

CHAPTER II

LITERATURE REVIEW

A. Teaching English as a Foreign Language

Teaching English in junior high school involves four language skills; listening, speaking, reading, and writing. In mastering those skills, students also have to know the language components; grammar, vocabulary, and pronunciation. The creativity of the teachers in conducting the teaching learning process also influences the students in acquiring the target language. For that reason, the teachers must choose the best way or method in their teaching learning process in order to engage students to learn actively. This also can reduce the students in being bored in reading English textbook.

Nowadays, almost the students' textbook is written in English especially textbook used in SMP PGRI 4 Pontianak, the students should have enough English vocabularies in order to understand the meaning of sentences within the textbook. Vocabulary is extremely large and also varies. Nobody ever learns all the words in any language, but they can increase the number of words they have. Larger vocabulary the students have can help them in many ways; students' reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school. Therefore, it is highly essential for English teacher to

help their students in improving vocabulary by integrating teaching vocabulary into teaching and learning process in the classroom.

Teaching vocabulary is one of the important factors in introducing students some new words and its definition in order to help students to be easier in understanding the English text given by the teacher.

Teaching is like a process of communication which involves two parties, one as a sender and other is the receiver. The teacher sends the students a message of knowledge and skill, and then the students receive and give feedback. As the result of the process, students build their competence and performance. According to Brown (2000:7), “teaching as any activity of person to show or help others how to do something in order to know or to understand the given instruction and to guide the knowledge”.

Kember (1997) cited in Norton (2009:6) that “conceptions of teaching are commonly found to fall into two main categories: teaching as information transmission and teaching as supporting students’ learning.”

Brown (2000:7) states that teaching is a process of showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand.

Teaching is formally understood as asset of sharing information to the students in the classroom. It is usually equalized with sharing knowledge. The main objective of teaching is not only to transfer knowledge but also to help students to respond to their environment in an effective way.

B. Teaching Vocabulary

Teaching vocabulary needs enjoyable techniques to use in order to make students understand the material and enthusiast in learning English vocabulary, as Hornby (1987:887) states, "Technique is method of doing something expertly". It is to avoid the students from getting bored in learning English and difficulties in understanding the English text because sometimes the teacher uses the same technique all the time.

English teacher should have a good plan to motivate the students, to enrich vocabulary mastery by using drills and exercise. But, in reality the students fell bored with these techniques because the process is monotonous. If teacher keep using these techniques, the students cannot improve their English. To solve this problem, the English teacher has to create a teaching with certain technique that enables teacher to avoid the technique which is boring.

English teacher needs to find out appropriate techniques that can make the students interested in learning English and easily understand the materials. Allen (1983:52) states "Language teachers are responsible for creating conditions which encourage vocabulary expansion, and a well-chosen game can help the students acquire English words."

Generally, as a beginner, to understand the meaning of sentence is not easy as to understand word by word. If it is not practiced often, automatically it will reduce or lose. To help students maintain the capacity of words what has been taught, games can be used as an aid. Through games students are stimulated to

know more vocabulary in order to win the game. If they do not understand the meaning of the words, even only a word, they will lose a chance. By this technique the students will learn as many words as they can.

In teaching vocabulary to junior high school students, one of techniques that are possible to apply is game. It involves the elements of fun that make them really enjoy following the lesson. It is evident that junior high school students as young learners learn through play much easier and they enjoy it more. This is quite a natural way for them to learn. In playing together we can see elements of interaction and during interacting the learners develop language skills including its vocabulary. Learning can be absorbed really well. Even the students do not realize they are learning. Wierus and Wierus (1994) cited in Uberman (1998:20) that relaxed atmosphere which is created by using games, students remember things faster and better. This means that teacher must always attempts to develop ways or strategies to make fun activity in the classroom so the students enjoy learning English.

C. Aspects of Vocabulary

Vocabulary is an essential part of communication that is important for someone or learners to master it. Allen (1983:5) says that communication will be stop when learners lack the necessary words. The major aim of most teaching program is to help students to gain a large vocabulary of useful words. In addition, a strong vocabulary can be a valuable asset, both in school and later in the career.

The problems appeared in the classroom were the students felt difficult in understanding the meaning of words and students wrote the answer in in correct spelling. Then, aspects of vocabulary to be improved in this research are the meaning and spelling of word.

1. Meaning of Word

The first way of presenting new vocabulary based on Haycraft (1987) is in context. If a word occurs in a text or passage, the meaning can be often deducted when the other words in the sentence are already known. The second way is description or definition. Describe and define the object, such as *A lawn* is an area of grass in a garden. Outside the classroom is the next way of presenting new vocabulary. Take the class out and introduce words for things seen in a shop window or in the street.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because students are able to speak, write, and listen nicely students have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

Students will be easier to comprehend the English text by knowing the meaning of words. Oxford and Crookall (1990) cited in Patricia (2005:45) “most subjects are capable of associating new information to concepts in memory by means of meaningful visual images that make learning more

efficient. Visual image is known to help students memorize more efficiently than they could if just using words alone.” In this research, visual images are showed in index cards because it facilitates students to find the match and to make correct word.

2. Spelling

The mastery of spelling is considered very important because it support the four language skills and the component of language. The ability to spell accurately and easily is an asset in writing because it is related to words consisting of the letters or spelling which are important to give meaning of words. As Keith (2007:12) says “Word structure often correlates with standard spelling”. If the students know lots of spelling of English words, it will help students in write answer in correct spelling when the face some questions given by the teacher.

Therefore, to teach spelling successfully the best appropriate technique is needed. In this research, the writer use jumbled letters game. Jumbled letters game invites students to rearrange some jumbled letters into a word in correct spelling this game will train students to write and remember the spelling of English words. Suryana (2005:14) says that jumbled letters is a kind of game used for examining how well the spelling, giving words in jumbled letters and the students must arrange it into the right word

Spelling is a part of learning a language, especially English. Spelling, as mentioned in Oxford Advanced Learners’ Dictionary, is defined as “the act

of forming words correctly from individual letters, the ability to form words correctly, and the way that a word is spelt.” Being able to write words accurately is an important skill that has to be mastered by the junior high school students because when they gives an essay question, the students can write the answer in correct spelling.

By way of using vocabulary words in the class on a daily activity or playing simple game like jumbled letters, student can improve their spelling ability. Then again, spelling is only part of an overall skill set required for literacy. With this in mind, spelling will improve as students learn to become better readers and writers.

D. Games in Language Teaching

Games in language teaching are fun activity which facilitates young learners to gain the opportunity to practice the foreign language in enjoyable way. Using games in teaching is not only fun and motivating but provide excellent practice to improve students' vocabulary and the four language skills. Allen (1983:52) states "Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of game cannot be achieved."

Games are no just time-filling activities but have a great educational value. Richard-Amato (1988:147) cited in Uberman (1998:20) state the advantages of using game in teaching activity “There are many advantages of using game in teaching activity. Game can lower students’ anxiety as they study in relaxed

temper. Game is use to add diversion regular class activities, and used to introduce new idea.” In addition, Miller (2008:6) states "People enjoyed playing games because games are fun, and this is what makes them learn."

Games are considered as a good technique in teaching English, especially vocabulary. The aspects of vocabulary such the meaning of words and spelling can be improved by applying games into classroom. As Uberman (1998:20) says in her teaching experience, students are very enthusiastic practicing language using games. She believe games do not only fun but also help the students learn without conscious analysis or understand of the learning process while they acquire communicated competence as second language uses. While Van Meths (1999) as cited in Miller (2008:2) states "When used within a classroom setting, games functioned as a teaching aide in helping to explain or reinforce a learning concepts. Sometimes a complex scenario not easily understood through reading alone may be acted out through games."

Kimberly as cited in Miller (2008:230) says that as students play games, they become focused on the content within the game. This is why games become effective learning tools. The teaching vocabulary by using game activities is claimed to be able to motivate students to learn actively. There is an assumption that a learner will be more successful in his learning if there is desire or certain goal to achieve through the learning. Compare with the students who are learning without certain goal.

Huyen (2003:29) says that games have advantages and effectiveness in learning vocabulary in various ways:

"First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way."

By applying games in teaching learning process especially in teaching English vocabulary, the students will enthusiast in learning English and it makes the students understand the material easily. According to Kim (1995:35) states that there are many advantages of using games in the classroom:

1. Games are welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills – speaking, writing, listening, and reading.
5. They encourage students to interact and communicate. They create a meaningful context for language use.

Here two games to be used to improve students' vocabulary especially in understanding the meaning of words and writing correct spelling:

1. Index Card Match

In teaching vocabulary, it is important for the teacher to use appropriate and joyful teaching strategy, so that the students can get the accomplishment as optimal as they can and not get bored when learning vocabulary. For this reason, the writer uses one of the strategies in teaching vocabulary and also a game to gain students motivation and cooperation in learning vocabulary, namely index card match and jumbled letters game. Ersoz (2000) says that games are highly motivating since they are amusing and at the same time challenging.

Index card match is an active learning strategy which invites students to find their match based on cards given by the teacher, by using this strategy teacher can review material which have been learned by the students. In this learning strategy teacher distributes index cards to the students – every index card has pair. Each student has the opportunity to obtain a single card. In this case, students are asked to find pairs of cards. "Students who get a question card looking for students who have an answer card, and vice versa" (Silberman, 2006:250).

Index card match is a fun learning strategy that is used to repeat material that has been given previously. However, the new material was still able to be taught with this strategy with notes; learners are given the task of studying the topic to be taught first, so when entering the classroom they already have sufficient knowledge. (Zaini, 2008:32)

According to Zaini (2008:35) index card match is a fun learning strategy which is suitable to improve students' achievement, because it can increase students' participation. Index card match will be applied in the whilst activity in the teaching learning process in the classroom, this activity will review the material before to help students to remember it. The more students deal with material, the more students keep it in their mind.

2. Jumbled Letters Game

In minimizing the mistakes on spelling difficulties, the students need to represent the appropriate materials through teaching and learning process. The teacher should choose a particular good technique or media in teaching English as foreign language to motivate students in learning spelling. In this case, the teacher uses jumbled letters as a game.

According to Wright, Betteridge, and Buckby (2006:2) games help encourage many students to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful. The students want to take a 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 point of view or give information.

To attain the aim of teaching successfully, the teacher should use the appropriate technique in teaching spelling. Lerner (1988:405) recommended that jumbled letters can be used as a technique to enrich the students' ability in implementing letters into words accurately.

Suryana (2005:14) says that jumbled letters is a kind of game used for examining how well the spelling, giving words in jumbled letters and the students must arrange it into the right word.

Webb (2007:59) says that word games are a great way to pick up new vocabulary and play with vocabulary that is already familiar. Jumbled letter is a kind of game is intended to measure the capacity of the students to memorize words, read it and then rewrite it correctly. First, every student is given letter cards, each cards containing one letter of the target words. The letter cards are given out of random order and that student has to arrange them in the correct word.

Example:

Rearrange the jumbled letters below, make a correct word and correct spelling. The capital letters are the first letter of the correct word.

1. e-n-o-m-V-o-u-s = Venomous
2. o-i-s-o-n-P-u-o-s = Poisonous
3. p-a-r-r-o-w-S = Sparrow
4. i-B-g a-s-k-e-t-B = Big Basket

E. Teaching Vocabulary by Using Index Card Match and Jumbled Letters Game

In teaching vocabulary, the appropriate technique of teaching should be applied. It is important because it can support to achieve the purpose of teaching itself. Teacher has to make students more active in the learning process. At the same time, the teacher has to make the students' learning more meaningful and fun. Because of those reasons, the teacher should find interesting technique in teaching vocabulary.

There are some techniques that can be applied for teaching vocabulary. The writer chooses index card match and jumbled letters game as technique to teach vocabulary. As we know, most of students find difficulties in their learning English vocabulary. The purpose of the teaching vocabulary by using index card match and jumbled letters game is to make students easier to remember the meaning and spelling of English words within English text. Allen (1983:52) states "Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of game cannot be achieved."

Index card match is game where the students are given index card and have to find the match based on the clue on index card. On the index card there is an English sentence and on other index card there is the meaning of English sentence. The student who get index card with English sentence sits together with the student who have index card with the meaning of English sentence. The pair

of students will read the sentence on index card together, after that share it to other students by writing it on the blackboard. This game will train the students to remember the English words and its meaning.

Jumbled letters is a word game where the pair of students is given jumbled letters and they have to rearrange it into a word in correct spelling. The words in this game are the words within index card which they have read. This game will train the students' spelling ability. As Suryana (2005:14) says that jumbled letters is a kind of game used for examining how well the spelling, giving words in jumbled letters and the students must arrange it into the right word.

Those games will integrate with teaching narrative text, so the words which are used in the game are the words which are in the text. By using jumbled letters game, the teaching and learning vocabulary could be more effective and interesting for the students, and the students can enjoy learning vocabulary.