. The teacher checks the attendance list.
3. The teacher involves the students in small talk to build up their schemata about material which is going to be discussed. For example: do you have pet in your home"? what kind of cat do you have"?'

b. While- activity

Explain the rule of game, there are

- a. Divide the students into many groups
- b. Each group will be given picture and Word Search Puzzle paper in the correct answer.
- c. If they have finished, the teachers will correct the answer students by change the picture.
- d. If they have finished, the teachers will correct the answer students by change the picture.
- e. Ask students to spell the words and know the meaning of other them by the teacher's it self.

c. Post- activity

- a. Teacher reviews the vocabulary target including the spelling and the pronunciation.
- b. The teacher asks the students whether they have any difficulty with the topic.
- c. The teacher closes the meeting.