

II. LITERATURE REVIEW

This chapter discusses about concept of vocabulary, concept of teaching learning process, concept of STAD, and procedure of teaching vocabulary using STAD.

2.1 Concept of Vocabulary

Learning a language cannot be separated from learning its vocabulary because vocabulary is one of the most important aspects of language. If we cannot master a sufficient amount of vocabulary, we will fail to use a language satisfactorily either in oral or in written form. As Fries (1973: 32) states that vocabulary is the essential area of learning language. We can also say that language is built up by vocabulary. Rivers (1970: 462) says that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. This is also supported by Byrne (1976: 10) who states that in order to communicate effectively, the learners need an adequate mastery of vocabulary.

It is obvious that without mastery vocabulary, one can convey nothing. Even though we master the grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that

Based on the statement above, the writer assumes that vocabulary is the basic element of language in which it will make a language meaningful. As Wallace (1988: 86) states that vocabulary is the vital aspect of the language. An adequate number of vocabularies may enable the message to be expressed clearly. Concerning this matter, Burton (1982: 98) stated that a larger number of vocabularies help us to express our idea precisely, vividly and without repeating the word.

Therefore, in order to help students mastering a new language, the teachers have to make them master an adequate number of vocabularies. In other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of the vocabulary that the students have. The more and the better vocabulary they gain, the more skillful the language they can perform.

In any activity of learning language, a learner is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas. Wilkin (1983: 3) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language which makes the language meaningful.

According to Fries (1974: 45), vocabulary is divided into four types:

1. Content words represent the names of objects or things, that is: concrete noun (student, teacher, book), action done by or with these things, that is: verb (read,

teach, walk), the qualities of these things, that is: adjective (happy, sad, smart).

And adverb (field, court, swimming pool).

Example:

- You play football.

N

- They sing a song.

V

2. Function words are those which are used as means of expressing relation of grammatical structure such as: conjunctions (and, or, but), articles (a, an, the), etc.

Example:

- Toni and Tiara are at home, they do not go to the movie.

Conj

Aux

3. Substitute words, those which represent individual things or specific actions, but function as substitutes for whole form-classes of words, that are indefinites (anyone, anybody).

Example:

- You can trust on me.

- Everybody has problems.

4. Distributed words, those that are distributed in use according to grammatical matter as the presence or absence of a negative, such as: some, any, either, etc.

Example:

- Nopri does not drink milk either.

Macfadyen (2007: 1-21) divides content words into some categories: verb, noun, adjective, and adverb. Verb is perhaps the most important part of the sentence. A verb asserts the most important part of the sentence and expresses actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence. Verb fall into three categories: transitive verbs, intransitive verbs, and linking verbs. Transitive verb is a verb, which needs direct objects, e.g. Police caught the man ("the man" is the direct object of the verb "caught"). The example of direct object: answer, buy, continue, borrow, call, meet, bring, etc. meanwhile intransitive verb is a verb, which does not direct object, for example: arrive, come, go, stay, cry, etc. while linking verbs, e.g. my elder brother become an engineer. This verb does not show action, for example: be (am, is are, was, and were), become, seem, etc.

The second category is a noun. Macfadyen (2007) says that a noun is a word used to name a person, animal, place, thing, and abstract idea. Noun falls into five categories: proper nouns (Indonesia, Monday, Soekarno, etc), common nouns (boy, chair, description, etc), material nouns (fish, stone, send, etc), collective nouns (people, family, couple, etc), abstract nouns (beauty, honesty, kindness, etc). Beside that noun has other category: count and noun-count nouns. A count noun is one that can be counted, book-one book, two books, person-one person, two people, etc. Meanwhile

a non-count is the one that cannot be counted, e.g. milk. You cannot say: one-milk or two milks. It is possible, however, to count some non-count nouns if the substance is placed in a countable container, e.g. glass of milk, two glasses of milk, etc.

For example:

- This is one of the foods that my doctor has forbidden me to eat. (Non-countable)
- We painted the window blue and the door red. (Countable noun)

The next category is adjectives. Adjectives fall into two categories: descriptive and limiting. Descriptive adjectives are those, which describe the color, size, or quality of person or thing (noun or pronoun). For example: beautiful, large, red, interesting, important, colorful, etc. It means that an adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun, which it modifies. Limiting adjectives place restriction on these and those are plural form. For example: cardinal numbers (one, two), ordinal numbers (first, second) possessives (my, your, his), demonstratives (this, that, these, those), quantity (few, many, much), articles (a, an, the). All others remain the same whether the noun is singular or plural.

For example:

- Emilia is a nice girl.
- Karisma is a naughty boy.

The last category is adverb. Macfadyen (2007) says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, how much. Many descriptive adjectives can be changed to adverbs by adding-ly suffix to the adjective base. Unlike an adjective, an adverb can be found in various places within the sentence.

For example:

- She walks slowly.

Adv

- He was driving carefully.

Adv

In this research, the writer will focus on content word because content word consists of words that are familiar to the students and easy to be understood by them.

Referring to the above statement, the writer assumes that vocabulary is very essential part in learning a language. By mastering the vocabulary, we can understand what someone says or communicate to others. And we can express our ideas easily. It is hoped after learning vocabularies, the students would master a great number of vocabularies, and they can express their ideas and communicate easily each other.

2.2 Concept of Teaching-Learning Vocabulary

In order to make this point clear, the discussion consists of four main points, i.e. concept of language teaching, what to teach in vocabulary, how to select vocabulary to teach, and how to teach vocabulary.

2.2.1 Concept of Language Teaching

When we talk about teaching, it means that we talk about showing or helping someone to learn how to do something. It also means giving instruction, guiding is studying about something, providing with knowledge and causing to understand, Brown (1987: 6). So, when we teach someone, we hope the person will have knowledge and understanding about of the subject we taught at the end of the teaching period.

Based on the opinion above, the writer assumes that any language can be taught to the students, wherever they live. So, language teaching can be modified to any situation (classroom activity), depending on the situation. Meanwhile, it will be insufficient if teaching learning activity is carried out through talking and writing only, in this case media are needed.

Referring to the previous statement, the writer needs good technique to transfer the material in teaching and learning activity. In general, there are some techniques that can be used in teaching learning process like using picture, game, group work, etc.

2.2.2 What to Teach in Vocabulary?

In general, there are three steps in teaching vocabulary; firstly, teaching the word form, spelling and pronunciation. The teacher can teach the spelling of the word by writing it on the whiteboard. While, in teaching pronunciation, the teacher can pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher.

Secondly, teaching the meaning of the word. In teaching the meaning of the word, the teacher can ask the students to look up in the dictionary. If the students have any difficulties, then the teacher may help the students by giving them the meaning of the words or the teacher can also directly tell the students what its meaning. Thirdly, teaching the use of the word. In teaching the use of the word, the teacher may provide some exercises in using those words. It suggests that English teacher should find an alternative technique that at least covers the three steps above in teaching vocabulary.

2.2.3 How to Select Vocabulary to Teach?

The teacher should be able to choose the appropriate words in teaching vocabulary according to the level, needs. As Bismoko (1976: 64) states that in teaching vocabulary, the teacher must select the words which can be learnt in a limited time, which words should be chosen for teaching and which one should be left behind. Bismoko (1976: 64) also states that the vocabulary which should be taught to beginners should meet the following requirements:

1. Must be frequently used by people whose native language is English. These words can be selected from A General Service of English Words (West, 1953). West (1953, 7) says that the words represent a list of 2.000 General Service List and considered suitable as the basis of vocabulary for learning English as a second language. For example: eye, hand, book, money, etc.
2. Must be useful in any country and any situation especially for authentic situation. It means that the words are very essential to be familiarly spoken in authentic situation. For example the words used in expressing:
 - a. Greeting: Good morning, Good afternoon, Goodbye, etc.
 - b. Condolence: I am sorry, etc.

Based on the statement above, the writer assumes that in teaching vocabulary teacher should be able to supply some appropriate material in teaching vocabulary.

According to Nation (1990: 18), we can determine that vocabulary can be taught by using:

1. Frequency counts

Usually a vocabulary counts done by making list of the words in a particular text or group of texts and counting how often and where they occur, by this way the teacher will be able to select which word is useful to be learnt and which word is not.

2. Word list

Word lists a list of words that have been listed by some experts. There are some word lists that have been made by some experts and can be used in preparing material to be

taught on vocabulary teaching. They are General Service List of English Words by West (1953), The Cambridge English Lexicon by Hindmarsh (1980), and Longman of contemporary English by McArthur (1981).

But in this research the writer used the students' senior high school handbook, which is published by Yudhistira. The consideration of using this book as source is that the book is arranged based on the GBPP of curriculum 2006 and the book is also used by the teacher in that school.

2.2.4 How to Teach Vocabulary?

Learning a language means learning thousands of vocabulary items. Everyone has his or her own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some learners will find it effective to use vocabulary exercise in order to acquire new vocabulary, while others will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and with suit different individual in different ways.

Based on the statement above, Scott (2007) says that there are five basic instructional methods for teaching vocabulary. These methods are:

1. Definitional methods include anything where a student is given a word and a definition. The student may be given a list of words and have to look them up in a

dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning beyond the definition.

2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of the sentence or paragraph. This instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word.
3. Organizational, or semantic framework instruction, students learn relationships between and among similar words. This type of instruction includes the use of concept maps, semantic maps, and other graphic organizers.
4. Cooperative learning instructional makes use of visual images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.
5. Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about what the word means. Scott, Jamieson-Noel and Asse link cite (2003) a previous study which claims that this type of morphological word study is especially useful to students who are learning English as an additional language (Scott, 2007).

All of the ways above can be used in teaching-learning vocabulary process, but in this research the writer used the cooperative learning STAD, because the writer assumes that by those learning the student would be easier to memorize the vocabulary.

2.3 Concept of Students Teams Achievement Divisions (STAD)

2.3.1 The Nature of STAD

STAD is one of cooperative learning techniques in which students work in groups consist of four or five member. The groups consist of students from different academic levels, genders, and background ethnics. They are responsible for discussing and working in group before answering quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each other's skills presented by the teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun. Slavin (1995: 75) argued that group contingency is essential if a small group structures are to enhance achievement. By group contingencies, Slavin means that the behavior of one or more group members brings reward to a group.

It has five major components as Slavin (2008: 143) defined: 1) class presentation, 2) teams, 3) quizzes, 4) individual improvement scoring, and 5) team recognition. In STAD, students are assigned to four member learning teams that are mixed in heterogeneous teams. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.

There are some steps in STAD that a teacher has to follow: (1) using direct teaching methods to teach the first lesson, preparing a quiz on the lesson material and worksheets based on the quiz; (2) introducing teams assignments, explaining group scoring, and starting team practice on worksheets; teams can enter group discussion, pairs check, or just work informally until each member is sure their teammates will make 100 on the quiz; (3) having students explain answers to one another instead of just checking each other against the answer sheet; (4) reminding students that if they have questions, they should ask all teammates before asking the teacher; (5) giving quiz individually; (6) holding improvement scoring, in which teacher bases scores on improvement from pre-test to post-test scores. It applies to either individual or group situation.

2.3.2 Key Element of STAD

According to Kessler and Kagan (1992: 8) and Johnson and Johnson (1994), there are at least five key elements in STAD. Those elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing.

The first element is positive interdependence. Positive interdependence means each group member's efforts are required and indispensable for group success. In other word, when one student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence and non-interdependence. Students are negatively interdependence in competitive situations, it means when one student

achieves, others loss. Examples of negative interdependence are grading on the curve, posting only a few (the “best”) papers, or calling on only one student when several raise their hands. Students are non-interdependence during individualized instruction if students are all working alone at their own pace on individual tasks and the grades of each have no relation to those of other students.

The second element is face-to-face interaction. In face-to-face interaction students have to arrange themselves, so that they are positioned facing one another, have directly eye-to-eye contact and face-to-face academic conversation (Stahl, 1994). In this element, there are some cognitive activities and interpersonal dynamics that may only occur when the students do real work together in which they promote each other’s success by orally explaining how to solve problems, discussing concepts being learned, checking for understanding, teaching one’s knowledge to others, and connecting present with past learning.

The third element is individual and group accountability. STAD technique in this element should not consider individual success only by having individual quiz regularly, but the students work in group must be accountable for achieving its goals and must be accountable for contributing each member’s work to achieve the common goal. According to Johnson et al. (1998), a teacher should assess each student’s performance and return the result to the students as soon as possible in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

The fourth element is interpersonal and small group skills. The students are required to possess interpersonal skills and group skills in order to gain knowledge of the subject matter. Further, Johnson and Johnson (1984) claimed that the students must be given how they analyze their learning group in order to maintain effective working relationships among the group's member. They also added that social skills for effective cooperative work do not only appear when cooperative lessons are employed but also must be taught, such as in leadership, decision-making, trust building, communication and conflict-management, and students should be motivated to use the prerequisite skills successfully.

The fifth element is group processing. Johnson et al. (1999) stated that group processing is important to make cooperation work by structuring group processing. It only occurs when students are able to achieve their goals and maintaining relationships. Moreover, the purpose of the group processing is to evaluate the group work process and the result of their cooperation and to improve the effectiveness of the group's member in contributing to the joint efforts to achieve the group's goal. Without group processing, cooperative groups are often only groups of students sitting together working on the same task.

2.3.3 Procedure of STAD in the Classroom

The procedure of STAD implementation consists of several steps. The first step is dividing the students into groups from different academic levels, sexes, and background ethnics. According to Lie (2007: 41-42), the composition of each group

is one student with high achievement level, two students with average achievement level, and one student with low achievement level. The achievement level bases on the students' pre-test scores. The table below is the procedure in selecting the groups (Slavin, 2008: 152).

Table 1
The Procedure in Selecting the Groups

Criteria	Student Achievement Level	Name of Team
Students with high achievement level	1	A
	2	B
	3	C
	4	D
	5	E
Students with average achievement level	6	E
	7	D
	8	C
	9	B
	10	A
	11	A
	12	B
	13	C
	14	D
	15	E
Students with low achievement level	16	E
	17	D

	18	C
	19	B
	20	A

The second step is explaining STAD rules to the students. Every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson. If the students have questions, they should ask all teammates before asking the teacher.

The third step is explaining individual and group scoring. The students collect points for their group based on the level in which their quiz score exceed their starting score. The table 2.2 below is criteria of improvement point.

Table 2
The Criteria of Improvement Point

Quiz Score	Improvement Point
More than 10 points below starting score	5
10-1 points below starting score	10
10 points above starting score	20
More than 10 points above starting score	30
Answer sheet is perfect	30

The fourth step is delivering the lesson. The teacher explains the lesson and asks number of questions to the students. The fifth step is arranging group discussion. The

students work in groups and do the assignment that is given by the teacher. They can discuss concepts being learned, check for understanding, teach one's knowledge to others, connect present with past learning or just work informally until each member is sure their teammates will make 100 on the quiz.

The sixth step is giving individual quiz. The aim of individual quiz is to measure how far the students understand the lesson. The seventh step is counting students' improvement score. The last step is giving rewards for group achievement. The table below is criteria of reward.

Table 3
The Criteria of Reward

Criteria (Team Average)	Reward
15	Good Team
16	Great Team
17	Super Team

2.3.4 Advantage and Disadvantage of STAD

This section explains the benefits of STAD compared to the traditional learning. In STAD, students share the idea that they work together to learn and are responsible for their own teammates' learning and their own to achieve a goal. On the other hand, in traditional learning the students only work in a small group to discuss the assignments without getting clear goals and a proper instruction. In addition, student-

centered learning means that students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions. In traditional class, students only have to focus to the teacher's lecture without doing lots of activities.

In line with those reasons, Slavin (2008) concluded several benefits of STAD for students: creating conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills); increasing self-esteem and improve ethnic relation; leading to higher achievement, especially for low achiever; and representing an odd but happy marriage between behavioral and humanistic approaches to classroom motivation.

Ham and Adams (1992: 8, cited in Agustina 2006) identified three benefits of using STAD for teachers: teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers; teacher's time is spent more effectively; teachers can adopt a fresh, new attitude toward their job; and teachers have a greater time to validate their own, values and ideas.

According to Kagan (1992:109), STAD might be a new technique to the teachers and students. Therefore there may be some problems found in teaching vocabulary through this technique: teachers get hardly the class's attention; the noise level become too high; some of the students do not want to work in group; and some of the students might be frequently absent.

The aim of this study is to find out the effectiveness of STAD implemented in an Indonesian classroom setting. The researcher would prove the benefits of using STAD, the advantages and disadvantages of the technique, to prove the result of the previous studies and also to acquire a more additional comprehensive picture of this technique.