

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. The General of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they can not communicate effectively or express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise.¹

According to the *Oxford Dictionary*, vocabulary is the total of words you know in particular language.²

According the definitions above, the researcher concluded that vocabulary is a stock of words in language, written, or spoken with the meaning that considered as cultural meaning used by group or individual community because it uses of the people to communicate and interact to other people.

Learning is the process of changing behaviour; it is headed to behaviour well, and headed to bad behaviour. Learning is the development of new associations as a result of experience.

b. Ways to Improve Vocabulary

Building up our vocabulary is arguably the most important part of a language learning process. If we don't have a base vocabulary to work with, we can't study grammar, we have absolutely no use for spelling or

¹ <http://wordnet-princeton.edu/vocabulary> on 29 December 2009

² AS Hornby, *op.cit.*, p.1337.

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

Here are a few ways for us to improve vocabulary:

1. Translated texts

This is a great method to use in the beginning of our studies, when we can't 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 involuntarily form connections as we read the two versions of the same text. The downside however is that if the texts are too ambiguous or too complicated, we risk misunderstanding entire phrases or mistakenly attributing meanings to certain words. That's why it's extremely important that the translated text we're working with is well written and doesn't have any slang, confusing words, words with different meanings and so forth. We should also look for the most basic translated texts at first. Don't worry if you find it silly to translate "It's hot during the summer", it's a starting point and we won't 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 texts 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 won't be shedding a sweat learning the

new words, as they will come naturally. Every bit of radio, TV, stationary ad, computer game or any other type of media we can watch or hear in the foreign language we're studying should be treated as an opportunity to improve vocabulary. Obviously, some languages will be harder to learn through this method, whereas others 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 scarce, we shouldn't rely solely on it.³

In this research, the writer uses “Vocabulary Game” to teach English concrete noun using Bingo game.

c. Teaching Vocabulary

In teaching vocabulary, teacher should be able to distinguish the student's level and select the suitable words to be taught in the first stage relating the material.

The choice of words should be based on the following:

1. Comments words.

There are words which are commonly used for the words that students needs.

2. Students needs

The words needed by the students are usually worth and important to be taught to students.

There are six principles on which teaching vocabulary:

1. Aims

The aims of teaching vocabulary are to make the teacher easy to formulate the materials, which will be taught to the students.

³ <http://www.ncbi.nlm.nih.gov/pubmed/16080348> on 29 December 2009

2. Quantity.

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the

3. Need

In teaching vocabulary, the teacher has to choose the words really needed by students in communication.

4. Frequent exposure and repetition

Frequent exposure and repetition here means that teacher should give much practice on repetition so that students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambisious.

6. Situation and presentation.

The teacher tells the students that they have to use the words appropriately. The uses of words depend on the situation in which they are used and depend on the person to whom they are speaking. Those principles above are to teach the target language. So, the teacher should consider the different kinds of vocabulary selection when they teach vocabulary. In addition, from the principles above are very important for the teacher to add their knowledge before teaching vocabulary.⁴

⁴ Wallace J. Michael, *Teaching Vocabulary*. Builford, London Bidletd, 1982. p. 27-30

2. Nouns in Teaching and Learning

a. The Definition of Noun

A noun is a word used to name a person, animal, place, thing, and abstract idea.⁵

According *Oxford Dictionary*, noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these.⁶

According Azar and Barbara that nouns are the basic tools for giving names to things and concepts; therefore, learners need to control a large vocabulary of noun as well as associated words such as pronoun, adjective, and preposition.⁷

Nouns are usually the first words which small children learn. The highlighted words in the following sentences are all nouns. A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

From the definition above, the writer can draw a conclusion that noun is a word which is used to name or identify a person, place, thing, idea and condition.

b. Definition of Concrete Nouns

Concrete exists in a form that can be touched, felt, seen, etc., real and solid.

Concrete nouns are a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell.⁸

⁵ *English Grammar I*, Darussalam press 1422 ramadan. p.1

⁶ AS Hornby, *op.cit.* p. 791

⁷ Betty Scramper Azar and Barbara F Matthies, *Fundamental of English Grammar*, (USA: Prentice Hall Regents, 1995), p.54.

⁸ Frank, M., *Modern English, a Practical Reference Guide*, (New Jersey: Prentice Hall, Inc., Englewood Cliff, 1972), p. 6.

Concrete noun refers to things which can be touched or seen as distinct object. For example, relating to elementary material.

a. thing surrounding us

➤ table	➤ blackboard
➤ chair	➤ bag
➤ book	➤ door
➤ pen	➤ shoes
➤ window	

b. part of body

➤ hair	➤ hand
➤ eyes	➤ shoulders
➤ ears	➤ foot
➤ noise	➤ stomach
➤ mouth	➤ finger

c. fruits

➤ apple	➤ banana
➤ mango	➤ grape
➤ watermelon	➤ start fruits
➤ melon	➤ peer

c. Kind of concrete nouns:

1. Proper Nouns

Is a word that stands for name of person, country or any particular names which begun with capital letter. Examples: Hadi, Billy, Indonesia, etc.

e.g.:

- **Hadi** listens to the radio
- **Jakarta** is the capital of **Indonesia**

2. Common Nouns

Is a word that denotes no one thing in particular, but it is common to any number of the same kind. Examples: dog, book, cat, man, etc.

e.g.:

- Take your **book** please!
- I met **a man** yesterday

3. Material Nouns

Is a word that denotes the matter or substance of which things are made. Examples: gold, wood, sugar, paper, etc.

e.g.:

- This ring is made of **gold**
- The table is made of **wood.**

4. Collective Nouns

Is a word denotes the group of collection of multitude taken as one complete whole. Examples: team, committee, navy, army, etc.

e.g.:

- The **army** made the ceremony
- Those are **navy.**⁹

d. Method of Teaching Noun.

A method is describing an overall plan for systematic presentation of language based upon a selected approach. As vocabulary development is an important aspect of language development, to develop English concrete noun teachers should facilitate vocabulary learning by teaching learners useful word and teaching method to help learners to figure out meanings on their own.

There are various methods in teaching vocabulary in a language classroom:

⁹ English Grammar, *op.cit*, p. 1-6

1. Riddles.

The rule of game is one of the player has to give a hint of the word which then has to be guessed (this is relatively easy, because both players are familiar with the whole set), e.g. you use it with other food, it's like strong onions = garlic. To score a point you kick it between two posts = football.

2. Vocabulary charts.

This game can be doing with choose 2 sets of vocabulary. Students make a 10 X 10 or 15 X 15 grid. Along the top they write one set of vocabulary and another set down the side. Where the line meets could be the seed of various extempore activities which are suggested by these 2 words together.

3. Mime and Pantomime

It can be do with the help of gestures and facial expressions and also through actions. This is useful for explanation of the actions and grammar items, such as: jumping, writing, angry, smile, etc. Mime, action is a great fun for children who like acting and moving very much.

4. Memory game

The rule of this game is put 20 Vocabulary on the board. Then progressively cancel them, and let the students recreate the lists. Variant I After an activity that requires a vocabulary set on the board; rub out part of the words. Then ask the students to complete the words with full spelling.

5. Crosswords.

Prepare a board. And all of students place their vocabulary set in a maze, they place the words interlocking and then fill all remaining squares with a letter to distract attention. Change papers and time to see who is the first to discover all the hidden words.

6. Bingo.

Use an unnumbered board 5x5 squares. The students are told what the target vocabulary list is. If you use 15 words, teacher tells them that 10 of the words will appear twice in order to fill up the 25 spaces. They now fill in their 25 spaces with words making sure that they appear at least once. After they've filled in their board, let the students call out a word on their own board, and all the others tick off that word if they have it. The first to have all the 25 words called is the winner and tell "Bingo game".¹⁰

From the some various methods in teaching vocabulary, that the researcher chosen is using Bingo game as one of the method in teaching concrete noun.

3. Bingo Game in Teaching

a. The Definition of Bingo Game

Before explaining about Bingo game as a technique in teaching English concrete noun to elementary students, the researcher will describe about the history of Bingo game.

Bingo was derived from a game called Lotto which was played in Italy almost 500 years ago in 1530 before Italy was even unified. The Lotto played back then was a type of National Lottery and has been played almost continuously in Italy every week ever since. Interestingly the name Lotto is now used for the National Lottery in the United Kingdom. By the 1770s, the game had spread to France where it was called "**Le Lotto**" and played by wealthy men, it continued to spread and by the 1800s the Germans had adopted it as a game for children to help improve their counting and Mathematics skills. It was not until reaching the USA in the early 1900s that the game really started to resemble Bingo as we know it today.

¹⁰ <http://www.Bingotactic.com/history.html> on 29 December 2009

In the US the game remains very much the same although they now have electronically printed Bingo cards (5 rows by 5 columns of numbers ranging between 1 and 75) and of course beans are no longer used big marker pens or bingo daubers are now used. In the UK the game has been changed a little more so that the bingo cards now have 3 rows and 9 columns and have blank spaces on the cards (so not every cell has a number on it). A Bingo dauber is still used and just like in the US a caller still calls out the numbers.¹¹

Bingo is a gambling game in which players' cover numbers in individual cards as the numbers are called out in no special order, the winner is the first person to cover all her or his number.¹²

There are many types of Bingo game:

1. Traditional Bingo games

Some of the games involve more difficult variations on the standard instruction for Bingo.

2. Task Bingo games

In this games the students are required to do something before they can mark a square

3. Talking Bingo games

In this type of game, the students have to talk to people before they can mark a square

4. Testing Bingo games

In this game all of the students have the same board. If they all get Bingo at the same time.¹³

In this study Bingo game that the researcher chosen is "Testing Bingo game" as one of the technique in teaching English concrete noun to

¹¹*Ibid*

¹² AS Hornby, *loc.cit.*

¹³ Nina Ito and Anne Berry, *Bingo Game for ESL Learners*,(USA: Second Printing 2002),p.viii

elementary students because by using Bingo game the students expected enjoy and fun in the learning process and mastery a foreign language.

b. How to apply the Bingo Game

Bingo game is one method which is effective to be used in foreign language learning especially in teaching vocabulary to beginner. It is important for the teacher to be creative and innovative. There are many aspects to be considered in playing this game, those are instruction to the students and the identification of the winner.

The following steps in teaching English concrete noun using Bingo game are:

1. The teacher distributes Bingo game cards to the students
2. The students observe the Bingo game cards before the game is played
3. After the students are ready, the game begins. The teacher as the caller tells the words randomly one by one with loudly.
4. As the writer calls out the word, the students cross out the picture which its name is called out
5. The winner of the game is the first group of students who have all their pictures crossed out. And they call “Bingo” and win the game.

4. Teaching and Learning English at Elementary School

a. The Characteristic of Elementary Students

Every body is different, either their characteristic of personality. Therefore, it is necessary for us to treat them in different treatments in order to make them feel convenient. In the same case, teaching English for the fourth graders of elementary students’ level is also different with teaching English for students at the higher levels. The fourth to sixth grade elementary students are still called as children because their ages are between 9 to 12 years old. According to Mary

Slattery and Jane Willis, children at that group have some general characteristics as follows:

- 1). They are learning to read and write in their own language.
- 2). They are developing as thinkers.
- 3). Understand the difference between the real and the imaginary.
- 4). They can plan and organize how best to carry out an activity
- 5). They can work with others and learn from others.
- 6). They can be reliable and take responsibility for class activities and routines.¹⁴

While according to Harmer, young children especially those up the age of nine or ten have some light of characteristics as follows:

- 1). They respond meaning even if they do not understand individual words.
- 2). They often learn indirectly rather than directly, that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- 3). Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- 4). They generally display an enthusiasm for learning and curiosity about the world around them.
- 5). They have a need for individual attention and approval from the teacher.
- 6). They are keen to talk about themselves, and respond well to learn that uses themselves and their own lives as main topics in the classroom.
- 7). They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.¹⁵

¹⁴ Mary Slattery and Jane Willis, *English for Primary Teachers* (New York: Oxford University Press, 2001). p. 5

From the characteristic above, the researcher concludes that children are unique. They lost interest more quickly in doing something, and they more like to have other children around them and sitting with others encourages cooperation. Hence, for teachers at this level should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique in order to be able to attain a successful and activity.

b. Learning English for elementary students

As stipulated our government, that English is the first foreign language which must be taught at all school levels. Additionally and luckily, elementary school becomes the first level that must involve English into its curriculum. Since at elementary school English is firstly introduced, it means that the students at this level have not received English before. Their English knowledge is still lack, or even no knowledge. Their gradual growth of knowledge in learning English is still in the basic level.

Generally based on learners' language knowledge, English learners are described in three levels, i.e. beginner, intermediate, and advanced. Beginners are the ones who do not know any English, intermediate learners are the ones who has basic competence in speaking and writing, and an ability to comprehend fairly straightforward listening and reading, while advance are those whose level of English is competent, allowing them to read difficult fact and fiction and communicate fluently with native speakers.

Seeing that learning English is the first experience for elementary school students, the researcher has an opinion that elementary school students are still categorized as beginners. This categorization is not

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2002), p.38

based on physically they are still children, but the fact that English is a new subject for most Indonesian elementary school students.

In addition, Slattery stated that the characteristics of young learners' methods of learning are as follows:

- 1). They are developing quickly as individuals.
- 2). They learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things.
- 3). They are not able to understand grammatical rules and explanations about language.
- 4). They try to make sense of situations by making use of non-verbal clues.
- 5). Can generally imitate the sounds they hear quite accurately and copy the way adults speak.
- 6). They are naturally curious.
- 7). They love to play and use their imagination.
- 8). They are comfortable with routines and enjoy repetition.
- 9). They have quite a short attention span and so need variety.¹⁶

Based on the characteristics above, the researcher concluded that the teacher should pay attention of students' psychology to reach the target of learning.

B. Previous Research

In making this thesis, the writer has some relevant previous researches that support her research, this is:

1. Thesis entitled "The Effectiveness of Using Card Game in Teaching Vocabulary to Beginners an Experimental Study at the Year Fourth Students of SDN Kepohkencono 01 Pucakwangi Pati in the Academic Year of 2007/2008". by Hanik Mas'udah (NIM:2201403584) of English Department, Language and Art Faculty, State University of Semarang 2008. In this research shows that using Bingo game is effective for

¹⁶ Mary Slattery and Jane Willis, *op.cit.*, p.4

teaching English nouns to beginner than conventional method, because the experimental group get higher result than the control group.

2. Thesis entitled “Improving Vocabulary Through Bingo Game as Media an Experimental Study of the Eighth Year Students of SMP N I Grobogan in the Academic Year of 2008/2009” by Zeni Sovia. R (05420320), from English Department, Language and Art Faculty, IKIP PGRI Semarang 2009. In this research shows that Bingo game is effective for improving vocabulary than without Bingo game, because the experimental group gets higher result than the control group.
3. Teaching English Vocabulary Using Quartet Cards Game: The Case of Fourth Graders SDN 2 Kebondowo Ambarawa In The Academic Year of 2005/2006” written by Doni Aris Wibowo (2214990002) of English Department, Language and Art Faculty, State University of Semarang 2006. His study focused on teaching English vocabulary using quartet game and aimed to investigate whether there is significant difference of vocabulary mastery achieved by the students who have been taught using quartet cards game from those taught using traditional method.

This research is different from previous ones. This research focuses on Bingo game to teach English concrete noun with experimental study. The writer needs two classes, experimental group and control group. There is any difference between experimental class and control class in the teaching and learning process. It means that experimental class were taught using Bingo game and control class were taught without Bingo game.

C. Statement of Hypothesis

The hypothesis in this research is effectiveness using of Bingo game in teaching concrete noun at elementary students at grade 4th year of SDN I Plawangan-Rembang it means that Bingo game is effective in learning process.