CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Literature

1. Teaching and learning English as a foreign language in elementary school

a. Foreign Language Learning and Teaching

Learning a foreign language is not as easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages. If someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with the learning of sounds system, the learning of new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences.[10]

Like any other learners of English as a foreign language, Indonesian learners also meet difficulties in learning English since their native language is quite different from English. Learning a foreign language which is quite different from native language is very difficult for Indonesian learners. Consequently, the learners should have a great

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[10] Ramelan, *English Phonetics Fourth Edition* (Semarang: IKIP Semarang press,1992),4.

motivation.

In teaching a foreign language, a teacher should have an objective. The common objective of teaching a foreign language is to make learners to be able to communicate by using the target language orally and written form. Teaching is guiding and facilitating learning, enabling, and setting the condition for learning.[11]

b. Characteristic of the Fourth Graders of Elementary School

The range age of the Elementary School students is between six to twelve years old. They have different characteristics and motivations from the students of junior high school, senior high school, and university. That makes teaching elementary school students is not the same as teaching adults because the students of the elementary school may have low motivation in learning. In this case, teacher has a challenge to motivate the students in learning something new.

The are general characteristics of students in elementary school are as follows:

1. They are competence users of mother tongue.

2. They can tell the difference between the fact and fiction.

3. They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they

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[11] H. douglas Brown, *Principle of Language Learning Teaching*(New York: Person Education, 2005), 8.

are doing is really work.

4. They are enthusiastic and positive about learning.

5. They rely on the spoken word as well as the physical world to convey and understand meaning.

6. They are able to work with others and learn from others.

7. Their own understanding comes through eyes, hands, and ears.

8. They have very short attention and concentration span.[12]

Young learners refer to the students of elementary school; in this case is the fourth graders. The fourth graders of elementary school are in the range age of nine to ten years old. They still like to play and learn through their hands, eyes, and ears.

The children from seven to twelve are:

1. Children are learning to read and write in their language.

2. Children are developing as thinkers.

3. Children can plan and organize how best to carry out an activity

4. Children can work with others and learn from others.

5. Children can understand the difference between real and imaginary

6. Children can be reliable and take the responsibility for class activities and routines.[13]

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[12] Wendi A Scoot and Lisbeth H Ytreberg, *Teaching English to Children* (New York: Longman, 1990),2.

[13] Mary Slattery and Jane willis, *English for Primary Teacher* (New York: Oxford University Press,2001),

c. Teaching English at the fourth grade of elementary school

Teaching English to elementary school students as a local content is the students are expected to have skills of the language in simple English with emphasis on listening, speaking, reading, and writing skill using selected topic related to their environmental needs.

Related to the objective above, the material for the fourth grade, most topics are about center of interest that they often face in their life. The topics include things inside a class and things around a school. Those topics are so familiar with students that may see it everyday when they attend to their school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up to eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time. To help the learners in learning foreign language Marry Slaterry and Jane Willis suggest some ways to teach them.

There are some ways to teach at elementary school:

1. Make learning English enjoyable and fun

2. Don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part.

3. Use a lot of gestures, action, pictures to demonstrate what you mean.

4. Talk a lot to them use English, especially about things they can see.

5. Play game, sing a song, and say rhymes and chants together.

6. Tell simple stories in English, using pictures and acting with different voices.

7. Don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue.

8. Consistently recycle new language but don't be afraid to add new things or to use words they won't to know.

9. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.[14]

According to the explanation above, I conclude that teaching vocabulary to the fourth graders; teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them. In order to help language learners to develop their language ability, language teacher can refer to the suggestion.

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[14] Mary Slattery and Jane willis, *English for Primary Teacher* (New York: Oxford University Press,2001), 4.

2. Vocabulary

a. Definition of vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.[15] It means that people can not write a word or make a sentence well, when they do not master it.

According to the oxford dictionary, vocabulary is the total of words you know in particular language.[16] William Morris stated that vocabulary is a list of words and often phrases, usually arranged alphabetically and defined or translated. A lexicon or glossary.[17]

b. The kinds of vocabulary

Jo Ann Aebersold and Mary lee Field classifies vocabulary into two categories, they are:

1. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand

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[15] Virgina French Allen, *Techniques in Teaching Vocabulary*(Oxford University Press, 1983), 7

[16] AS Hornby, *Oxford Advanced Learner's Dictionary*(New York: Oxford University Press, 1995),1337

[17] William Morris, *The American Heritage Onary of The English Language*(Boston: American Heritage Publishing Co. Inc),1434

the connotation meaning of the words. This type is often used in speaking and writing skill.

2. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.[18]

Edinburgh Gates also divides vocabulary into two categories:

1. Function words are the closed class. We can not add to the prepositions or auxiliaries or modals or any other structure word of the language.

2. Content words are on the other hand, can be added to at any time as new scientific advances make new words and communication about new inventions necessary.[19]

It means that to have good English, people have to master not only in grammar but also in vocabulary, so that people have recognize both of it.

c. Ways to improve vocabulary

Building up our vocabulary is arguably the most important part of a language learning process. If we do not have a base vocabulary to work it, we cannot study grammar, we have absolutely no use for

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[18] Jo Ann Aebersol and Mary Lee Field, *From Reader to Reading Teacher*(USA: Cambridge University Press, 1997), 139

[19] Edinburgh Gate, *Longman Dictionary of Contemporary English, International Edition*(England: Pearson Educational Limited,2003), 1843

spelling or pronunciation exercises and writing or reading is definitely out of the question. That is why it is crucial to have a good vocabulary work-up at the beginner of our studies but also to keep building it up as we go.

There are a few ways for us to improve vocabulary:

1. Translated texts

This is great method to use in the beginning of our studies, when we cannot handle reading (and understanding) a text solely in the foreign language we are emphasizing on. Translated texts act as a natural dictionary as they will involuntary form connections as we read the two versions of the same text. The downside however is that if the text are too ambiguous or too complicated, we risk understanding entire phrases or mistakenly attributing meaning to certain words. That is why it is extremely important that the translated text we're working with is well written and does not have any slang, confusing words, words with different meaning and so forth. We should also look for the most basic translated text at first. Do not worry if you find it silly to translate "it is hot during the summer", it is a starting point and we will not be better off skipping it.

2. Vocabulary games

Vocabulary games are a great way to enhance our word base, but they should usually be used only as an additional method for

this purpose. The fact with vocabulary games is that they cannot teach us the same amount of new words as say translated text or other methods that deal with improving your vocabulary, but they can be a fun alternative to take during those study breaks. Also, remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

3. Foreign language media

Media is obviously a strong source of vocabulary gain and the fun fact about it is that you will not be shedding a sweat learning the new words, as they come naturally. Every bit of radio, TV, stationary add, computer game or any other type of media we can watch or hear in the foreign language we are studying should be treated as an opportunity to improve vocabulary, obviously, some languages will be harder to learn through this method, whereas other will be extremely easy English. If you find a good learning source, we could use foreign language media as main method of vocabulary increase, but if these sources are scare, we shouldn't rely solely on it.[20]

In this research, the writer use "vocabulary games" to teach English vocabulary using Alphabet game.

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[20] http://www.nebi.nlm.nih.gov/pubmed/16080348, on 16th February 2015

d. Teaching vocabulary at elementary school

Teaching elementary school is considered as teaching children. In this case, vocabulary is very important to be mastered first. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum.

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that is does not overwhelm other essential part of the course. The best way to avoid this is for the teacher and course designer to have set guiding principles that can be applied in a variety of teaching and learning situations.[21]

These can be applied in course where there are parts of the course deliberately set aside for vocabulary development or in course where vocabulary is dealt with as it occurs in skill focused or content focused lessons.

There are several principles for teaching vocabulary as follows:

1. Focus on the most useful vocabulary first of circumstances.

2. Focus on the vocabulary in the most appropriate way.

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[21] David Nunan, *Practical English Language Teaching, First Edition*(America :McGraw-Hill Companies,2003), 135.

3. Give attentions to high frequency words across the four stands of a course.

4. Encourage learners to reflect on and take responsibility for learning.

Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary will help students in mastery all the language skills; listening, speaking, reading, and writing. Vocabulary will make the students practice the structure more easily; it is useful for the students in order to communicate in daily life and will strengthen belief that English can be used to express some ideas or feeling they express in their native language.[22]

In teaching vocabulary, teacher should not give it separately word by word. It will make the students know the words just the way they are without understanding how to apply the words whether in spoken or written into sentences or paragraph. The best way of teaching vocabulary is not teaching the students to memorize but also teaching them to pronounce, to spell, and to use it in context.

It is very important to master vocabulary first by children who are learning a foreign language. For this reason, teacher should pay more attention to the teaching vocabulary to children. Vocabulary should not rely on the spoken words only; teacher should try to give as clearly as possible the explanation of the meaning of the words

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[22] Finocchiaro, *English as a second language: from theory to practice* (New York: regent publishing Company, 1974),38.

being taught by showing picture, dramatizing, illustrating, paraphrasing, or giving the similarity with their native language.

In teaching vocabulary, teacher should be able to distinguish the students' level. He has to be able to manage the teaching vocabulary effectively in order to achieve a target. He has to select the suitable words to be taught.

Six principles on which teaching vocabulary is to be based, they are:

1. Aims

In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself. He has to decide on what is involved in vocabulary learning. He has to decide the words which should be mastered by the students. He should consider how many lists of words he expects the learners to achieve and what kind of word they are.

2. Quantity

Teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by the learners. If there are too many words, they may be confused, discouraged, and frustrated.

3. Need

In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in

situation where they have to communicate and get the words they need.

4. Frequent Exposure and Repetitions

In teaching vocabulary of a foreign language teachers can not only teach new words once. They have to repeat them to make sure the students have already remembered and understood them. There must be a certain amount of repetition until there is evidence that the students have learnt the target words.

5. Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.[23]

3. Games

a. Definition of games

Jill Hadfield stated that a game is an activity with rules, a goals and an element of fun.[24] Meanwhile Julia Dobson has her own opinion about games that he have found that a good language game is a wonderful way to break the routine of classroom drill, because it

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[23] J. Michael Wallace, Guildford, and K, Lynn, *Teaching Vocabulary* (London: Bridles Ltd, 1982), 27.
[24] Jill Hadfield, *Elementary Vocabulary Games*(Addison Wesley Longman, 1998), 4

provides fun and relaxation wile remaining very much within the framework of language learning and my even reinforce that learning.[25]

From some explanations above, it can be assumed that games an activity has a rules, goals, and it is a way to break routine in the classroom, so that it gives fun and relax, and enjoy for students in teaching learning process, and it is also a element which students can get have fun when they are learning.

There are some characteristics of game such as below:

1. Clear, achievable goals, rules, measurable outcomes and rewards

2. Appropriate challenge, gradually increasing difficulty

3. Interaction and feedback

4. A safe environment to explore and in which to make mistakes

5. Collaboration and/or competition

6. A narrative or fantasy setting.[26]

b. The types of games

According to Jill Hadfield divided games into two kinds, they are:

1. Competitive games, in which players or teams race to be the first to reach the goal.

2. Co-operative games, in which players or teams work together towards a common goal.[27]

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[25] Julio Dobson, *Try One Of My Games*(Washington.D.C), 295.

[26] Wikipedia, *"using game to enhance Learning and Teaching"*. http:// www slideshare.net/ntcwhitto/using-games-to-enhance-learning-and-teaching. On 16th February 2015

[27] Jill Hadfield, *Elementary Vocabulary Games*(Addison Wesley Longman, 1998), 4

c. The advantages of using games

Using games as the technique teaching in young children classroom gives the big impact for the success of studying English. Games can lower students' anxiety in using the target language.

According Lee Su Kim, using games have many advantages:

1. Games are a welcome break from the usual routine of language class.

2. They are motivating and challenging.

3. Learning a language requires a great deal of effort.

4. They encourage students to interact and communicate.

5. They create a meaningful context for language use.[28]

d. Alphabet game

Alphabet game is a set of games which help the students to develop their vocabulary, which is critical for comprehension. The word alphabet means a set of letters which are used to write a language. It means a set number of letters that used in writing a language. It is a one of the major milestones of early childhood education. Children must recognize letters and know their sounds before they can begin to read. Preschool and kindergarten educators spend considerable time teaching the alphabet to their students. They utilize direct instruction as well as indirect practice with games songs and other classroom activities. Games are especially

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[28] Lee Su Kim," Creative Games for the Language Class". *Forum*. Vol 33 No.1, Malaysia 1995, 35

effective learning because they incorporate fun into the learning process.[29]

e. The steps of using alphabet game

There are several steps in doing Alphabet Game:

1. Divide the students into four groups.

2. Each group assigns a writer to write on the paper.

3. The writer makes a chart on the paper.

4. The teacher says a letter, for example the letter B.

5. The other students in each group have to mention and dictate the word of the letter and writer will writes word "Bring, bag, banana, etc" on the paper.

6. Then, each group must be write as possible as words in their paper.

7. Groups get 10 points for each answer.

8. The group with the most points wins.

f. Teaching vocabulary by using alphabet games

Teaching vocabulary is not a simple thing. Teaching vocabulary means more than just presenting new words. In teaching vocabulary, a teacher also needs materials, exercises and techniques. Game is one of the good techniques in teaching vocabulary. Every teacher will prepare the games of activities before the class starts, but for students activities they need nothing to prepare because by reading the examples they can do whatever they wants based on the examples and

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[29] Redjeki Agoestyowati, *102 English Games*(Jakarta: PT Gramedia Pustaka Utama,2008)

interactions written. Using alphabet game can provide them not only with opportunities for active participation in using English for communication but also with fun. Students learn imaginative and active.

B. Review Of Previous Study

In this case, the writer describes some previous researches which are relevant to this research. The same idea of using alphabet games as a strategy to solve the problem in teaching English becomes my guidance to strength this research.

First, thesis with title "The Use of Alphabet Game as a Technique in Teaching English Words to Junior High School Students (The Case Study of the Year Seven SMPN 34 Semarang in the Academic Year of 2009 / 2010)" by Riska Saprina Dewi. This research aims to improving the student's English vocabulary using alphabet game. She was conducted an experimental research to obtain the information related to the research problems. The sample of this research was of the seventh grade students in SMPN 34 Semarang. The result of the research show that by using Alphabet Game in teaching learning process could really help accelerate students. to master vocabulary. In addition, by using alphabet game makes the situation of the class more enjoyable and relaxing, and the students can easier understand the material.[30]

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[30] Riska Saprina Dewi: *The Use of Alphabet Game as a Technique in Teaching English Words to Junior High School Students (The Case Study of the Year Seven SMPN 34 Semarang in the Academic Year of 2009 / 2010*(Semarang:U NIVERSITAS Negeri Semarang,2010)

Second, thesis with title "The Mastery of English Vocabulary of the Eighth Grade Students of SMP 1 Kaliwungu Kudus in the Academic Year 2011/2012 Taught by Using Alphabet Game" by Yuliani Nor Wakhidah. The aim of this research is to emphasize the students to find many new vocabulary with competition. With an experimental method, writer assumes that there is a significant difference between the mastery of English vocabulary of the eighth grade students of SMP 1 Kaliwungu Kudus in the academic year 2011/2012 before and after being taught by using Alphabet Game.[31]

Third, thesis with title "The Implementation of Alphabet Game to Improve Students Writing at The Fifth Year Students of SDN Gembong II Arjosari Pacitan in Academic Year 2011/2012" by Dwi Susanto. In this thesis, alphabet game can be an alternative way to teach the language learner, especially to improve the students mastery in writing. This result hopefully would motivate language teacher to use alphabet game in teaching English in the classroom, especially when teaching writing to the level of elementary school students.[32]

All of that thesis use alphabet games to improve the students ability of English vocabulary and this is same with my research. In their thesis, the use of alphabet game more emphasize to competition. The students must answer faster from other. But in my research, the use of alphabet game more emphasize to

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[31] Yuliani Nor Wakhidah, *The Mastery of English Vocabulary of the Eighth Grade Students of SMP 1 Kaliwungu Kudus in the Academic Year 2011/2012 Taught by Using Alphabet Game* (Kudus: Universitas Muria Kudus, 2012)

[32] Dwi Susanto, *The Implementation of Alphabet Game to Improve Students Writing at The Fifth Year Students of SDN Gembong II Arjosari Pacitan in Academic Year 2011/2012*(Ponorogo: Universitas Muhammadiyah Ponorogo, 2011)

mastering as possible as of words. So, the students must mention the words as possible as they know.

Fourth, thesis with title "Teaching Noun to Elementary School Students Using Games (A Case Study of The Fourth Grade of SDN Sriwedari 1 Salaman Magelang In The Academic Year of 2006-2007)' by Nurul Rahmawati. Her study is limited to describe the difference of vocabulary achievement between the students who have been taught using games and those who have been taught using conventional method among fourth grade of elementary school students, and to describe the effectiveness of using games in teaching noun to the fourth grade of elementary school students.[33]

Fifth, thesis with title "Using Games in Improving Students' Vocabulary(Classroom Action Research at Seventh Grade of Yayasan Miftahul Jannah(YMJ) Junior High School Ciputat)" by Miftahul Jannah. The result of this research show that using games at seventh grade of Yayasan Mifthul Jannah (YMJ) Junior High School Ciputat can improve their vocabulary. The students' respon showed that they were interested in learning vocabulary throught by using games.[34]

This research is different from third research and second research. This research focuses on Alphabet Game to improve students' vocabulary with experimental study.

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[33] Nurul Rahmawati, *Teaching Noun to Elementary School Students Using Games (A Case Study of The Fourth Grade of SDN Sriwedari 1 Salaman Magelang In The Academic Year of 2006-2007)*(Semarang: Universitas Negeri Semarang,2007)

[34] Miftahul Jannah, *Using Games in Improving Students' Vocabulary(Classroom Action Research at Seventh Grade of Yayasan Miftahul Jannah(YMJ) Junior High School Ciputat)*(Jakarta: UIN Syarif Hidayatullah,2011)