

## **CHAPTER II**

### **REVIEW TO RELATED LITERATURE AND HYPOTHESIS**

In this chapter, the writer presents about teaching English, the curriculum of English, the purpose of teaching English, the material of teaching English, the technique of teaching English, English mastery vocabulary, the definition of vocabulary, the types of vocabulary, the purpose of vocabulary mastery, the technique in teaching vocabulary, games, the advantage of using game, Alphabet game, the advantage of alphabet game, steps of doing Alphabet game, teaching vocabulary using Alphabet game, review to the previous research, theoretical framework and hypothesis.

#### **2.1 Teaching English in SMP 1 Kaliwungu Kudus**

In every school, there is teaching and learning process. The teacher must cooperate with their students in order to get good result in teaching. When we talk about teaching, we will talk about teacher. Brown (2000:7) defines teaching as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.”

Teaching is a process to give guidance the students to reach the goals. Teaching known as “Instruction” it means process that makes someone do learning. It is a media for learning process includes behavior individual changes through pre- planned. Thus, teaching role as the process where the students grow up for being older.

Teaching English in SMP 1 Kaliwungu Kudus has the same level with the teaching other junior high school. In English, there are four skills that students have to master. Those skills are listening, speaking, reading and writing. Moreover, three language components are pronunciation, grammar and vocabulary. The students are expected to have those skills even in simple English.

### **2.1.1 The Curriculum of English in SMP 1 Kaliwungu Kudus**

The Indonesian government has chosen English as foreign language that is important to be taught in every school in Indonesia. Therefore, every student must take this subject. The teaching English in every school should be based on the curriculum. Curriculum is the most important part in education. Brown (2000:171) says “curriculum is design for carrying out a particular language program.”

Meanwhile according to Richard (2001:39) in his book entitled “Curriculum Development in Language Teaching” states that a curriculum in a school context refers to the whole body of the knowledge that children acquire in schools. This includes not only what students learn but also how they learn it, how teachers help them to learn, what supporting materials, styles and methods of assessment, and in what kind of facilities teachers use.

The English curriculum in school will help the students become independents lifelong learner, creative thinkers and problem solvers who can communicate in English communicatively. Curriculum also will help the teacher as the principal in giving the material for their students.

The English teaching in SMP 1 Kaliwungu Kudus is based on KTSP (Kurikulum Tingkat Satuan Pendidikan) or school based curriculum. In this curriculum, the students must be competent to communicate spoken and written by using the suitable type of language fluently and accurately on interactional text or monologue text, which involves text in the form of narrative and recount with a variety of simple interpersonal, ideational, and textual meaning expression.

### **2.1.2 The Purpose of Teaching English in SMP 1 Kaliwungu Kudus**

The purpose of teaching English is to improve the language skills and language components. The language skills are listening, speaking, reading and writing. Meanwhile, language components are grammar, pronunciation and vocabulary should be given to support their English mastery.

In teaching, the teacher has to know and understand about the purpose of teaching. When the teacher understands about the purpose, he or she can prepare about the instrument and technique that is used.

Based on syllabus of eighth grade SMP 1 Kaliwungu Kudus, the purpose of teaching English in the even semester, in the end of lesson is the students are expected to able:

1. Communicate English both spoken and written by using appropriate language variety fluently and accurately.
2. Understand and express transactional text and monologue text especially in the form of narrative and recount text.

### **2.1.3 The Material of Teaching English in SMP 1 Kaliwungu Kudus**

In order to achieve the purpose of teaching English in SMP, the teacher must choose the suitable material relate to their students need. In SMP 1 Kaliwungu Kudus, the material of English teaching is based on syllabus given by government who has the authority. Therefore, the teachers need to understand and comprehend the material, which they will teach to their students using relevant curriculum.

The material for the eighth grade students of SMP 1 Kaliwungu Kudus found in students worksheet book “English Supplementary Material” for junior high school. The material for eighth grade students consists of two themes, they are theme 1 is “do you think the story is good” (Narrative Text) and theme 2 is “Tell us your experiences” (Recount Text). Each unit is divided into sub theme that consist of language skills (listening, speaking, reading and writing) and language components (grammar, pronunciation and vocabulary). Moreover, the materials for English vocabulary are the words related to the theme the teacher taught.

### **2.1.4 The Technique of Teaching English in SMP 1 Kaliwungu Kudus**

In teaching English, it is important for the teacher to know how to transfer the material and who will get the material rather. Therefore, an appropriate technique is needed by the teacher to teach the students. When the teacher has good preparation before teaching and learning process, it will make the different situation in the classroom.

After doing interview with the English teacher in SMP 1 Kaliwungu Kudus, the teacher uses translation in teaching learning process. Beside translation, the teacher uses students' worksheet. The way to transfer the materials is less respond from the students. The teacher said some of students not listen what the teacher explained. Moreover, the students busy with their friends and sleepy. It makes the situation of teaching not effectively and the students do not have any spirits to study.

## **2.2 English Vocabulary Mastery**

Vocabulary mastery is the knowledge of vocabulary by understanding the meaning, synonym, and antonym of the English words. According to <http://forpd.ucf.edu/strategies/stratWordB.html>, we know that lack of vocabulary knowledge is a serious obstacle for many students, affecting not only their reading but also their writing and communicating. When people communicate with others, they use words and sounds to deliver their message. If we are going to say something, we have to know the words. It shows that vocabulary knowledge is very important for every person in the world. We need to learn vocabulary and know its meaning in sentences in order to make communicate effectively.

Mastery of vocabulary can be used to find out the personal intelligence. Tarigan (1986:20) explains that the students vocabulary level is the best index for them mental ability. It is fact that it is generally expected. It is a reason why vocabulary examination is a good way to find out students IQ (intelligence quotient).

### 2.2.1 Definition of Vocabulary

Vocabulary is the basic part in studying for the young learners and advanced learners. Vocabulary is a number of words that students know or use (Oxford Learner's Pocket Dictionary). It is a key for children to understand what they read, hear and to communicate with other people successfully. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.

In English, all of those words include vowels and consonants that are arranged in special sequences. Vocabulary is the important element of language learning. It includes many words, not only as individual word but also as a group of word that have meaning. The students just know how to use the vocabulary in an exact form, but they do not know how to use it with different shades of meanings in real life communication.

Napa (1991:6) states that vocabulary is one of the components of language and that no language exists without words. Based on all definition above, it can be concluded that vocabulary is the central and very important component to learn a foreign language. It is the basic part of signs, symbols or word constituting a means or system of a language to make communication. On the other hand, vocabulary is one of components of language and that is no language exists without words.

### 2.2.2 The Types of Vocabulary

The writer divides four type of vocabulary, firstly, *listening vocabulary* that is the words we need to know to understand what we hear. Secondly,

*speaking vocabulary* that is the words we use when we speak. Thirdly, *reading vocabulary* that is the words we need to know to understand what we read. Finally, *writing vocabulary* that is the words we use in writing (<http://www.nifl.gov/partnershipforreading/publications/readingfirst1vocab.html>, accessed February 5<sup>th</sup> 2011).

Cited in Hariyati (2010:13) English vocabulary has different types, there are two types of vocabulary. The types of vocabulary are:

#### 1. Familiar (old) vs. Unfamiliar (new) vocabulary

The term familiar-unfamiliar is preferred to 'old-new' since the latter is sometimes confusing. Familiar vocabulary is the vocabulary, which the students have been familiar with them. They have known the meaning and the use of vocabulary in context. When the students meet a word and they do not know its meaning yet, then the word belongs to unfamiliar vocabulary, although they are familiar with its pronunciation or spelling. Being asked what vocabulary to teach, most teachers will immediately answer 'unfamiliar vocabulary'. The answer is only partly true, because forget that familiar vocabulary must also be taught. Familiar vocabulary is taught in order to establish the student's acquisitions, while unfamiliar vocabulary is taught to enlarge their knowledge.

#### 2. Productive vs Respective Vocabulary

Productive vocabulary is the lexical items, which the students can recall and use appropriately in speaking and writing. Receptive vocabulary is the lexical items which the students can recognize and understand when they meet them in the context of reading and listening materials.

The number of receptive vocabulary is much more than that of productive vocabulary. One point to keep in mind is that this grouping is different from one level to another. Thus, one item can be receptive for one level but productive for the higher one. One item moves gradually from receptive to productive depending on the students progress of learning and context.

Since productive vocabulary is used in speaking and writing, the stages of teaching and learning must end with vocabulary practice, where the students get an opportunity to try use the vocabulary in context. Different from productive vocabulary, receptive is only presented until the students know the meaning to understand the context of reading or listening.

### **2.2.3 The Purpose of Vocabulary Mastery**

In learning a language, vocabulary has an important role because vocabulary is all about the words. Without understanding the vocabulary, we cannot learn a language. The students who learn a language must understand that. They must raise their vocabulary more and more, so they can get a success in learning a language.

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We cannot learn language without vocabulary, it is impossible because vocabulary is all the words that we use in language. However, the mastery of vocabulary also depends on the individual quality to use her or his language.



Vocabulary mastery is very significant for the students as the basis of developing language skill. The language skills students include speaking, listening, writing, and communication. The students will not understand what the meaning of words in when they communicate each other without mastering English vocabulary well. The students are expected to master as much vocabulary as possible, so they can develop their language skill.

### **2.3 The Techniques in Teaching Vocabulary**

Teaching English for students has to be considered in several things: the appropriate method, technique, or even media used by the teacher which is relevant with the material. Those things are essential for making an enjoyable learning for young children. The preparation used in teaching should be based on the components or skills which are being taught by the teacher. For teaching vocabulary, the teacher should consider about the technique used for teaching vocabulary. Some techniques, which are appropriate to teach vocabulary, are these:

1. Games

Games are the activities that are done by the certain rule. It can make the students interest in learning English because they are not easy to get bored.

2. In-pairs group

The activities which are done by the students through pair work or in a partner are useful to increase the students' mastery vocabulary.

### 3. Group Discussion

The activity that involves the students in a group is purposed to make them be ready in solving the problem. They will be encouraged to appreciate with the others by trying to listen the others opinion and stating their own opinion in a group.

The technique used to improve students vocabulary in this research focus on the language games. It is purposed to make the students be active in the English teaching learning process so that they can enjoy the English in classroom.

#### 2.3.1 Games

The young children easy to get bored when they are learning language especially in learning vocabulary, it will be enjoyable learning if the teacher uses varieties method or activities in teaching vocabulary such as games. Games are one of interesting technique or activities that can be used to teach especially in teaching young learners. In this case, games help the students to learn vocabulary effectively. They will not be bored and will acquire the lessons easily.

The word game means an organization activity that usually has the following properties:

1. A particular task or objective.
2. A set of ruler.
3. Competition between players.
4. Communication between players by spoken or written language.

### **2.3.2 The Advantage of Using Games**

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

The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment. The other useful of games are:

1. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.
2. Motivate students to learn English by using interesting and enjoyable learning activities.
3. Make your classroom a lively place with attractive wall displays.
4. Create warm and happy atmosphere where teacher and students enjoy together.

### **2.4 Alphabet Game as Technique of Teaching Vocabulary**

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. The founder of alphabet game is James Kirby. Based on the statements, alphabet means a set number of letters that used in writing a language.

According to Ersoz (2000:1), games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful

and useful language in real contexts. They also encourage and increase cooperation.

#### **2.4.1 The Advantage of Alphabet Game**

Language learning is not easy work. Effort and patience are required at every moment and must be maintained over a long period. Learning a new language can be a hard and need long journey. Agoestyowati (2008:13) states, the use of games in learning environment will not only change the dynamic of class, but it will also make easier for students and help the brain to learn more effectively.

The advantage of game is attract the students to learn English because it is fun and makes them want to have experiences. It is possible to learn a language as well as enjoy oneself at same time. One of the best ways of doing this is through games. Games will be held in the competition form. It makes the students more creative and fun in learning. Based on Lee Su Kim (1995:35) the advantages of using Alphabet game in the classroom:

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.

Based on the views above, a game allows students to work co-operatively, learn from others, learn from mistakes, and allow students to have fun.

### **2.4.2 Steps of Doing Alphabet Game**

There are several steps in doing Alphabet Game:

1. Divide the students into several group and each group consist of four students.
2. Each group assigns a writer to write on the whiteboard.
3. The writer makes a chart on the whiteboard.
4. The teacher says a letter, for example the letter B.
5. The other students in each group have to dictate the word of the letter and writer will writes word “Bring” on the white board.
6. Then, each group has 3 minutes to write a word in each category that starts with the letter.
7. Teacher asks each group for answers 1 category at a time.
8. Groups get 10 points for each answer.
9. If two groups have the same answer, they get 5 points.
10. The group with the most points wins.

### **2.4.3 Teaching Vocabulary Using Alphabet Game**

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 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.

## **2.5 Review to the Previous Research**

The research of teaching English vocabulary by using alphabet game has been conducted before. The same idea of using alphabet game as a technique to solve the problem in teaching English becomes my guidance to strength my research here.

Riska Sapriana Dewi (2010) has been conducted a research in the same idea entitled “The Use of Alphabet Game as a Technique in Teaching English Words to Junior High School Students” in the year of 2010. This research aims to improving the students’ 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.

Moreover, the research of teaching English vocabulary has been conducted before. Retno Ambarsari (2011) conducts a research entitled “Teaching English Vocabulary By Using Flashcards of the Eighth Grade Students of MTs Negeri Kudus in the Academic Year 2010/2011”. The sample of the research was from one class of the eighth grade students of MTs Negeri Kudus. The result of this

research is flashcards is a good contribution as media in teaching English vocabulary.

Meanwhile, Oktiva Asriani Alvareta (2011) has been conducted a research of “The Mastery of English Vocabulary of the Fifth Grade Students of SDN Winong Pati in the Academic Year 2010/2011 Taught By Using Memory Round Game”. From that research, it was found that Memory Round game is appropriate for teaching English vocabulary.

By having those supporting data, game can be used the students as the technique of teaching English vocabulary. The same idea with Riska research and this research is used Alphabet game as a technique to teach English vocabulary. The difference between Retno and Oktiva researchs and this research is about the game of teaching vocabulary. The writer uses Alphabet game as a technique of teaching vocabulary while the previous research used Memory Round game.

## **2.6 Theoretical Framework**

Teaching is a process to transfer knowledge from the teacher to the students to reach the goals. Teaching vocabulary is not simple thing. Teaching English vocabulary is an activity transforming knowledge in English Word from the teacher to the students in order to make them understand to its meaning. The most important thing that influences learning vocabulary is the students do not know the meaning.

After doing interview with the English teacher in SMP 1 Kaliwungu Kudus, the teacher uses translation in teaching learning process. Beside translation, the teacher uses students’ worksheet. The way to transfer the materials

is less respond from the students. The teacher said some of students not listen what the teacher explained. Moreover, the students busy with their friends and sleepy. It makes the situation of teaching not effectively and the students do not have any spirits to study.

The writer applies Alphabet game to improve the students' vocabulary. Alphabet game is kind of game use letter by letter. It gives the student's new situation in learning vocabulary. The students can study vocabulary as much as possible. After using Alphabet game, the student can study letter by letter so they can understand and apply it easily in daily activity. Because by using Alphabet game as a technique will make the students have enthusiasm in learning process and they will easier to understand the material. They can find many new words and it can make them fun.

The 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.

## **2.7 Hypothesis**

Based on the statement of the problem, the hypothesis of this research can be formulated as follow:

“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.”