CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby (2006: 1645) vocabulary is all the words that a person knows or uses and it is all the words in a particular language.

According Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

2. The Importance of Vocabulary

Vocabulary is the first basic important aspect for learning English by learners. By mastering vocabulary, they are able to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hoped to master four skills in English such as reading, speaking, writing, and listening.

According to Rivers as cited in Nunan (1991: 117) vocabulary is essential for successful second language use because, without an
extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication.

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

3. The Aspects of Vocabulary

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati (2012: 11), there are some vocabulary aspects as follows:

a. Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms (Nations, 1990: 51 as cited in Kareem, 2000: 6).
c. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006: 1164). Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “present”, which pronunciation /'preznt/ and /prɪˈzent/ and the word “read”, which pronunciation /riːd/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

d. Word Classes

Word classes are categories of word. According to Hatch and Brown (1995: 218) the word classification in based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

e. Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012: 11).
4. The Learning vocabulary

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works well, we can help learners get more benefit strategies.

According to Brown and Payne in Hatch and Brown (1995: 373) did an analysis that resulted in a very clear model where the strategies fall into five essential steps:

1) Encountering new words.

The first essential step for vocabulary learning is encountering new words that are having a source for words. The young learners’ strategies here included learning new words by reading books, listening to TV and reading newspapers and magazines. Dictionaries are also sources where new words and new uses for old words can be encountered. Another indication that encountering new words can more effective in others is with interactive video materials. When students have seen an object or an action, their desire to know the word more increase, it makes the learners can learn new words quickly.

2) Getting the word form.

The importance of getting clear image of the ‘form’ of a word become appears when students asked to give definitions for words. Beginning students are particularly likely to make mistakes that are
obviously related to confusions of the form of the one word with
the form of other words.

3) Getting the word meaning.

Getting the words meaning, language learners may also need
different kind of definition of distinctions depending on the words
being learned and the reason for need them.

4) Consolidating word form and meaning in memory.

In this step, the students do the exercises in order to make
strong memory connection between the form and the meaning of
the words. Many kinds of vocabulary learning drills such as
flashcards, matching exercises, crossword puzzles, strengthen the
form-meaning connection.

5) Using the word.

The final step in learning words is using the words. It has goal
to provide a mild guarantee that words and meanings will not fade
from memory once they are learned.

5. The Words Classification

According to Hatch and Brown (1995: 218) the word classification
in based on their functional categories which are called part of
speech. There are parts of speech such as nouns, verbs, adjectives,
adverbs, pronouns, preposition, conjunctions, and interjections.

In this research, it will be focused on nouns, verbs, and adjectives
and it used as categories in Hangaroo game.
a. Nouns

According to Lycons as cited in Hatch & Brown (1995: 219) are all parts of speech having a semantic core that is language-independent. The most core like nouns (which he calls first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time. So these would include nouns of states (e.g., sleep), process (e.g., weaving), and events (e.g., a crash). So, a noun refers to a person, place, or thing.

b. Verbs

Verbs are words that donate action. Vendler as cited in Hatch and Brown (1995: 223) placed verb into four classes: activities, accomplishments, achievements, and states.

Activities: run, walk, write, drive, seek, and listen
Accomplishments: paint, draw, run, write, build, kill, put
Achievements: recognize, find, lose, understand, hear, and see
States: know, love, have, desire

c. Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color names.
B. Hangaroo Game

1. The Definition of Hangaroo Game

Hangaroo is a kind of games in which learners fill in the blank which is presented with letters forming words as the answers from the clues related to the questions provided or guessing the phrases by selecting letters from the alphabet to fill the blank. Usually, the materials used in a Hangaroo game consist of the definition of words, antonym, and synonym, name of tools or things and so on. Hangaroo game is a great game, which is not too difficult to learn. Unpredictable the version of the popular Hangaroo game becomes one of media to teach English in school (http://www.Articles/spare-time-with-hangaroo).

Hangaroo is a very entertaining game and a really good pastime for adults and kids as well, since apart from being fun it can be a good chance for kids to learn new words and improve spelling (http://hangaroo.software.informer.com/).

2. Teaching Vocabulary Using Hangaroo Game

a. Teaching preparation using Hangaroo game

According to Prasetiawati (2012: 16), there are some preparations to teach vocabulary using hangaroo game that are:

1) Teacher takes the material vocabulary according to the sub topic of the lesson that will be studied in the class.

2) Teachers choose the word as the clues based on the material.
3) The teacher decided the words that will be guessed by the students.

4) Teacher makes the blank forms in a piece of papers as many as words which is decided and gives the clues about the word.

5) Teacher divide students in some groups, one group is contained four or five students or more.

6) Every group can start Hangaroo game by filling the blank form with letters forming words as the answers which is readable from the clues related to the questions provided and how to pronounce it.

7) Ask them to write the word down in their vocabulary notebooks.

8) The teacher will make lesson plan before teaching activity.

b. Rules of teaching vocabulary using Hangaroo game

1) Each student will get a flag to decide their group.

2) One group consists of four students.

3) There is two students as prompters and two students as the guesers. The guesers should answer from the clues related to the questions provided by prompters or guessing the word by selecting letters from the alphabet to fill in the blank.

4) Each group will get the same item. The item related to the material that they have learned.

5) They give a minute to answer the question.
6) If the member can answer the question before a minute, they can continuous to the next questions and get a point. If the member cannot answer the question before a minute, they can continuous to the next question, but do not get a point.

7) The points will be accumulation in a group.

8) The group which gets higher points is the winner.

c. The example of Hangaroo game

3. The Advantage and Disadvantage of Hangaroo Game

The advantage of Hangaroo game is when the school has many computers or notebooks, teacher can use power point to learn English vocabulary, because it simpler and easier to teach English vocabulary to the students. In other hand, there is a disadvantage of Hangaroo game is when the school has few computers or notebooks, teachers
need an alternative to teach vocabulary such us make Hangaroo game using paper.

C. Supporting Research Findings

The research is supported by Nofi Prasetiawati (2012) who conducted a research entitled “Teaching Vocabulary Using Hangaroo Game in The Fourth Grade Students of Elementary School”. She described that Hangaroo game can be used as a good media for teacher. This media can help teacher in teaching vocabulary and make students easier to understand difficult word, they are easy to remember what they have been learning and can be used to add vocabulary.

D. Basic Assumption

The young learners have many difficulties to learn English vocabulary. One of them is remembering the vocabulary in their mind. Young learners have to practice continuously and need effective way to learn English vocabulary. They need something to make vocabulary is kept in their mind easily. By drilling the vocabulary, it will help students to memorize the vocabulary longer. The teacher has the biggest influences in teaching process. The teacher needs a teaching media to help young learners remember and understanding vocabulary. There are many teaching media; one of them is using Hangaroo game. By playing Hangaroo Game, the young learners will be motivated and interested in learning vocabulary. It also helps the young learners to achieve the goal in learning process.
E. **Hypothesis**

Based on the basic assumption above, the hypothesis for this study is that Hangaroo Game is effective for teaching vocabulary at seventh grade students of Junior High School.