CHAPTER II

REVIEW OF RELATED STUDY

The purpose of this chapter is to present related literature which covers teaching English at elementary school, approaches to teaching English for young learners (EYL), the vocabulary teaching, and the scrabble game to teaching vocabulary, the difficulties in teaching vocabulary.

2.1 Teaching English at Elementary School

English is not a new subject for the students at schools. In recent years, the students have learnt English since they were at Elementary School. Some of them already known English since they were at kindergarten. The reason is simple; it is because of the identity of English as international language.

English has been taught at Elementary schools in Indonesia since 1992. But, parallel with the development of curriculum in Indonesia, the status of teaching English in elementary schools only becomes a supplementary subject, not the compulsory subject (Tantri, 2010:44). It is known as local content subject.

English as a local content in elementary schools is promoted in regulation of Indonesian government which is stated in the policy of Ministry of Education and Culture Number 0487/4/1992, Chapter VIII. The regulation states that an elementary school can include extra lessons as long as they are not in contradiction with the objective of the national education. That regulation is also followed by the instruction of the Ministry of Education and Culture Number 060/U/1993 dated 25th February 1993 which stated that it is possible to start
Teaching English as a local content in elementary school begining from the fourth grade (Sikki et al, 2013:139).

Teaching English in the early age becomes very important because at this level they can learn language easily. When they are introduced to a second language or foreign language at an early age, their chances of becoming more proficient in the target language will be higher. It is because young learners have a greater facility for understanding and imitating what they hear than adults. This is in line with Harmer (2000:38) who stated that young learners respond to meaning whereas they do not understand about those words. They will try to criticize what they have heard and try to comprehend the word meanings by themselves. These will really help them practice English pronunciation and memorizing word meanings so that they can build and improve their English ability for their future.

2.2 Approaches to Teaching Young Learners (EYL)

When teaching English to young learners, the teachers should use some approaches in order to get satisfying result. According to Brown (2001:87-90), there are five practical approaches that should be concerned by teachers in teaching young learners.

a. Intellectual development

Young learners learn about something concrete. According to Brown (2001:87-90), to teach the students concrete things as examples and give repetition in the teaching and learning activities. The teachers also should avoid teaching grammar or rules because it is still abstract for them.
b. **Attention Span**

Brown (2001:87-90) states, teachers should create interactive classroom activities such as giving variety activities, using media, and giving humor to them. It is to avoid the boredom of young learners because they have short attention span.

c. **Sensory Input**

According to Brown (2001:87-90), the young learners like learning by doing. So, it is important for the teachers to provide physical activities in order to make young learners interested and remember what they have learned.

d. **Affective factors**

Brown (2001:87-90) states that, young learners are very creative but extremely sensitive. Try to make young learners develop themselves in the classroom. Give them opportunity to show their own identity like speaking up in front of class.

e. **Authentic, Meaningful Language**

According to Brown (2001:87-90), because it is easier for young learners easy to learn concrete things, the teachers should teach them by authentic things and give them little bit story about detail of that things so that they can try to comprehend that things by themselves.

2.3 **The Vocabulary Teaching For Young Learners**

Cameron (2001:71) stated that building up a useful vocabulary is central to the learning of a foreign language at primary level. It means that in English language teaching and learning is very important because vocabulary is the basic
lesson for young learners before they start to study about English language further. In addition, Rubin (1991:91) says, “a good vocabulary and a good reading go hand in hand, unless you know the meaning of words, you will have difficulty in understanding what is read.” In the other words, if the young learners do not know the meaning of words, they will have difficulty in understanding what they see, read and learn.

According to Kamil and Hiebert (in Ahmadi et al, 2012:188), there are two kinds of vocabulary. Firstly, productive vocabulary means words or vocabulary that can be spoken and written. Secondly, receptive vocabulary means words or vocabulary that people understand when they hear them or read them. McCarthy & O’Dell (2002:8) also classify several types of vocabulary based on the meaning. There are (a) basic meaning which means the real meaning of word, (b) polysemy which means words which often have a number of different meanings, (c) synonym which means different words with similar but slightly differing meanings, (d) collocation which means words which occur together, often in unpredictable ways such as *she run faster*, (e) connotation which means the words which do not only have meanings, but also have associations, (f) register which means words that we learn have particular register such us *apparel* which is a formal word for clothing. As teachers, we could use those kinds of vocabulary in teaching vocabulary. Willis (2008, p.80) says that “when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice”. When learners try to develop their vocabulary mastery, their thinking and understanding of speaking will improve. Then, they can communicate effectively. Vocabulary was one of the most important aspects of foreign language learning.
By mastering vocabulary it is expected that we can master the four language skills (listening, speaking, reading and writing).

2.4 Scrabble Game To Teaching Vocabulary

As a teacher must be able to choose good media to teach them and one of media is using games. Game will make the learners fun in studying because they will enjoy to study. Games will help the students to improve their motivation in learning English, so they will be more serious to learn.

*Scrabble* game is a board game played with two or four players with the players using their vocabulary to create words. According to Hornby (1985), that scrabble is a board game in which players try to make words from letters printed on small plastics blocks and connect them to words that have already placed on the board. *Scrabble* helps the students to achieve memorization of vocabulary in an enjoyable way.

Hasbro (2009.2) mentions some rules of playing scrabble board game. First, player arranges a word from two or more letters and places those on the on the center square of the board vertically or horizontally. Second, players count and announce the score for the turn and they draw as many new latters as they can. Third, players kee seven letters on rack. Fourth, all letters are put in a row vertically or horizontally in a complete word. Then, players put a complete word to a word already played by the players before. Next, all letters cannot be changed after it has been played and scored. Finally, game is over when all latters have been drawn on the board.

When the students play *scrabble*, they surely expose repetition of a word. The students also can enhance their vocabulary mastery when play scrabble in the
classroom. It is because scrabble is one of memory games which can used in vocabulary learning. Slattery and Willis (2001:49), “there are many types of games, including memory and guessing games which will help students become familiar with new vocabulary in an enjoyable way”.

In this study, **scrabble** is learning media to improve and help students to master their vocabulary skill. Hebblethwaite (2009), scrabble can give mental activity that develops cognitive skills, practices in applying economic principles, and activates the language learning in classroom. It means that scrabble game can expand the vocabulary and strengthen the language ability. Actually scrabble game is not new medium which is used to learn vocabulary mastery. Although it is a memory game, scrabble is good for helping the teacher to improve and helps students to master their vocabulary memorizing, pronouncing, and spelling elements. In teaching and learning process, the important thing is not only how much or how less teaching and learning is done in the classroom but also how the students are active and enjoy in their learning process.

This media is designed to increase the students’ interest to learn with pleasant. Students have to arrange words using the given letter tiles that will fit on the board game in order to improve vocabulary. The students must be prepared to define the word and proceed the game. They can check any dictionary for unique and unusual words.

### 2.5 The Problem in Applying Scrabble Game.

Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary. The games used in the classroom need to be planned in order to fulfill a specific objective, they should not be designed
randomly without context. Games will only work in the classroom if they have a specific purpose, and if the instructions and rules are set clearly to students since the beginning. According to Browster (2000), games may be simple and require very little planning or may need quite a bit of preparation and the use of special materials, such as dice, boards, or picture.

Rush (2010) states, that vocabulary learning has largely been construed as a memory problem. Vocabulary memorizing seems to be another difficulty for vocabulary learners. According Lidiasari et al (2016), the problem in applying scrabble game is students make a mistake in spelling the word. It is because when the student play scrabble they should arrange the word per character. It make some of students missed some letter to arrange the word. According to Shelby (2010), multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners.