CHAPTER II
REVIEW OF RELATED LITERATURE

II.1 Review of Relevant Theories

II.1.1 The Nature of Young Learners

a. Characteristics of Young Learners

Some characteristics happen to young learners in terms of their language development. The characteristics are greatly important to consider in teaching English since they influence the students' learning process. The characteristics are discussed in the following explanation.

According to Harmer (2001: 39), young learnershavesevencharacteristics. Firstly, young learners respond to the meaning even if they do not understand individual words. It means that the children do not focus on the meaning of word by word, but they will catch the meaning of the hold sentence.

Secondly, young learners often learn indirectly rather than directly. That is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. It means that young learners can learn more from their environment rather than just the topic they are being taught.

Thirdly, young learners' understanding comes not only from explanation, but also what they see and hear, and crucially, have a change to touch and interact with.It means that the children will learn

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best if they have a chance to touch and interact with anything in the learning.

Fourthly, young learners generally display an enthusiasm for learning and curiosity about the world around them. It means that young learners will be enthusiasm if they are taught through activities that close to their world. Besides, they will be also enthusiasm if they are taught through fun activities or being involved in the activities.

Fifthly, young learners have a need for individual attention and approval from the teacher. Children need to understand what it means to learn and they need a good attention from their teacher to make them more understand. To make them more interest in learning, the teacher should give full attention to them and understand what they explain about something.

Sixthly, young learners are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom. It means that, children are easy to learn the languagewhich relate to their environment and it is found around them.

Lastly, young learners have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so. It means that the teacher can create material become interesting, lively and fun.

From the theories above, it can be informed that young learners learn best from experimentation and through fun activities.

They are interested in learning something close to their world. And also the children love discovering things, and because they respond well to being asked to use their imagination.

Then, Siegeler in Fitria (2011:11) states that children, particularly those from 6 or 7 to 11 or 12 years of age on the stage of concrete operations, can take other points of view, can simultaneously take into account more than one, and can accurately represent transformations as well as static situation. This allows them to solve many problems involving concrete object. However, they do not understand highly abstract concepts. Thus, it can be inferred that concrete objects in learning.

Furthermore, Sary in Fitria (2011: 12), views that the children are already successful communicators by the timethey come to school. They know that language for and how to use it competently. They continue using language to interact, comprehend and comprehended as they experience new situations and interact with new children and adults. The children need to hear and see modeled by adultsas well as their peer in various situations. Learning English as a foreign language, they need to play and interact with the language.

Without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognizewords, and know their meanings as well. Thus, when a student is effectively able to

recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word. Hubbard (1983) suggests vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond &Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings.

However, some authors suggest more complex definitions about vocabulary. Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognizedand understood it in and out of context rather than guessing at. Additionally, Henriksen (1996) states that vocabulary knowledge is often defined as precise comprehension which is operationalized as the ability to translate the lexical items into L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase. This means that vocabulary knowledge requires the ability to react to words that students do not need to think about. The words just come into students' minds to be used in an effective and natural way. Even in a multiple choice task students react to the multiple definitions of words and they know exactly the meaning of the words to be translated. So, when students have knowledge of a word they do not take much time to think about the word, they just have to use the word naturally and appropriately.

The vocabulary can be in the form of single words and compound words. Single words refer to one word which has complete meaning without other(s) such as proposal, conduct, go, and so forth, whereas, compound words are defined as a combination of two or more words that function as a single unit of meaning such as toothpaste, milkshake, mother-in-law, and so forth. Besides, the vocabulary can be in the form of idioms and phrasal verbs. Idioms refer to a group of words established by usage as having meaning not deducible from those of the individual words such as six and seven which means confuse, green horn, whichmeans has no or little experience, in red which means someone who has debt, whereas, phrasal verbs refer to verbs plus a preposition or adverb which creates a meaning different from the original verb like the word "ran into" which means meet. Richard and Schmidt (2002:580) suggest vocabulary is a set of lexemes, including single words, compound words and idioms. Additionally, Ur (1996: 60) suggests vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term "words" here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other casesthere are also compound words called as multi-word idioms, for example call it a day.

Besides, vocabulary can be in the form of function words and content words as well. Function words are words whose purpose are more to signal grammatical relationship than the lexical meaning of a sentence like auxiliary verbs, pronouns, articles, and preposition whereas, content words refer to words such as nouns, most verbs, adjectives, and adverb that refer to some object, action, or characteristic which contrast with function words. These ideas are strengthenedby Thornburry (2002:4,) he suggests there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words.

Additionally, the ideas mentioned above are not contrary to what Hatch and Brown (1995) suggest vocabulary refers to a list or set of words for a particular language or words that individual speakers of a language might use.

Based on the definitions, it can be explained that vocabulary knowledge requires not only word meaning knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help the students to memorize the words and their meanings.

b. The Principles of Teaching English to Young Learners

To be successful in teaching English for young learners, the teacher should consider about the principles used in teaching English for young learners. According to McCloskey (2005: 7-9),some principles should be applied by the teacher in teaching English to young learners. Firstly, the teacher should offer learners enjoyable, active roles in learning experiences. It should be applied since young learners learn best through interaction. Moreover, they need exiting activities to enrich their motivation. Thus, the teacher should provide them many opportunities to be active in any language environment.

Secondly, the teacher should help students develop and practice language through collaboration. It should be applied forchildren are social learners; they need to interact with others. So, the teacher should provide opportunities for the learners communicatewith others, the teacher or their friends.

Thirdly, the teacher should use multidimensional, thematically multi dimensional activities. The thematic organizationoffers the teachers opportunities to cycle and recycle related language and concepts, so that they can support children as they develop to the complex connection that lead to learning.

Fourthly, the teacher should provide comprehensible input with scaffolding. Scaffolding activities provide graphic organizers which can help students understand the language patterns. In applying these activities, the teachers just need a little instruction. In addition,

it can be used to support learners with more difficult task and concept. It means that the teachers can help their learners by using the graphic organizers.

Fifthly, the teacher should integrate the language with content. It means that students' academic learning is not delayed while they learn the language. Students who are learning two languages in school in a bilingual setting curriculum can be integrated across languages, so that the children in secondlanguage classrooms encounter the same concepts that they do in first language classrooms, but with new labels, both reinforcing the content-area learning and facilitating the new language learning because it is based on what children already know.

Sixthly, the teacher should validate and integrate home language and culture. It means that the teacher help young learners use their knowledge and learning experiences of their home language to expand their learning in a second language.

Seventhly, the teacher should provide clear goals and feedback on performance. It means that the teacher must establish clear language and content goals for learners and provide learners with feedback on their progress toward those goals. The teacher can also encourage learners to begin to evaluate their own progress toward accomplishing goals to help them become independent, self motivated learners.

From principles above, it is hoped that the teacher can use in teaching techniques that appropriate with the learners' characteristic and be able to fulfill what students' need and give the treatment based on the students' skill.

In addition, According to Linse in Fitria (2011: 7) states that there are seven principles for teaching vocabulary to young learners as follows:

1) Teaching vocabulary words before new activity.
   When vocabulary words are taught by the teacher before a new activity, students' benefits in two ways. First, they are better able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words. For instance, scavenger hunt, what's missing, mystery words, and vocabulary basket.

2) Teaching how to use context clues appropriately.
   Students can benefits from learning how to use context clues and guessing the from the text. They can use this when they find unfamiliar words.

3) Presenting multiple exposures to new vocabulary items.
   Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich contexts. In others words, a vocabulary words taught on Monday will be remembered on Wednesday. As part of teaching repertoire, remember that a new word should reappear many times an in diffirent situation for the next several weeks of instruction. Learners also benefits when there is multi-sensory and vocabulary input.

4) Giving opportunities for deep processing of vocabulary items.
   Deep processing means working with information at a high cognitive and/ or personal level. Deep processing makes it more likely that information will be remembered for the students. Part of deep processing is having students establish connections between new words and prior knowledge. Simply memorizing list of words and their meanings is not adequate for students to integrate the vocabulary words into their personal vocabularies.

5) Teaching students to use dictionaries.

Young learners can benefit from using dictionaries. Very young children, under the age of size can use a picture dictionary where words are grouped into different categories. Children who are at the beginning stages of language and literacy development can also use picture dictionaries as a tool to help them increase both their vocabulary knowledge and their use of context clues.

6) Having students to keep vocabulary notebooks.

Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help the students have more control over their learning.

7) Emphasizing both direct and indirect teaching.

Direct and indirect vocabulary should be included as part of a vocabulary development program for the teacher. Direct instruction refers to teaching the words and their meanings. Indirect instruction refers to help children learn appropriate strategies so they can figure out the meaning of the word on their own.

Based on the explanation above, it can be explainedmany ways that the teacher can do to enrich students vocabulary such as teach vocabulary before activity, use context clues, deep processing of vocabulary, keep vocabulary notebook and so on.

Vocabulary is a very important part of language learning and the difficulties in preparing technique in teaching vocabulary in order the students can master vocabulary quickly.

According to Nunan (2003: 135-141), a set of guiding principles can be applied in a variety of teaching and learning situation:

1) Focusing on the most useful vocabulary first.

The most useful vocabulary that every language learner needs whether they use the language for listening, speaking, reading or writing or whether they use the language in formal and informal situations is the most frequent 1000 word families of English.

2) Focusing on the vocabulary in the most appropriate way.
The teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

3) Giving attention to the high frequency words across the four strands of a course.
High frequency vocabulary should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing.

4) Encouraging learners to reflect on and take responsibility for learning.
The learners need to realize that they must be responsible for their own learning.

In addition, Nation (1990: 2) adds about principled approach to vocabulary is that both learners and reseachers see vocabulary as being a very important. It means that vocabulary is very important for the learners and reseachers as principles approach in English language

Nunan (2003:141) also states thatfour principles technique can be applied in teaching vocabulary. They are meaning focused input activities, deliberate learning activities, meaning focused output activities and fluency activities. One of them is deliberate learning activities which involve learning to use the vocabulary learning strategies of word cards, guessing from context, using word parts and dictionary use. It means that one of the activities is using word cards.

From some principles above, it can be explained that to make the students master in vocabulary learning, the teacher should use some principles in teaching vocabulary for the students.

II.1.2 Teaching English Vocabulary to Young Learners

a. Definition of Teaching English Vocabulary to Young Learners

For the first, the teacher has to know about teaching English to young learner themselv. Mutohhar (2009) states that teaching English to young learners is not only a process of transferring a new language to children. Moreover, it needs many considerations. The considerations are related to the readiness of a school in implementing the teaching and learning process. In our society, teaching children is seen as an extension of mothering rather than as intellectual enterprise. Some people perceive that teaching children is simpler than teaching adult. It does not need a high awareness. It is proven by the teacher qualification. Some teachers think that they do not need more skills in their teaching. They feel confident enough using their past experience as their step in teaching process. Cameron in Mutohhar (2009) states that teaching language to children needs all the skills of the good primary teacher in managing children and keeping them on task, plus knowledge of the language, of language teaching, and language learning.

From the statement above, we know that to teach the young learners must to start from the basicly, like vocabulary. Then, in teaching English vocabulary to young learners, the teacher should not give the students too many words in a lesson.

b. **Technique of Teaching English Vocabulary to Young Learners**

According to Thornburry (2002), variety techniques can be used or combined in introducing vocabulary are such as translation, real things, pictures, actions, definitions, and situation.

Nation in McKay (1990: 51) listed basic techniques by which teachers can explain the meaning of new words, all of which can be used with young learners in the classroom. They are as follows: using an object, performing an action, using group (Student Teams–Achievement Division), and analytical definition.

Based on the theories above, it can be seen that many variety techniques above, it can be use to teach vocabulary to young learners. The teacher can make the students to study in a group. So, it can be used in teaching English for young learners. Therefore, Student Teams– Achievement Divisions (STAD) as a kind of cooperative learning technique can be used in teaching English to young learners especially in teaching vocabulary.

II.1.3 Vocabulary

a.Nature of Vocabulary

It is known that vocabulary is one of the components of the language. People learn language started with the words. There is no language if there is no vocabulary. According to Marksheffel (1966: 236), vocabulary is the total number of words that individual knows.

From his statement, we can see that the vocabulary is all of the words that someone had known and used it in a particular way.

Then, Hiebert and Kamil (2005:3) stated that vocabulary is the knowledge of the meaningsof words. Vocabulary is not only focus on word but also with the meaning of words it self. Next, Nation (1990:6) defines that vocabulary is introducing learners to new words and thus starting their learning. It means, vocabulary is a process to show the new word for the learners.

Diamond and Gutlohn (2006) stated that vocabulary is the knowledge of words and word meaning. According Stahl (2008), vocabulary is knowledge of word that implies a definition and word fits into the world. It means that vocabulary is knowledge of words and how the word used in the language. In addition, Nunan (2003:130-132) defines vocabulary in three ways: multiword unit, word families and core meanings.

From the theories above, they show that the vocabulary is knowledge of words used with the meaning of the word itself, not only implies a definition, but also implies how it works fit into the words and how to use the word in daily communication.

b. The Importance of Vocabulary

Thornbury (2002:13) states thatif the students spend most of their time studying grammar, their English will not improve very much. The students will see more improvementif they learn more

words and expressions. The students can say very little with grammar, but they can say almost anything with words. From this statement it can be seen that the students can improve their English skills by learn more words.

According to Green (2009: 1), there are some importances of vocabulary. They are as follows:

1) Vocabulary has become a powerful insight to raisingachievement
2) The word which is known helps to organize the learning
3) The creation of labels (words) is a tool for increasing learning
4) Vocabulary instruction should be a vocal point of learning, especially for students impacted by poverty
5) Vocabulary instruction is an excellent advancedorganizer, but also must be taught in context.

Thus, vocabulary has an important role in learning language. It can increase all of the skills in English; listening, speaking, reading and writing in order to increase students' achievement too.

II.1.4 Vocabulary Mastery

According to Sumarni (2008: 9-10), vocabulary mastery is one componentto master English as a foreign language in elementary, intermediate, and advance levels. In learning the four skills (listening, speaking, reading, and writing), vocabulary is one of the components to be mastered. Whether, four language skills need knowledge of words because they will get nothing without vocabulary. By having limited vocabulary, the students will find difficulties in mastering each language skill.

Vocabulary is a basic unit in language. Vocabulary is one component to be mastered vocabulary by the students. To know the students have mastered vocabulary or not, the test should be done by the teacher. According to Thornburry (2004: 129), testing provides a form of feedback, both for learners and teachers. Moreover, testing has a useful backwash effect. If learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test.

Then, Thornbury (2002:132) states that the type of vocabulary test can be used by the teacher tes students' vocabulary mastery. So, to access students' vocabulary mastery in teaching and learning process, the researcher used vocabulary test.

To know whether the students master vocabulary or not, the teacher can see from some indicators. According to Sumarni in Liza Tafriyanti (2011: 19-21),some indicators can master vocabulary by the learner . Those indicators are followed:

1) The learners are able to recognize it in its spoken and written form. It means that the learners can be saidmastering vocabulary if they know how to use it in spoken and written.
2) The learners are able to recall it whenever. The learners can be said mastering vocabulary if they learn some vocabularies, save it in their memory, and can retrieve it when they need it.
3) The learners are able to relate it to appropriate objects or concepts. It means that when they hear a word they can relate the word with the real object; it relates to one of the childrens' characteristics like supeniati (2007:1) says that the children will give good respond to teh language through concrete things.

4) The learners can spell it correctly. When the learners learn the words, it is demanded that the students not only know about the meaning of that wordbut also they can spell it correctly. They know how to write the words and can spell it orally.
5) The learners are able to pronounce it in a recognizable ways. It means that the learners know how to pronounce the words and they can use it in good pronunciation.
6) The learners know in what in what ways it can combine with other words. It means that the learners know when a word can be arrange the words become a good simple sentence.

While, Kumala (2011:1) points out four indicators should be considered to see whether the students have good vocabulary or not. Those indicators are:

1) Spelling: Students are able to spell the words related to the topic.
2) Pronunciation: Students are able to pronounce the words related to the topic.
3) Understanding meaning: Students are able to understand the meaning of the words related to the topic.
4) Using word on context: The purpose is to establish students' knowledge of the use of words based on the topic in the context.

Based on the Indicators above the researcher adopted the theories of Kumala. Those indicators are: Spelling, Pronunciation, Understanding meaning and Using word on context. But from the indicators, the researcher only used three indicators excepted pronunciation, because the vocabulary mastery is seen from the students' writing test.

From all those theories above, it can be inferred, based on the indicators above the teacher can measure students' vocabulary masterywhether the students can master vocabulary or not by

indicators above. For example, the teacher used the indicator about relate it to appropriate objects or concepts. It means, the students could know about the words in the context ofthe test from the materials that the teacher taught before.

II.1.5 Student Teams–Achievement Divisions (STAD) Technique

a. Definition of Student Teams–Achievement Divisions (STAD) Technique

In teaching process, the teacher should use an interesting technique that can make students are interested to learn. One of those techniques is Student Teams–Achievement Divisions (STAD) technique. Student Teams–Achievement Divisions (STAD) was developed by Robert E. Slavin. Slavin (1995: 71) defines Student Teams–Achievement Divisionsis one of the simplest of all cooperative learning methods, and it is a good model to begin with for teachers who are new to the cooperative approach. The students are assigned to four or five member learning teams that are mixed in the different of performance academic achievement so that in their group can be found student that has high mark, middle or low. The teacher presents a lesson, and then the students work within their teams to make sure that all team members have mastered the lesson. Finally, all of the studentstake individual quizzes on the material, at which time they may not help one another.

In addition, Suyatno (2009: 52) defines that:

> Student Teams–Achievement Divisions (STAD) adalah metode pembelajaran kooperatif untuk pengelompokan kemampuan campur yang melibatkan pengakuan tim dan tanggung jawab kelompok untuk pembelajaran individu anggota. Keanggotaan campuran menurut tingkat prestasi, jenis kelamin, dan suku.

Herdian (2009) also defines that:

> Student Teams–Achievement Divisions (STAD) merupakan salah satu metode atau pendekatan dalam pembelajaran kooperatif yang sederhana dan baik untuk guru yang baru mulai menggunakan pendekatan kooperatif dalam kelas, Student Teams–Achievement Divsion (STAD) juga merupakan suatu metode pembelajaran kooperatif yang efektif.

Furthermore, Kauchak and Eggen (2007: 315) define Student Teams–Achievement Divisions (STAD) are one of the most well-known types of cooperative learning which uses four or five member multi ability teams to master basic skills. Maria Sanchez used Student Teams–Achievement Divisions (STAD) to teach spelling and vocabulary.

Based on the theories above, it is recognized that Student Teams–Achievement Divisions is the best way of teaching vocabulary defined by teams. Anyway, Student Teams– Achievement Divisions uses individual quizzes at the end of each lesson until students work with their teams; appraise their low and high to help they successed on the quizzes.

b. Components of Student Teams–Achievement Divisions (STAD)Technique

According to Slavin (1995: 71-73), five major components of Stusent Teams–Achievement Divisions (STAD) such us class presentations, teams, quizzes, individual improvement scores, and team recognition.

1) Class presentations.
   Class presentations differ from the usual teaching only in that they must pay careful attentionduring the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

2) Teams.
   In Student Teams–Achievement Divisions (STAD), teams consist of four or five students that are mixed in performance level, sex, and ethnicity. The major function of the teams is to make sure that all team members are learning and more specifically, to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheets or other material.

3) Quizzes.
   The students take individual quizzes. Students are not permitted to help one another during the quizzes. Thus, every student is individually responsible for knowing the material.

4) Individual Improvement Scores.
   Individual improvement scores is to give each student a performance goal that can be attained if she/he works harder and performs better than in the past. Each studentis given a "base" score, derived from the student's average past performance on similar quizzes. Students then earn points for their teams based on the degree to which their quiz scores exceed their base scores.

5) Team Recognition.
   Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Students' team scores may also be used to determine up to 20 percent of their grade.

The main point of Student Teams–Achievement Divisions (STAD) is to help each other for mastering skill presented by the teacher. According to Suyatno (2009:60) if the students want their team to get team reward they must help their team mates to do their well. The students work together after the teacherexplained the lesson. They may work in pairs and compare answers, discuss any discrepancies and help each other with any misunderstandings. They must discuss approaches to solve problems, or they may do quiz each other on the content they are studying. They work with their teammates, assessing their low and high to help them successfully on the quiz.

In doing quizzes, Slavin (1995:78) states that there are at least four team rules that the members of the teammust pay attention, such as: Firstly, the students have a responsibilityto make sure that their teammates have learned the material. Secondly, no one finished studying until all teammates have mastered the subject. Thirdly, ask all teammates for helping before asking the teacher. Lastly, teammates may talk to teach other softly.

c. **Applications of Student Teams–Achievement Divisions (STAD) in Teaching Vocabulary**

According to Slavin (1995: 73-76), six preparations were used in Student Teams–Achievement Divisions (STAD) technique in the classroom. These steps are stated as follows:

1) Designingmaterials; Student Teams–Achievement Divisions (STAD) technique related curriculum for student teams learning or it can be used with materials adapted from textbooks or other sources.

2) Assigning students to teams; four persons in a team.

3) Determining initial base scores. Base scores represent student's average scores on past quizzes.

4) Giving a chance to the members of the teamto do something gratify and to know each other.

5) Taking individual quizzes.

6) Team recognizing scores based on team members' improvement scores and individual certificates.

Furthermore, Suyatno (2009: 52) states that there are seven procedures for implementing of Student Teams–Achievement Divisions (STAD) Technique. These steps are described as follows:

1) The teacher asks students to sit in groups.

2) The teacher asks students to create the heterogeneous grouping which consists of four or five students.

3) The teacher asks students to discuss the material collaboratively.

4) The teacher arranges individual quiz and create development scores of each student or group.

5) The teacher publishesthe winner of group and individual.

6) The teacher gives an appreciation to students or group.

Beside that, Asma (2009: 51) states six procedures in implementing of Student Teams–Achievement Divisions (STAD) technique. These procedures are stated as follows:

1) Class presentation. The learning process is started by delivering the target of learning and giving motivation to the students.
2) Teacher asks students to work in groups.
3) Checking the result of group work activity.
4) Teacher gives the students a quiz by giving some questions.
5) Teacher checks the result of the test.
6) Teacher gives the group's appreciation.

So, in this research, the researcher focused in Asmas' Theories above.

d. **Individual Learning in Student Teams–Achievement Divisions(STAD) Technique**

Individualization in learning is directly related to students' individual work. According to Hornakova and Kostelnikova (2010), individual student work is perceived as the learning activity where students acquire the knowledge by their own effort. They also add that individual work is useful in each stage of the teaching process. The reason is individualized is taught the students to be responsible, to rely on themselves, choose their own pace of work, share learning activities individually, and realize their own idea. So, in individual work, students are drilled to do their learning by themselves and have responsibility for reaching the goal of the learning.

Moreover, Harmer (2001: 115) also states that individual work is opposite of the spectrum from whole-class pairing or grouping. In

individual form, students learn on their own, working in a pattern of individualized learning. In the other hand, in groups work, students learn and working together with their other friends. So that, it can be said that students will do all of learning activities individually, which involves reading the material, then comprehend it and also do the exercise by their own self in individual activity.

In addition some advantages can be used in individual work strategy in teaching. Hornakova and Kostelnikova (2010) propose that there are some advantages of individual work. First, by asking students to work individually, the teacherwill know the students' difference in learning. Students will be different in their learning style and preference. Thus, it helps the teacher knows about the ability of each students in their learning process. Second, by doing this activity, students will be the owner of their learning. It can gain their confidence because they have right about what will they do in finishing their job.

In the other hand, disadvantage of individual work,that is, individual work does not make the students work cooperatively. It can be said that the students do not do a lot of interaction with their friends in learning. As a result, their social skill will not develop because they just do their job individually. Also, it makes students cannot enrich their ideas, because they have no sharing with the other one. Thus, individual work will make students do not grow their social skill.

II.1.6 Numbered Heads Together Technique

a. Definition of Numbered Heads Together Technique

Numbered Heads Together is one of cooperative learning techniques. This technique is developed by Spencer Kagan (1992). According to Lie (2004: 59), Numbered Heads Together is a technique that gives opportunity for the students to share their ideas and consider the best answer. She said that this technique can be used for all subjects in a school and for educational level. It means that it is a strategy in which the students sharing the ideas each other in a group and then presenting it in front of the class.

In addition, Ibrahim et al. (2000: 28) state that Numbered Heads Together is a technique which used to involve students in learning a material and to check their understanding about the topic. Besides, Terenzini and Pascarella (2011: 2) state that Numbered Heads together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a permanent number (from one to the maximum number in each group). The teacher poses a question and student "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. It shows that Numbered Heads Together technique demands each student to comprehend the material and work in a group.

By considering some opinion of experts about definition of Numbered Heads Together above, it can be defined that Numbered

Heads Together is a kind of cooperative learning technique that hold each students accountable for learning the material. Each student in each group is hoped to comprehend the material and then help their other friends in comprehending the material. Each of them has a responsibilityto present the material in front of the class for their other friends.

b. **Advantages of Using Numbered Heads Together Technique**

According to Japar (2011: 1), cooperative learning type Numbered Heads Together is effective in enhancing the students' participation, especially in raising their hands competitively to answer the questions during the answer-checking session. In addition, there are some advantages of using Numbered Heads Together technique for students whogets low achievement explained by Lundgren in Ibrahim et al. (2000: 29). Those advantages are as follows:

1) Enhance sense of self value
2) Improve the students' attendance
3) Raise the acceptance into individual
4) Decrease the students' attitude
5) Decrease conflict among students
6) Deep comprehension about the material
7) Improve good students' characteristics
8) Improve the students' academic achievement

Based on explanation above, it is known that by using Numbered Heads Together technique, students can increase their learning achievement and there is no difference between

high and low students. It means that, each of them helps each other in mastering and comprehending the material.

Moreover, Terenzini and Pascarella (2011: 2) state that by having students work together in a group, each member will know the answer to the problems or questions asked by the teacher because no one knows which number will be called, all team members must be prepared. This cooperative learning strategy promotes discussion and both individual and group accountability. In addition, they explain that this strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor.

According to JALT presentation 2006 in Japar (2011: 2), Numbered Heads Together technique has several advantages. Those advantages are as follows:

1) It can improve students academic achievement and be applied to almost all subject areas
2) It can increase students' engagement
3) It decreases dominance from clever students so that students equal participation will be apparent
4) It motivates students to learn

5) It encourages peer tutoring for smart students who know the answer to other team members who do not

Dealing with the theory above, Olsen and Kagan in Japar (2011: 2) explain that Numbered Heads Together include a simple four step technique that can be utilized repeatedly with a variety of curriculum material and it can be applied to almost all subject areas, to every grade level, and to any placesin a lesson. Besides, Lai in Japar (2011: 2) states that cooperative learning technique including Numbered Heads Together technique is helpful in fostering the four langauge skills, strengthening grammar and vocabulary power, and improving English competence. It means that Numbered Heads Together technique can be used in teaching English to students at the elementary school levelespecially in teaching vocabulary. It can motivate students since the technique has the sense of competition and fun for students.

Based on some advantages about using *Numbered Heads Together* that are explained above, it is known that *Numbered Heads Together* is a good technique in teaching English for young learners especially in teaching vocabulary. By using *Numbered Heads Together*, the students can master vocabulary easily. It is a fun technique for students and makes them enjoy learning English.

c. Principles of Using Numbered Heads Together Technique

According to Ibrahim et al. (2000: 28), four steps of Numbered Heads Together technique. The First step is numbering. In this step, the teacher divides the students into some groups which consists of three to five students. Each studentin each group get the different number suitable with the amount of students in a group. The second step is Posing a Question. In this step, the teacher posesa question or problem to the students. The question can be varied suitabilitywith the topic of that day. The third step is thinking in Group in which each student in each group put their heads together and unite their opinion about the answer of the question. Then, each student in each group ensures her/his member to know about the answer. The last step is answering the Question. The teacher calls out a number in a group. The students with that number raise her/his hand and try to answer the question for all classes.

While, Terenzini and Pascarella (2011: 3) propose five steps in Numbered Heads Together technique. Those steps are as follows:

1) Dividing the students into groups of four and give each one a number from one to four
2) Posing a question or a problem to the class
3) Having students gather to think about the question and to make sure everyone in their group understands and can give an answer
4) Asking the question and call out a number randomly
5) Asking the students with that number to raise their hands, and when called on, the students answer for his or her team

In addition, Suprijono (2010: 92) states that learning by using Numbered Heads Together technique started by "*Numbering*". The teacher divides the students into small groups. Everyone in a group gives a number. Then, the teacher gives some questions that must be answered by each group. The teacher may give the time for each group to think and find the answer. At this time, every group"*Heads Together*" discuss to think the answer of the questions. The next step, the teacher calls the same number from each group. They are given a chance to answer the questions given by the teacher. It is done continuously until all members with the same number of each group get time to answer that question.

Based on theories above, it can be summarized that the principles of using Numbered Heads Together technique are numbered, proposing questions, thinking in a group, and answering the questions. It is a simple and easy technique to be practiced by the teacher in elementary school, especially in teaching English for young learners.

d. **Application of Numbered Heads Together Technique in Teaching Vocabulary to Young Learners**

Based on Terenzini (2011:15) theories about the principles of using Numbered Heads Together (NHT) technique, it is known that there are four steps in applying Numbered Heads Together. Those steps are numbered, proposing questions, thinking in group, and answering the questions by calling the number.

1) Numbering

In this step, the teacher divides students into some groups and for each group consist of four or five students. Each student in each group is given a number from 1 to 5. The teacher ensures that each student in each group gets a number.

2) Proposing Questions

After dividing the students into some groups and are given a number for each them, then the teacher proposes some questions related to the topic that is studied in each group. The questions for each group are similar.

3) Thinking in the group

In this step, the teacher asks students to discuss the questions that they got about 5-10 minutes. The students in each group start to think and discuss the questions given by their teacher together. Each student in each group tries to ensure their friends in the groupknow about the answer of the questions.

4) Answering the Questions

The last step of this technique is time for answering the questions that are given. The teacher calls out the number in each group randomly and asks them to answer and explain the answer from their group in front of the class. For example, the teacher calls number 2 from group 5. It means the student by number 2 from group 5 comes in front of the class and represents her /his friends

in group five to answer the question. The other groups listen to their friends' answer.

From the explanation of the application of *Numbered Heads Together* above, it seems that by using *Numbered Heads Together* technique, students can improve their vocabulary mastery because in answering the questions, the first time is they discuss in their group and then they share and explain the answer in front of the class for all of their friends. So, all of the students know the answer and can get new vocabulary from the answer and explanation of other each member in each group.

II.2. Related Studies

To support this research related studies are needed. There have been many researchers investigated various of strategy as teaching aids to improve students' vocabulary mastery. Absolutely, there are some similarities and differences found in the terms of research design, variable used, research findings, and so on. Here are some of them:

Firstly, a study conducted by Ehsan Alijanian (2012) entitled The Effect of Student Teams Achievement Division Technique on English Achievement of Iranian EFL Learners. The subjects of this research were 60 female of third grade junior high school students in a private school in Isfahan, Iran. The results of this study indicated that

putting students in groups unreservedly may not be that helpful. The key concepts of CL called for in which participants come to the insight to be effective contributors not only to their teams but also to the whole class. Heterogeneous classes were a major problem of EFL teachers in Iran. STAD views this heterogeneity as an opportunity by inspiring participants to learn from their more or less knowledgeable classmates. By promoting apprehension and acceptance of each and every individual member of the class social skills of the learners can also be improved. The similarities with this research was conducted the same technique that is STAD technique. The differences is Ehsan conducted this technique for English achievement but this research conducted for vocabulary mastery.

Next, a study a study conducted by Rasuna Thalib (2015) entitled Number Head Together for teaching English vocabulary at elementary school. The aim of this study was to determine whether applying of NHT could improve students mastering vocabulary in English. The research design was pre experimental design especially using. The subject of this research was the fifth grade of MI Terpadu Al Ishlah. The sample of this research was 20 students. This research found that applying NHT in teaching English can improve students vocabulary. The similarities with this research were conducted the same technique, NHT technique for vocabulary mastery and in the same subject that were Elementary school students. The differences,Rasuna conducted only NHT technique for English

vocabulary mastery but this research was conducted not only NHT but also STAD.

Then, a study conducted by Abbas Ali Zarei (2012) entitled The Effects of STAD and CIRC on L2 Reading Comprehension and Vocabulary Learning. The aim of this study was to determine whether applying of STAD or CIRC can improve students reading comprehension and vocabulary learning . The research design was an experimental design.The subject are 132 female English language learners at the National Institute of English Language (NIEL) in Takestan, Iran. The result shown that it can be concluded that cooperative learning models have positive effects on the learners' reading comprehension and vocabulary learning at elementary levels. The similarities with this research were using the same technique, a STAD technique for vocabulary mastery. The differences, Abbas conducted STAD not only for vocabulary but also for reading comprehension. This research had double x and y.

Fourthly, a study conducted by Ridhotullah Harianda and friends entitled Using Number Head Together (NHT) Strategy to Improve the Ability of the Second Year Students of MTs Ann Najah Pekanbaru in Writing Recount Texts. The aim of this study was to determine whether applying of NHT can improve students writing recount text. The research design was pre experimental design. The research findings explained as Number head Together (NHT) strategy is an effective method to increase the students' writing skill especially

for writing recount text.The similarities with this research, conducted the same technique that is NHT technique. The differences, Ridhotullah conducted NHT for writing recount text but this research conducted this technique for vocabulary mastery.

Fifhly, a study conducted by Setya Agustin and friends (2013) entitled the effect of using numbered head together technique on the eighth grade students' reading comprehension achievement at smpn 2 tanggul jember. The aim of this study was to determine whether applying of NHT can improve students reading comprehension achievement. They used quasi-experimental with posttest only control group design. The result of the calculation showed that the use of Numbered Head Together Technique gave a significant effect on the eighth grade student' reading comprehension achievement at SMPN 2 Tanggul Jember.The similarities with this research, conducted the same technique that is NHT technique. The differences, Ridhotullah conducted NHT for reading comprehension achievement but this research conducted this technique for vocabulary mastery.

Next, a study conducted by Syukriah Abdullah (2014) entitledThe Implementation of NHT in teaching reading narrative text to the tenth graders. . The aim of this study was to determine the implementation of NHT in teching reading narrative text. They used experimental design. The result of the calculation showed that the use of Numbered Head Together Technique gave a significant effect on the tenth grade student' reading narrative text at tenth grade of SMAN

3 Sidoarjo.The similarities with this research, conducted the same technique that is NHT technique. The differences, Syukriah conducted NHT for reading narative text but this research conducted this technique for vocabulary mastery for elementary school.

Then, a study conducted by Sunoko Setyawan (2013) entitled The Effect of using STAD technique on the eleventh grade students structure achievement at MAN 1 Jember. The aim of this study was to determine the implementation of STAD techniqueon the eleventh grade students structure achievemnt. They used experimental design. The result of the calculation showed that the use of STAD Technique gave a significant effect on the eleventh grade student' structure achievement.The similarities with this research, conducted the same technique that is STAD technique. The differences, Sunoko conducted STAD for structure achievement but this research conducted this technique for vocabulary mastery for elementary school.

Eighthly, a study conducted by Rinda Warawudhi (2012) entitled English Reading Achievement STAD vs LM for EFL learners. The aim of this study was to investigate the differences between the implementation of STAD and LM in reading achievement at Brapa University. She used experimental design. The subject were 154 Thai Undergraduate students. The result of the calculation showed that students participated more in STAD class.The similarities with this research, conducted the same technique that is STAD technique. The differences, Rinda conducted STAD for reading narrativetext, but this

research conducted this technique for vocabulary mastery for elementary school.

Ninethly, a study conducted by Monchai Tiantong (2013) entitled STAD technique through the moodle to enhance learning achievement. The aim of this study was to present an application of STAD through the Moodle to enhance learning achievement on computer programmingcourse. He has done comparative study. The subject were 20 undergraduate computer programming. This research found that STAd technique can be applied through the Moodle to enhance learnig achievement on computer programming course successfully. The similarities with this research, conducted the same technique that is STAD technique. The differences, Monchai conducted STAD for learning achievement for computer programming students but this research conducted this technique for vocabulary mastery for elementary school.

The last, a study conducted by Munawaroh :2015 entitled The Comparative Study Between The Cooperative Learning Model Of Numbered Heads Together (NHT) And Student Team Achievement Division (Stad) To The Learning Achievement In Social Subject. She has donethe comparative Study. The results showed that there is a significant difference on learning achievement of the eighth grade social studies at SMP Negeri 5 Jombang who are taught by using the cooperative learning model of NHT and STAD. The result showed that tcount was 2.763, it is higher than the coefficient of table 1.998 at

the 5% level of significant (α) on the value of (df) = (33-1)(33-1) is 64. It implied that tcount> ttable in which 2.763 > 1.998, therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Finally, It can be concluded that there is significant difference of the cooperative learning Model of Numbered Heads Together (NHT) And Student Team Achievement Division (STAD) to the learning achievement of the Eighth Grade Student in Social Subject at SMP Negeri 5 Jombang.The similarities with this research, conducted the same technique that is STAD and NHT technique. The differences, Sunoko conducted The Cooperative Learning Model Of Numbered Heads Together (Nht) And Student Team Achievement Division (Stad) To The Learning Achievement In Social Subject but this research conducted this technique for vocabulary mastery for elementary school.

Based on related studies above, it was recognized that using NHT and STAD are the effective ways to improve the students' vocabulary mastery.

In line with the related studies above, it seems interesting to investigate which of the two strategies are more effective on students' vocabulary mastery at SD Annamiroh 4 Pekanbaru.

II.3 Operational Concepts and Indicators.

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operatingin an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen in the diagram below:
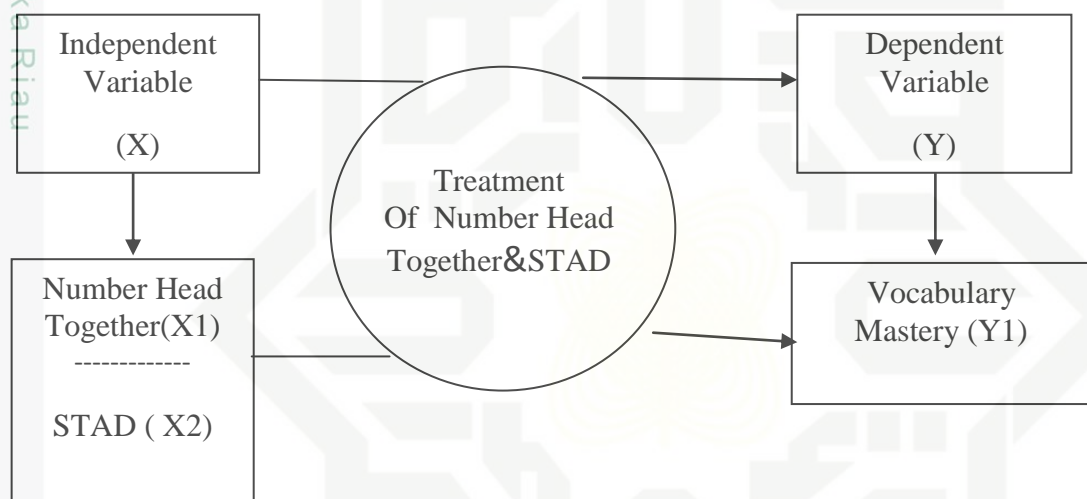
Conceptual Framework

 Indicators of NHT (X$_1$)

1. The teacher divides the students into small groups. Everyone in a group gives a number.

2. The teacher gives some questions that must be answered by each group. The teacher may give the time for each group to think and find the answer. At this time, every group"*Heads Together*" discuss to think the answer of the questions.

3. The teacher calls the same number from each group. They are given a chance to answer the questions given by the teacher.

4. The teacher continues until all members with the same number ofeach group get time to answer that question.

Indicators of STAD (X₂)

1. The teacher statesthe objective / purposeof the lesson

2. The teacher gives a model of STAD to the whole class

3. The teacher divides the students into some groups and choose one of them to be the leader.

4. The teacher gives worksheet

5. The teacher asks the students to discuss

6. The teacher collects the work

7. The teacher asks each of the group to perform

8. The teacher gives the appreciation

9. The teacher gives the individual quiz

10. The teacher closes the lesson

Indicators of Vocabulary Mastery (Y)

1. The students' are able to identify the meaning of the word

2. The students' are able to write the word incorrect spelling

3. The students'are able to use the word in the context

The words evaluated in this research are limited into :

a. Describing animals

b. Expressing abilities

c. Identifying object and their origins

d. Electronic equipment

e. Singular items

II.4 Assumptions and Hypotheses

II.4.1 The Assumption

In this research, the researcher knows that there are many strategies which the teacher can use in teaching learning process to build the students capability in English. The researcher assumes that using NHT and STADare some of good strategies to give a material for the students to increase their capability expecially in vocabulary mastery.

II.4.2 Hyphotheses

Ho1 :   There is no a significant differenceof pre-test mean score on students' vocabulary masterybetween an experimental group1 using NHT and an experimental group2 using STAD.

Ho2 :   There is no a significant difference of pre-test and post-test mean score on students' vocabulary masteryin the experimental group1 using NHT.

Ha3 : There is a significant difference of pre-test and post-test mean score on students' vocabulary mastery in the experimental group1 using STAD.

Ha4 : There isa significant differenceof post-test mean score on students' vocabulary masterybetween an experimental group1 using NHT and an experimental group2 using STAD.