

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter present some reviews related literature, such definition of vocabulary, kinds of vocabulary, teaching vocabulary, the procedure and strategy of teaching vocabulary, technique to present vocabulary, vocabulary games, anagram technique, and some previous study.

#### **A. The Definition of Vocabulary**

Vocabulary is an essential one for students as their first step to go on studying English. It is of a language is just like bricks of a high building. Although quite small pieces, they are vital to the great structure. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching-learning activities. Thornbury argue (2002):

“If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.”

Therefore the study of vocabulary is at the center while learning a new language. Vocabulary is one of the language components that have to be taught to the students

in learning a foreign language. Petty and Jensen (1980: 76) support the idea by stating; *“since the knowledge of words and word meaning is essential in both the expressive and receptive aspect of language, vocabulary building is vital to the early language program”*. It is a very important means to express our thoughts and feeling, either in spoken or written form, mainly through using words that we compose and express our thoughts to others.

Vocabulary as one of the important aspects has a very important role in supporting the four language skills. It is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. Harmer (1984:149) states that *“in teaching foreign language, including speaking, writing, and reading and listening skill, it is impossible to use those skills without vocabulary”*. Nagy (2003) appropriately remarks, *“Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean”*. Teaching vocabulary well is a key aspect of developing engaged and successful readers.

According to Hatch and Brown (1995:1) the term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Meanwhile, Nunan states (1999:101) *“vocabulary is more than lists of target language words. It is interrelated with the grammar”*.

From the definition above, that vocabulary is the collection of words which is processed by language and gives the meaning if we use that language. Words are the building blocks of communication. When students have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing. So, vocabulary is the most important part in language. In learning a language, it is better to know as much vocabulary as possible, if the vocabulary knowledge is rich the communication will also good both in spoken or written. Furthermore, it is also covers a huge aspect of language, it is not only just about meaning of words but also vocabulary is the media to express the idea and it can be understood by the context.

### **B. The Kinds of Vocabulary**

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. According to Nation (2001), there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make it clear the researcher explains both of them as follows:

#### **a. Active/productive vocabulary**

The active vocabulary means the words that are used in oral or written expression by the students. Meanwhile, Templeton (2004) states active vocabulary refers to the words the students understands, can pronounce correctly and use them constructively in speaking and writing.

b. Passive/receptive vocabulary

The passive vocabulary means the words that the students recognize and understand them when they occur in a context. The students usually find passive vocabulary in listening or reading. In Templeton (2004) states passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening, but they do not use the words in speaking or in writing. Receptive or passive vocabulary is the word that when someone knows it is hear or seen, she/he can mention the meaning and recognize it. Meanwhile productive or active vocabulary is the word that someone must pronounce the word well, be able to use grammar in sentence.

**C. Teaching Vocabulary**

To make good conversation in English not only the learners but also the teacher should have a good idea of how to expand their vocabulary in teaching learning process. So, they can provide a vocabulary that is inserted all of the material being taught. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

In teaching vocabulary, the following considerations are highly important the learner must be interested and must make an effort to understand. It is the teacher's responsibility to provide a variety of activities that will keep the learners interested

and will help them understand. They should also provide frequent spaced-out repetition, to reinforce the learning process and to fix the new vocabulary firmly in the mind of the learners.

Nation (1974,18) explains in his journal, When we teach a word we must teach three things : (1) we must teach the shape or form of the word, (2) we must teach the meaning of the word, (3) and we must teach the form and the meaning of the word go together. So, if we teach *home*, we must teach the learner to recognize or produce the word *home*, we must teach him what a *home* is, and we must teach him that the sound or shape of *home* and the meaning of the shape go together.

There are some techniques for teaching vocabulary, hopefully by combining ideas these various parts in ways suitable to your situation that can develop some new and interesting techniques for teaching vocabulary. Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

d) Check Questions

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

#### **D. The Procedure and Strategy of Teaching Vocabulary**

Teachers apply procedures to make sure that learners cover what needs to be covered in a task. From a vocabulary learning perspective, procedures can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered. Here are some examples of such procedures:

**Recycled words**

Blake and Majors (1995) describe a five step procedure, involving (1) pre-teaching of vocabulary (2) oral reading of a text containing the vocabulary with discussion of the meaning of the text (3) deliberate word study (4) vocabulary puzzles, quizzes, or tests, and finally (5) writing making use of the vocabulary. This procedure moves from receptive use to productive use with a focus on deliberate learning.

**The second-hand cloze**

This activity involves three steps. (1) The learners read texts containing the target vocabulary. (2) They deliberately study the vocabulary. (3) The learners are then given cloze passages which are summaries of the ones they originally read. In this step the learners are helped to recall the target words by being given a list of L1 equivalents of the target words that they have to translate into L2, and then use to fill the gaps in the cloze text. Laufer and Osimo (1991) tested the procedure experimentally and found superior learning for the words practiced using the second-hand cloze procedure compared to the study of list translations. The second-hand cloze seems to have added a generative element to learning.

### **The vocabulary interview**

If the learner interview each other, learners should be knew a word that the questions are based on and should have a chance to research their word. One of the goals of the interview procedure is to make learners aware of the aspects of knowing a word. Another goal is for them to learn new words. Rich instruction involves knowing what the learning burden of a word is so that the variety of activities used can focus on useful aspects of knowledge.

A teaching strategy is a purposefully conceived and determined plan of action. Teaching strategy is very much important for smoothed transaction of curriculum. Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and, planned design for controlling and manipulating certain information (Brown 2000:113). While teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes.

Based on the meaning above, strategy is needed in teaching process .It can adapted to any teaching style and situation. The strategies function not only to assist the students to grasp meaning of the words easily, but also make the variation of teaching in order to avoid the passive class.

Hammer (1991:161) suggests the strategies that teachers can use to help their students practice vocabulary:



a. Thumbs-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-up position. The teacher then count to three, and the students quietly say the word.

b. Find the word

The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the card with the missing word face down on his or her desk. On the count of three, the students turn their cards over.

c. Act it out

Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

d. Bingo

Each student makes a bingo card that features lines of vocabulary words in places of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark the attendant

word on their cards. The first student to mark all of the words in a line on the card calls “Bingo” and becomes the next caller.

e. Beach ball vocabulary

The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

f. Word search vocabulary

The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the word to be found, the students list the words definitions as clues. When they are done, the students solve each other’s puzzles.

g. Find the transition word!

The teacher asks students to find the transition words (e.g. because, however, so, and, if) that link, break, or contrast clauses in a discussion.

h. Presentation

Not all vocabulary can be learning through interaction and discovery techniques are possible, however, they are not always the most cost effective. There are many occasion when some form of presentation and explanation is

the best way to bring new word into the classroom. In this technique, the teacher can use media such as: realia and picture.

i. Mime, action, and gesture

It is often possible to explain the meaning of word and grammar either through the use of realia or in picture. Actions in particular are probably better explained by mime. Gesture is useful or explaining words like form or indicating that the past is being talked about (the teacher gesture backward over his shoulder).

j. Contrast

We saw how relations exist because of their sense and thus can be used to teach meaning. We can present the meaning “empty” by contrasting it with “full”, “cold” by contrasting with “hot”, “big” by contrasting it with “small”. We may present these concept with pictures or meaning we ensure our student’s understanding. This technique gives solution to make easy to get the meaning of the word. Contrast is the same with antonym word.

k. Explanation

Explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level. It will be

important, if giving with explanation includes information about when the items can be used.

### 1. Translation

Translation is a quick and 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 in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

## E. Techniques of Vocabulary

Presenting new vocabulary or reviewing previous vocabulary is a very important part of an English language lesson. Proper presentation and checking can help students in remembering the new vocabulary and quickly understand the meaning.

There are different techniques to present vocabulary in the following table from Gairns, R. & Redman, S. (1986).

**Visual techniques:** flashcards, miming, blackboards, drawings, gestures, realia, wall charts, and scales.

**Verbal techniques:** illustrative, situation, contrasts, illustrative, examples, synonyms, definitions, opposites, and translation.

**Miscellaneous:** contextual guesswork, peer teaching and dictionaries.

Scrivener (1994:83) points out many vocabulary practice activities as follows:

- 1) Matching pictures to words

- 2) Matching parts of words to other parts, e.g. Beginnings and endings
- 3) Matching words to other words, e.g. Collocations, synonyms, opposites, sets of related words, etc.
- 4) Using prefixes and suffixes to build new words from given words
- 5) Classifying items into lists
- 6) Using given words to complete a specific task
- 7) Filling in crosswords, grids or diagrams
- 8) Filling in gaps in sentences
- 9) Memory games

#### **F. Vocabulary Games**

A game is an activity with rule, a goal and element of fun. While it is true that games are usually fun, one must not lose sight of their pedagogical value, particularly in second language teaching. Game is one of media can be used in the class in teaching process. The students will be more active in the class if the teacher asks them to play game Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill, and as a means to an end rather than an end itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

Games help the teacher to create contexts in which the language is useful and meaningful. Games are also helpful the students because they can make feel that

certain words are important and necessary, because without these words, the object of the game cannot be achieved. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give Information.

According to Jung (2005:4), "games encourage, entertain, teach and promote fluency and communicative skills". Games are regarded as very useful and important strategy to stimulate language acquisition. They are defined as a form of play concerning competition, rules and fun. Therefore, teachers should use games in teaching to attract students' attention, decrease students' stress and give them the opportunity to communicate effectively.

Moursund (2007:6) suggest the activity using the variety of techniques in presenting word play (Scramble, crosswords, Anagram, guessing game, etc) makes the students are easy to understand the material and there are many type games of vocabulary:

**Board games** this game shows the path that the players must follow and the English phrases that the players must produce orally. Each board game has a theme that requires the students to produce certain types of expression, so they practice a variety of vocabulary, grammatical patterns and functional meanings. This is some board games as follows: Scrabble, Upwords, Bananagrams, Scramble slam, scattergories etc.

**Card games**, teaching use card game not only builds language, but also builds cultural knowledge. The card game we have assembled here are not only timeless, but they are also perfect teaching tools for an ESL classroom. This is some card games as follows: Uno, Memory, Kings, Dictatorship, etc.

**Word games** a form of play concerning competition, rules and fun. Therefore, teachers should use games in teaching to attract students' attention, decrease students' stress and give them the opportunity to communicate effectively. This is some word games as follows: Word association, Tops and tails, Add a letter, etc.

**Puzzle** is something, such as a game, toy, or problem that requires ingenuity and often persistence in solving or assembling.

### **G. Anagram Technique**

Anagram technique is a type of word play, the result of rearranging the letters of a word or phrase, using all the original letters. Anagram technique can motivate the students and make them interested in learning vocabulary English for junior high school, not only that the students also know about the new words by using anagram they can found the new word by their self. It means that after learning vocabulary by using anagram, the students are expected to be able to increase their vocabulary in a friendly way.

According to Collins (2003) Anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all

the original letters exactly once; for example orchestra can be rearranged into carthorse. Someone who creates anagrams may be called an "anagrammatist". The original word or phrase is known as the subject of the anagram. The best anagrams are meaningful and relate in some way to the original subject. They can be opposite, funny, rude, satirical or flattering. Anagrams are in themselves a recreational activity, but they also make up part of many other games, puzzles and game shows. The jumble is a puzzle found in many newspapers in the United States requiring the unscrambling of letters to find the solution.

Aims and objectives when using games in teaching vocabulary are present new vocabulary items for learner by giving fun experience, it will attract and motivate them to know more about the new language they learn. Then, this game can check what students know before teaching new vocabulary using Anagram technique.

## **H. Some Previous Study**

There are some studies related to the use of Anagram technique in teaching and learning process. Now, the researcher will summarize some previous studies which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones. There are following explanation of some previous studies that related to the use of anagram technique.

The first research was done by the researcher Manalu (2015) entitled "*The Effect of Anagram Technique on Students Vocabulary Achievement in Reading Descriptive*



*Text*”, this study used the experimental design. The population of this study was the students of SMP Swasta Parulian Medan. There were 80 students of second grade junior high school as the sample of the research. This study was conducted with two randomized groups namely experimental group and control group. The control group was taught by conventional method while experimental group was taught by using anagram technique. The instrument of collecting data was multiple choice test which consist of 40 items. To obtain the reliability of the test the researcher used Person Product Moment formula. The calculation shows that the reliability was 0,85 ( Very high). The data were analyzed by using t - test. The calculation shows that t – observed (4,123) is higher than t- table (1,991) at the level significance ( $\alpha$ ) 0,05 with the degree of the freedom (df) 78. Therefore, null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. It means that teaching vocabulary by using anagram technique has more significant effect than teaching vocabulary by using conventional method.

The Second Research Was Done By The Researcher Maimunah (2013) Entitled “*Improving Students’ Vocabulary Achievement In Reading Recount Text Through Anagram Technique*”. This study concerns with improving students vocabulary achievement in reading recount text through anagram technique. The objective was to investigate improvement of students’ achievement in vocabulary by applying anagram technique. This research was conducted by using action research method. The subject of the study was grade VIII students of SMP Swasta Pembangunan

Galang totaling to 29 students. They were taught vocabulary by anagram technique. The instruments for collecting data were quantitative data and qualitative data (observation sheet and questionnaire sheet). Based on the test score of quantitative data, students' score kept improving in every evaluation. In the orientation test the mean was 43, 2, in the cycle I test the mean was 55, 6. In the cycle II test the mean was 67.2. The percentage of orientation test was 10, 34%, cycle I test was 24, 13% and cycle II test was 86, 20%. The finding of the research showed that applying anagram technique significantly improved students' vocabulary achievement. The qualitative data show that the students were more interested and motivated on vocabulary achievement through anagram. It is suggested that teachers should apply anagram technique as one of methods to improve students' achievement in vocabulary.

Based on some previous studies above that are related to the use of Anagram technique indicating that it has been effective to be applied, the researcher conducted a further research on the use of Anagram technique toward students' vocabulary achievement. As reviewed before that the first research focused on the use of Anagram technique in improving students' achievement in vocabulary. While, the second research focused on the use of Anagram technique to improve student's achievement in reading. In this study, the researcher used the different design and level with previous research. Differently was skill and level more specifically on the effectiveness of Anagram technique toward student's vocabulary achievement. Thus,

it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.