

CHAPTER II

THE REVIEW OF RELATED LITERATURE

1.1 Relevance Theories

2.1.1 Description of Vocabulary

Vocabulary is the wealth of word which is processed by a certain language. According to Hatch and Brown (1995), vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetics, vocabulary and grammar).

According to Flower and Michael (1989:5), learning vocabulary is very important part of learning English, if you make a grammar mistake, it may be wrong, but very often people will understand you any way. But if you do not know exact word that you need, it is very frustrating for you and the person you are talking to, good English means having a big vocabulary.

It is clearly stated about that mastering a certain number of vocabulary partly determines how qualified a language learner is the terms of educational objective and the ability of each students in accepted the vocabulary.

According to Kustaryo (1988:24), vocabulary development is a skill word the effort to improve. Vocabulary proficiently affects not only the students' reading skills, but their speaking, listening and writing skills as well. In speaking, the words they choose affect how well they are understood, the impression they make, and how people react to them. In writing, their vocabulary determines how clearly and accurately they can express their ideas to others. In listening, their

vocabulary influences how much they understand in class lectures, speeches, and class discussion. From explanation above, it can be concluded that vocabulary is the total number of words toward specific concept possessed by someone.

2.1.2 Types of Vocabulary

Donoghue (1990) cited in Risdiana (1997) states that there are four categories of vocabulary:

1. Listening Vocabulary

Listening vocabulary refers to all the words that children recognize and understand when they hear them in oral context. This vocabulary is aided in size by context and tone of voice.

2. Speaking Vocabulary

Speaking vocabulary includes all the words that children use in everyday speech. It forms the basis for development of the reading and writing vocabulary.

3. Reading Vocabulary

Reading vocabulary consists of all the words that children recognize and understand in writing. The students' vocabulary mastery is generally limited when they enter schools. By the time they reach reading maturity in the upper grades, their reading vocabulary overtakes and surpasses their oral vocabulary. The more students' read, the larger is their reading vocabulary.

4. Writing Vocabulary

Writing vocabulary is the last to develop and includes only the words that children can use in written compositions. It is closely tied to spelling instruction.

2.1.3 The Important of Vocabulary in Learning English

Julian Edgev (1993), stated that knowing a lot of words in foreign language is very important. The more words we know the better our chance of understanding or making ourselves understood.

In addition, according to Allen (1997:149) that vocabulary is very important in a language, when we learn a language like English, we learn the words of language. Student's must continue to learn words as they learn structure as they practice in target language. The vocabulary is needed to master the four skilld in English. Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people will not be able to use English effectively.

In communication, students need vocabulary which can support them to produces and use meaningful sentences because vocabulary provide organ of sentence. That's why vocabulary is very important to be mastered. Jeremy Hermer (1991) classifies that' then it is vocabulary that provides the vital organs and flesh. For that reason the students have to develop their vocabulary and master it in order to be able to communicate with other.

2.1.4 Teaching of Vocabulary

Traditionally the teaching of vocabulary above elementary levels was only incidental, limited to presenting new item as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, Lewis (1993) argue that vocabulary should be at the centre of language teaching, because 'language consists of grammatical lexis, not lexicalized grammar'.

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gains and Redman (1986):

1. Boundaries between conceptual meanings: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl).
2. Polysemy: distinguishing between the various meaning of a single word from with several and closely related meanings (head: of a person, of a pin, of an organization).
3. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).

4. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
5. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
6. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical item are another important factor.
7. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
8. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
9. Chunks of language: multi-word verbs, idioms strong and weak collocations, lexical phrases.
10. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).
11. Pronunciation: ability to recognize and reproduce items in speech.

The implication of the aspects just mentioned in teaching is that the goals of vocabulary teaching must be more than simply covering a certain number of words on a word list. We must use teaching techniques that can help realize this global concept of what it means to know a lexical item. And we must also go

beyond that, giving learner opportunities to use the items learnt and also helping them to use effective written storage systems.

2.1.5 Vocabulary in Elementary School

One of the primary goals of vocabulary development at the elementary and middle grade school levels is not simply to increase the breadth of students' vocabularies (the number of words for which students have definition). Therefore, vocabulary instruction should insure that students have a deep level of word understanding that permits them to apply this knowledge to real-life situations. This article provide classroom teachers of elementary and middle grades readers' one best practice strategy that has proven successful for the author. However, the author emphasizes that teachers need to know a variety of approaches [strategies] for the general and technical vocabulary words in their content area.

2.1.6 Standard Vocabulary For Elementary School

In learning vocabulary, people will experience development each year appropriate with their age. According to Richard (1989: 177) for native speakers of language. They continue to expand their vocabulary in adult hood. In social role and mode of discourse taking place in adulthood, in vocabulary there is continued development beyond the childhood years with adults constantly adding new words to their vocabulary through reading, occupation, and other activities. The primary period for conceptual development, however, is early childhood.

Measurement of vocabulary knowledge is difficult and it is only approximately. According to Watts (1994) suggest that the average child enters

elementary school with a recognition vocabulary of 2.000 words, that at age 7 this has reached some 7.000 words, so at age 10, the child should be able to recognize 10.000 words. According to Mackey (1965: 173) the vocabulary of adult has been variously estimated at between 10.000 words for non-academic adult to over 150.000 for a professional scientist. College students are estimated to understand some 60.000 to 100.000 words. Berry estimates that for spoken English the average person speaking on a telephone makes use of a vocabulary of only some 2.000 words (Mackey, 1965).

Meanwhile, for Indonesia learners who learn English as one of foreign language that is taught in school, they have limited words or vocabulary that they now or understand of the language. So, they experience low development in expanding the vocabulary.

2.1.7 Teaching Vocabulary at Elementary School

Vocabulary plays an important role because it appears in every language skills. Vocabulary bulding is really important in any language learning. It can be concluded that how important the mastery vocabulary is, particularly for people who study. It is enough that everybody who learn a language as foreign language is hoped to know and master the vocabulary to improve the language skills.

The purpose of teaching vocabulary is to help students bring meaning and take the meaning from word signs, signals and symbols. To reach this goal, the students must be taught in many things about word and their ways as well as the words them selves.

According to Corcoran (1970 : 157), the teacher as responsible or teaching students to recognize and identity words, to pronounce word, to analyze and categories words, to read and finally to put words together in phrase, sentence and paragraphs in written language. To teach vocabulary a teacher must be able to make the students exited about and enjoy learning. As stated by Henson and Janke (1984 : 46).

The primary goal is not “fun”, but is well accepted that given several activities which help children acquire an established objective, using those the student enjoy most is more fruitfu. It is permissible for learning to be enjoyable. According to forts and Thomas in principle and problem in the elemantary school (969 ; 305 – 306). The instruction effective to elementary school students.

1. Teacher must be provided that with opportunities for viewing the unique development pattern of each child while simulancously is not similar characteristic in all children.
2. Teacher should help each child realized how own unique growth and style by mastery vocabulary, including how to pronounce, to spell it, then language such as, structure, fluence, and to pace his efforts as. He deals with his learning in his own time.
3. Teacher should encourage children to participate in group,

The mastery vocabulary, including how to pronounce, to spell it, then will very much help the students learn the other components of the language such as, structure, fluency, and vocabulary it self. The vocabulary selection must be

adjusted to the goal of the teaching of learning language. For example, the inaction word necessary for the make their teaching sucesfull.

According to Wallace (1982 : 207), teaching vocabulary has to be based on the following things:

1. *Aims*

The aims have to clear for the teacher, how many of things listed does the teacher expect the learners to be able to achieve the vocabulary ?

What's kinds of words ?

2. *Quantity*

Teacher may have decided in the number of vocabulary items to be learned. How new words in a lesson the learners can learn ? if there are too many words, the learner may become confused or discouraged.

3. *Need*

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

4. *Frequent exposure and repetition*

Frequent exposure and repetition here means that the teachers should give much practice on repetition so that his students master fee target words well he also should give apportunity to the students to use the words in writing or speaking.

5. *Meaningful presentation*

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

6. *Situation and Presentation*

The teacher should tell to the students that they have to use words appropriately. Their use of words depends on the person to whom they are speaking.

Furthermore, in teaching vocabulary the teachers can introduce to the class vocabulary that is taken from the books he uses and she can also add other vocabulary that is relevant to the students. By doing that hopefully, the students get more vocabularies in their minds, not only those which are written in the book but also from other sources. The chosen vocabulary should consider several guidelines as suggested by Haycraft (1970:44–47).

1. *Commonest words*

They are the words which are commonly used or to the words that the students need. By teaching common words the students will often find them and it will be easy for them to understand and memorize. Therefore in teaching vocabulary that has high frequency use, either in the written or in the spoken form. The students should master the vocabulary of high frequency first, before mastering the vocabulary of low frequency.

2. Students' need

The word that we needed by the students is usually worth to be taught if the students need to learn, because motivated ensure to use it communication.

Teachers who teach vocabulary have to understand the aim of teaching vocabulary. When teachers present a new vocabulary they should primarily try to enable student to recognize the words and their meaning as meanings perfectly clear, to use the word appropriately well depend on the situation. They should give more emphasizes on vocabulary that is very useful for them in learning English. The teachers have to use the best techniques to make their teaching successful.

Young learners – age group 7-11. Teaching young learners requires the knowledge to knowing all the development differences. Understanding these differences can help a teacher to develop methods use in the teaching process. Children still want learn something new, when they know it, they are happy to present it and they feel more important. Piaget (1923/2004), a constructivist, believed that learning starts as early as babyhood beginning with thing that is innate, such as reflexes and information taken in through the sense.

From this simple definition, the word mastery is tightly related to the complete knowledge, and great skill of something. From those description of vocabulary and mastery, it can be concluded that vocabulary mastery as complete integrated word knowledge (knowing its form, meaning, and use) of certain

language. In addition, individuals learn new words at an amazing rate. During early childhood, children learn vocabulary at the rate of approximately 2,000 to 4,000 words per year (Brabham & Villaume, 2002; Nagy, Anderson, & Herman, 1987), or an average rate of seven words per day (Anderson & Nagy, 1991; Beck & McKeown, 1991). Based on the standard curriculum on SDN 129 Pekanbaru, fourth grade' students must have 150-200 vocabulary mastery in English learning.

1) Drill

Chap Sam Lim (2012), as an instructional strategy, drill & practice is familiar to all educators. It "promotes the acquisition of knowledge or skill through repetitive practice. "It refers to small tasks such as the memorization of spelling or vocabulary words, or the practicing of arithmetic facts and may also be found in more sophisticated learning tasks or physical education games and sports. Drill-and practice, like memorization, involves repetition of specific skills, such as addition and subtraction, or spelling. To be meaningful to learners, the skills built through drill-and-practice should become the building blocks for more meaningful learning.

2) Spelling

According Robinson, J. (2005) definition spelling it self that the rules of how to describe the sounds (words, sentences, and so on) in written form as well as the use of punctuation.

Spelling is defined as the proper way to write a word, using the correct order of letters.

- a. An example of spelling is the spelling of the word "cat" as "C" "A" "T."
- b. An example of spelling is when you actually say or write the letters of the word "cat."

2.1.8 The Meaning of Vocabulary

In some literature, we found the meaning vocabulary. There are some definitions of vocabulary. According to Harimurti (1993:54) cited in Fifi (2012) vocabulary is a component of language that meintat all of information about meaning and using word in language.

Vocabulary is one of the aspects of language besides grammar and pronunciation. Vocabulary is crucial to language acquisition. One of the greatest inhibitors to communication in the target language is the lack of vocabulary. Bernett (1989:60) in Fifi (2012) states that "Foreign and second language students repeatedly claim that lack of vocabulary knowledge is a major problem when reading.

Vocabulary can be defined sum or struck of words used by a particular class or person (Burnhart, 1962) inFifi (2012). It is also the knowledge of words and meaning vocabulary knowledge is not learn objective can be reached in one time, it is something that expanded over the cause of a life time. Longman (1987) in Fifi (2012) state that the vocabulary is a lot of words usually arranged in alphabetic order and with explanation of their meaning less than a dictionary. To

enrich the vocabulary, students' need to see the rapidly in a variety of meaningful and substantive context that demand attention and effort.

According to Langan (1992:422), vocabulary mastery is basic language skill. It appears in every language. Besides of that, vocabulary mastery is the key to the students understanding what they hear and read, and to communicate successfully with other people.

Other studies have shown that (a) developed vocabulary size in kindergarten is an effective predictor of reading comprehension in the middle elementary years (Scarborough, 1998, 2001), (b) orally tested vocabulary at the end of Grade 1 is a significant predictor of reading comprehension 10 years later (Cunningham & Stanovich, 1997), and (c) children with restricted vocabulary by Grade 3 have declining comprehension scores in the later elementary years (Chall et al., 1990). In each of these studies, observed differences in vocabulary are related to later comprehension. None of these studies had any evidence that schooling is responsible for vocabulary size

According to Webster (1978:1320) cited in Fifi (2012), vocabulary is:

1. A list or collection of words and phrase usually alphabetically arranged and explain or defined
2. A sum or stock of words employed by a language group individual or work or in field of knowledge
3. A list or collection of term or codes available for use

From definition above, the vocabulary is a component of language and a number of words are used by a person, class, profession, etc. In every aspect of life such as in trade, education, business, social politics, etc.

2.1.9 Kind of Vocabulary

English words have been classified into 8 basic types or classes. These classes are called word classes or parts of speech. Some grammar books categorized English into 9 or 10 word classes. In this study, the writer used the traditional categorized of 8 word classes.

According to Eckersley (1960), there are some indicators to learn vocabulary based on class word:

1. Noun

The word that is related to name of things, people, or place. So a noun can be described as being likely to exhibit one or more following features: (a) they can have a plural form: table/tables, tree/trees. (b) they can be the subject of sentence: the tree had fallen across the road. (c) they can be at the head of a noun phrase: my kind, eccentric, uncle. Example noun: house, iron, London, book, pencil, etc.

2. Pronoun

The word that refers to people or thing without really naming and being compelled to repeat the name frequently. (a) A pronoun stands in for, or acts as a substitute for a noun or a noun phrase. For example; the man walked slowly into town, he walked slowly into town, the winduprooted the are blue California pine;

(b) As a consequence of the substitution meaning of phrase, clause or sentence containing a pronoun is less specific than one containing a noun. (c) However, pronouns are usually used where the context makes it clear what the pronoun is referring to, and pronouns are an invaluable element in maintaining cohesion in a text. Example: I, you ,them

3. Adjective

An adjective is a word which provides additional information about a noun or pronoun; it is said to modify the noun, an adjective can either precede the noun/pronoun (the red book) or follow the noun (the book is red). An adjective can be compared: tall/taller/tallest. Although the majority of adjectives can precede or follow a noun/pronoun, there are small number which do not function like this, such as utter (you can say ‘utter rubbish’ but not ‘the rubbish is utter’). These adjectives are known as peripheral adjectives. Example : a bad egg, a blue dress, the new books

4. Verb

The verb is possibly the most significant word class. It is often the grammatical driving force in a sentence. All sentence, except minor sentence, and contain a verb. The verb is also the most sufficient to be able to distinguish between a finite verb and noun-finite verb. The finite verb inflects (changes ending) to show person, number and tense. The verb to walk thus inflects to show changes in person (I walk, she walk), to show changes in number (he walks, they

walk) and to show changes in tense (you walk, you walked). Example: boys played football, he is hungry.

5. Adverb

The adverb is possibly the most versatile and flexible word class in English and can be positioned almost anywhere in a sentence except directly preceding a noun: (a) the adverb modifies a verb (walked quickly), or an adjective (deliciously soft), or a pronoun (almost everyone) or another adverb (he moved ridiculously slowly); (b) A large group of adverbs are formed by adding the ending -ly, usually to an adjective (happily, furiously, romantically, ardently, etc); (c) A further group of commonly-used adverbs is listed below, soon, later, often, never, once, twice, yesterday, today, tomorrow, nearly, almost, just, only, quite; (d) Modern English has also introduced several new suffixes which create adverb. Sometimes these words are hyphenated to indicate they are new coinages, but many others have now been assimilated into our language as single words. These new suffixes include: like, wise, style, ways. Example of adverb formed using these suffixes are listed below: workmanlike; businesslike; school-wise; American-style; sideways. Example : he runs quickly, I saw him yesterday.

6. Preposition

The preposition is a small but significant word class which expresses the relationship between two words or two units within a sentence, often between a noun and other elements of the sentence; (a) often this relationship relates to space or position on, in, under, beneath, over, behind; (b) In other instances relationship

relates to time at, after or possession egg of; (c) there are some preposition which consist of more than one word. They include : instead of, due to, because of, in spite of.

Common examples of prepositions; about against, among, at, before, behind, between, down, except, from, in, near, of, outside, over, pats, than, to, under, up, without, etc.

7. Conjunction

Conjunctions are words which join clause or small units of a sentence together. Without them, many sentences would be every short: (a) in many ways, conjunctions are the links in syntactic chains, which is why some people cal them connectives. (b) common conjunction includes: and, but, because, that, when, if, or. (c) common conjunctions include: firstly, likewise, furthermore, finally, moreover, to conclude, therefore, consequently, otherwise, furthermore, finally, moreover, to conclude, therefore, consequently, otherwise, in that case, rather, on the other hand, however, incidentally, meanwhile, etc.

8. Interjection

An interjection is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an interjection mark rather than a full stop:

How wonderful!

Oh! That hurt!

Interjections are also used to express greetings or congratulations!

Hello!

Well done, lads!

Based on the statements above, it can be summarized that there are eight kind of vocabulary in word classes. They are included in part of speech. They are: noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection. In this research, the writer focuses in Noun, Verb, Adverb, and Adjective suitable with the syllabus of the school.

2.1.10 Nature of REACT Strategy

REACT (Relating, Experiencing, Applying, Cooperating, Transferring)

Relating is learning in the context of life experience, or associate (Johnson, 2002) p.46. Teachers using this strategy must connect new perceptions with something familiar for students. This helps students to link their knowledge with new information (Powers & Guan, 2000) p.25. In this stage curriculum must try to help learning in the setting of life experience. It will encourage students to relate daily events that they see with the lessons that they learn. This will make possible for students to find a solution to of the problem (Ege, Coppola, & Lawton, 1997).

Experiencing is a learning in the context of exploration, experience. Learning happens faster when students can use equipment and materials and do active research by themselves (Bjornavold, 2000) p.(Falk &Dierking, 2000)231. This step is not design to educate students for exact jobs, but it helps them to practice

actions that are straight connected to real-life work. These activities and skills can be used in labs and can be used in many professions (Falk & Dierking, 2000; Wood Daudelin, 1997).

Applying is learning concepts and information in a useful situation. Students apply a concept when they can apply their real world experienced to their problem-solving activities. Teachers can motivate students by making problems realistic and relevant to students' life (Gerlai, 1998).

Cooperating is learning in the context of sharing, responding, and communicating with other students. This is a very important strategy in teaching context. Students who work by themselves usually do not progress as much as students who work in groups (Borko & Mayfield, 1995) p.54. Working in groups helps students to solve complex problems with very little help. This practice helps students to understand and learn the concept and connect it with the real world. Later in their life this experience will help them in their work environment to communicate effectively, share information well, and work comfortably in a team (Power & Guan, 2000) p.34.

Transferring is learning in the context of exiting knowledge. It uses and builds on students' prior knowledge (Billett, 2001) p.44. In this stage the teacher makes help students to take what they have learned and apply it to new situations and contexts (Lent et al., 2001)

2.1.11 Procedure of the REACT Strategy Vocabulary Mastery

Crawford (2001) the "Relating" step may learning in the context of life experience or relating is the kinds of contextual learning that typically occurs with

very young children. They may write some thoughts in response to the question. Some teachers find it helpful to set a time limit for the “relating” and “experiencing” step of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have.

Remember to allow sufficient time during the “experiencing” step to allow both students to talk about their thoughts. Experiencing learning in the context of exploration, discovery, and invention is the heart of contextual learning.

In the “applying” step of the strategy, in contextual learning courses, applications are often based on occupational activities. This continues until every student is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote.

In the “cooperating” step of strategy, the experience of cooperating not only helps the majority of students learn material, it also is consistent with the real world focus of contextual teaching.

In the “transferring” step of strategy, such an approach is similar to relating, in that it calls upon the familiar. Most traditionally taught primary students, however, rarely, have the luxury of avoiding, new learning situations.

The step of procedure of REACT strategy

1. Relating: The curriculum that attempts to place learning in the context of life experiences must, first, call the students' attention to everyday sights, events, and conditions. It must then relate those

everyday situation to new information to be absorbed or a problem to be solved.

2. Experiencing: However motivated or tuned-in students may become as a result of other instructional strategy such as vocabulary, or work-based activities, these remain relatively passive forms of learning. And learning appears to “take” far more quickly when students are able to manipulate equipment and materials and to do other forms of active research.
3. Applying: This happens most commonly through work and activities. Although, in many schools, these contextual learning experiences will be followed up with firsthand experiences such as plant tours, mentoring arrangements, and internships.
4. Cooperating: The experience of cooperating not only helps the majority of students learn the material, it also is consistent with the real-world focus of contextual teaching. Employers espouse that employees who can communicate effectively, who share information freely value in the workplace. We have ample reason, therefore, to encourage students to develop these cooperative skills while they are still in the classroom. Students also must cooperate to complete individual activities. Partnering can be a particularly effective strategy for encouraging students to cooperate.
5. Transferring: We can help them retain their sense of dignity and develop confidence if we make a point of building new learning

experiences on what they already know. Teacher may also ask students to write or diagram their responses.

2.1.12 The Teaching Vocabulary by Using REACT

REACT is a great way to make vocabulary come alive Allan and Vallete (1991:13) states that the purpose of the REACT strategy is making learning vocabulary enjoyable, interesting and engaging for students. Therefore, by implementing the REACT strategy in teaching, indirectly, students should be improved their knowledge of English vocabulary. At least it will be raised their self-confidence for expressing themselves openly, especially in vocabulary knowledge. Students can share their knowledge and experience from others, including respectful listening and appropriate sharing of personal perspectives. Students also reported that their understanding of concepts were expressed and considered, at least we hope students can do not only in developing their vocabulary but also they are able to practice either in reading or understanding of meaning of words.

In teaching vocabulary by using REACT mean that the researcher teach the students about the meaning of word by the form of fill the writing the vocabulary with question which give the teacher. So, it makes the students vocabulary has an increasing before by the teaching and learning process. The students become know and understand about the learning of english vocabulary.

REACTstrategy is just another way of talking about teamwork. Inthis context, working individuals is often presented as a good way of dividing work and

increasing productivity. It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that people have. As result, in schools and colleges it is often approached as a skill to be learnt- the ability to work individual-based environments.

2.1.13 Purpose of the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) Strategy

The purpose of REACT strategy is to produce better (more effective, more detailed, more comprehensive) presentation. This is achieved through the combined talents of individuals, contributing, knowledge and ideas. One difficulty with REACT is that you can't work as quality as you can by yourself. Patience, communication skill and commitment are all required to make the most of the contributions of all individuals.

2.1.14 Advantages of the Relating, Experiencing, Applying, Cooperating, Transferring (REACT) Strategy for Students and Teacher

The importance of REACT strategy to vocabulary, communication skill, using appropriate structures and features of spoken language, effective note talking and co-operative skill are most effectively assessed when using this strategy.

REACT also benefits students in areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in order student and school. Students spend more time on task and listen to each other more when engaged in Relating-Experiencing-Applying-Cooperating-Transferring activities.

More students are willing to respond of individuals after they have been able to share their responses in experiencing.

REACT project can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2009; Mannix & Neale, 2005). Positive individual experiences, moreover, have been shown to contribute to students learning, retention and overall college success (Astin, 1998; Tinto, 1997; National Survey of Student Engagement, 2006).

For student:

1. Students can develop skills of collaboration and team working, skill which are valuable in most walks of academic, professional and personal life.
2. REACT can allow students to undertake a greater variety of assignment than methods which keep the whole class working closely together.
3. REACT can allow students greater say in what tasks they do.
4. Student get to know each other and form working relationships which have benefits beyond the particular individual assignment work.
5. Work done in groups can be more real than work done by a large class, with real clients, real briefs, real problems, perhaps even real resources.
6. Break complex tasks into parts and steps

7. Plan and manage time
8. Refine understanding through discussion and explanation
9. Give and receive feedback on performance
10. Challenge assumptions
11. Develop stronger communication skills.

React strategy can also help students develop skills specific to collaborative efforts, allowing students to...

- 1) Tackle more complex problems than they could on their own.
- 2) Delegate roles and responsibilities.
- 3) Share diverse perspectives.
- 4) Pool knowledge and skills.
- 5) Receive social support and encouragement to take risks.
- 6) Develop new approaches to resolving differences.
- 7) Establish a shared identity with other group members.
- 8) Find effective peers to emulate.
- 9) Develop their own voice and perspectives in relation to peers.

While the potential learning benefits of REACT strategy are significant, simply assigning REACT is no guarantee that these goals will be achieved. In fact, react projects can and often do backfire badly when they are not designed, supervised, and assessed in a way that promotes meaningful teamwork and deep collaboration.

For teacher (instructor)

Faculty can often assign more complex, authentic problem to individuals of students than they could to individuals, REACT also introduces more unpredictability in teaching, since individual may approach tasks and solve problems in question, interesting ways. This can be refreshing for instructors. Additionally person assignments can be useful when there are a limited number of viable project topics to distribute among students. And they can reduce the number of final products instructors have to grade.

Whatever the benefits in term of teaching, instructors should take care only to REACT tasks that truly fulfill the learning objectives of the course and lead themselves to collaboration.

Instructors should also be aware that person projects can and add work for faculty at different points in the semester and introduce its own grading complexities.

Scoring Rubric

No	Range of Score	Level of ability
1	90-100	Excellent
2	81-89	Very good
3	70-80	Good
4	60-70	Fair
5	<59	Poor

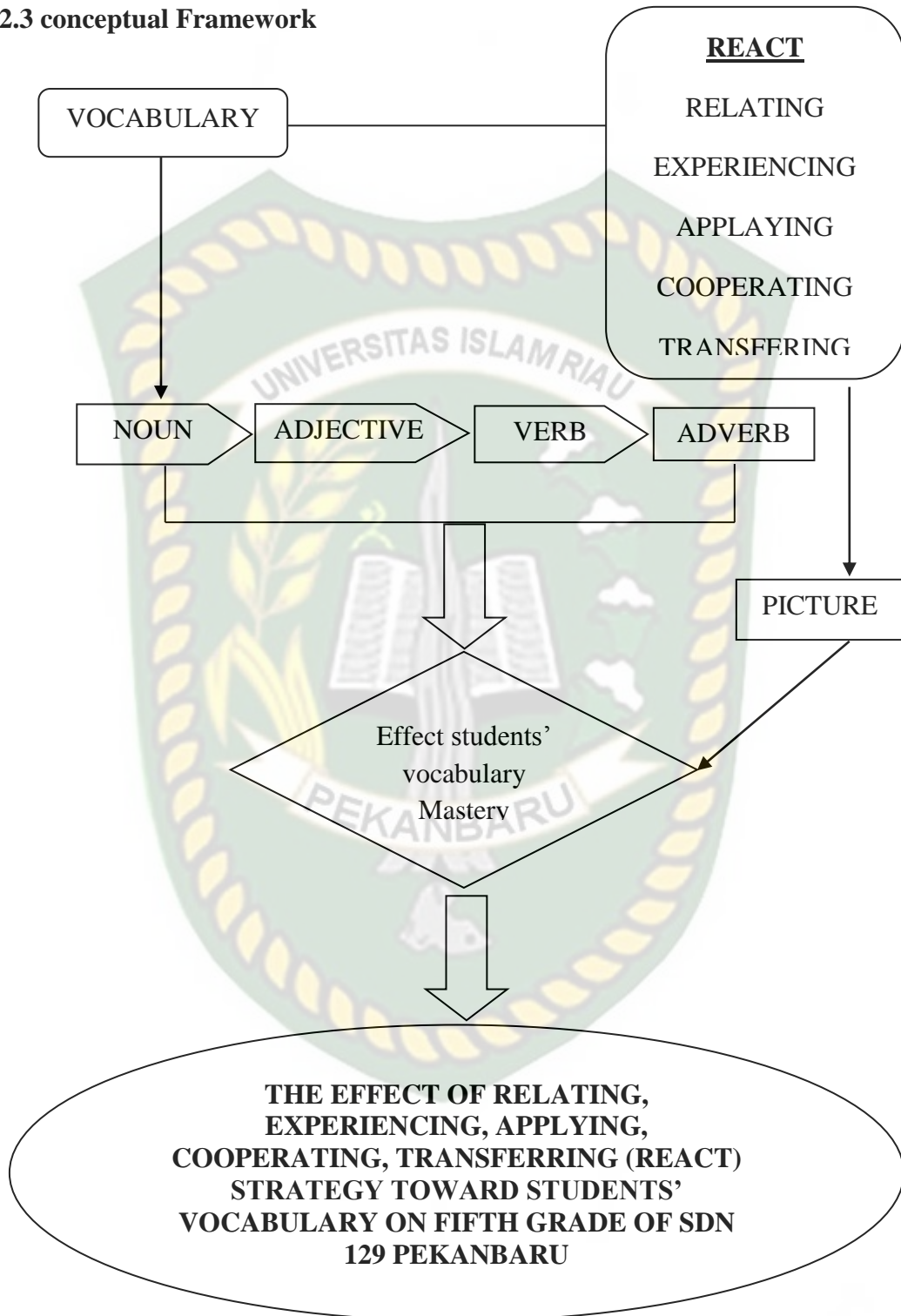
(Hughes,1993:91)

2.2 Past Studies

Ali SukruOzbay (2015) The Use of REACT Strategy for the Incorporation of the Context of Physics into the Teaching English to the Physics English Prep Students. One result is that the incorporation of REACT strategy into the teaching of English to the Physics students proved to be useful for the learners who took part in the study, adding that relating, experiencing, applying, cooperating, and transferring the knowledge respectively helped them use and retain the knowledge far more than the traditional classroom teaching methods in grammar teaching.

Wiwik Sri Utami (2016) React (Relating, Experiencing, Applying, Cooperating, Transferring) Strategy to Develop Geography Skills. Curriculum 2013 is designed to provide the broadest possible learning experience for students in developing the ability to behave, to have the understanding, to have the skill, and to act. REACT (Relating, Experiencing, Applying, Cooperating, Transferring) strategy is able to bring new atmosphere and the learners are motivated to enrich learning experiences that increase learning for better outcomes.

2.3 conceptual Framework



2.4 Hypothesis

1. The null hypothesis (**H₀**)

There is no significant effect of using REACT strategy toward students on the vocabulary mastery of the fifth grade students of SDN 129 Pekanbaru.

2. The alternative hypothesis (**H_a**)

There is a significant effect of using REACT strategy toward students on the vocabulary mastery of the fifth grade students of SDN 129 Pekanbaru.

