CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. Definition of vocabulary

Vocabulary is one of the language components that have to be mastered by the learners in learning foreign language. Vocabulary is a list of words including their meanings and it is used to express our ideas and feeling by communicating it in a language. Vocabulary as list or set of words for a particular language or a list or set of word that individual speakers of language might use (Hatch & Brown, 1995: 1). Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills (Kareem, 2003: 49). Vocabulary is a list of words, usually in alphabetical order and with explanations of their meaning (Wu, 2009: 5). Vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world (Vossoughi, 2009: 80). It can be concluded that vocabulary is a set of words that is used to communicate in a language.

2. The importance of vocabulary

Language skills mostly depend on the mastery of vocabulary. The more vocabulary has been mastered, the easier to master English foreign language. If the student lack of vocabulary, they will face some difficulties in learning English even to communicate in English.
Vocabulary is central to language and of critical importance to the typical language learners (Boyd Zimmerman, 1997b: 5-7) as cited in (Wu, 2009: 7). In order to master English well, students have to master English vocabulary. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, it will be unable for learners to use the structures and functions they may have learned for comprehensible communication rivers (1983: 125) in (Nunan, 1991: 117).

3. Aspects of vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado (1972: 1) as cited in Mardianawati (2012:11), the vocabulary aspects consists meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

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, contextual guess work and using dictionaries.

Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. The meaning can be conveyed by using demonstration or pictures (using object, using gesture, blackboard drawing and pictures of book) and by verbal explanation (analytical definition, putting the new word in a defining
context, and translating into another language) (nation, 1990:51 as cited in Kareem, 2003:51). Involving students in discovering the meaning, it will be easy for students to remember the word and its meaning.

Contextual guess work means making of the context, in which the word appears to drive an idea of its meaning, or in some cases, guess from the word the word itself.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or America English term (lopez, 1998: 38)

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

d. Word classes

Word classes are categories of word. There are grammatical pattern should be practiced fluently to the students such as noun (countable and countable), verb complementation, phrasal verbs, adjectives and adverb (kareem, 2003: 52). The classification of the words of a language in this way depends on their function in
communication. Nouns can occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word use

Word use is how a word, phrases, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

Aspects of vocabulary that will be taught to the students are meaning and word class. The reason for choosing those aspects is it is suitable for the *Traffic Word* game that will be implemented in the class.

4. Types of vocabulary

Vocabulary can be divided into two types (Hatch & Brown, 1995:370). They are receptive vocabulary and productive vocabulary or passive and active vocabulary. Receptive vocabulary is words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly (Hatch & Brown, 1995: 370). Meanwhile, productive vocabulary is words which the student understands, can pronounce correctly and use constructively speaking and writing (Hatch & Brown, 1995: 370).

Define receptive vocabulary as language items which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items which the leaner can recall and use appropriately in speech and writing (Grains R & Redman S, 1998: 64).
Vocabulary is a set of words that is used to communicate in a language. Words can be classified based on their functional categories and it is called part of speech (Hatch & Brown, 1995:218). It concludes noun, verb, adjectives, and prepositions. In this research, it will be focused on nouns, verbs, adjectives, and prepositions because it is adjusted to the player that is the students of the first grade of junior high school and category of traffic word game.

a. Nouns

Claims that all parts of speech have a semantic core that is language independent (Lyons, 1997: 422) as cited in Hatch & Brown, 1995). 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 (Hatch & Brown, 1995: 219). 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 event (e.g., a crash) (Hatch & Brown, 1995: 219). Third- order entities are prepositions that are truly abstract entities with no relation to time and space (e.g., democracy) Hatch & Brown, 1995: 220). The more cores like the nouns are, the easier it should be learnt (Hatch & Brown, 1995:220). In short, noun is the name of a person, place, idea, or quality.

b. Verbs

Verbs are word that donates action (Hatch & Brown, 1995: 222). Verbs are placed into four classes: activities, accomplishment,

Activities: run, walk write, drive a car, seek
Accomplishment: paint a picture, run a mile, build
Achievements: hear, see, understand, find, recognize
States: know, love, have, desire

c. Adjectives

Adjectives are used to highlight qualities or attributes (Hatch & Brown, 1995: 228). Certain adjectives are typically used to describe particular nouns (Hatch & Brown, 1995: 228)

d. Prepositions

Prepositions are all those words that help locate items and actions in item and space (Hatch & Brown, 199: 243).

5. Teaching and Learning Vocabulary

a. Teaching Vocabulary

There are four stages in teaching vocabulary namely presentation, practice, production, and review (Doff, 1988:98) as cited in (Tuan, 2012: 258).

1) Presentation

Presentation is one of the most important stages in teaching vocabulary. It indicates that it is introducing new lexical items to learners. Learners need to learn both the meaning and the form of a new word (Thornbury, 2002: 75).
Before conducting *Traffic Word* game, the teacher holds reading class so that the students can acquire new vocabulary. The techniques used in presenting of new vocabulary items are visual techniques, verbal techniques and translation (Grains & Redman, 1998:73) as cited in (Tuan, 2012: 259). First, visual techniques include mime, gesture, and visual. Second, verbal techniques: (1) use of illustrative situation, (2) use of synonym and definition, (3) contrast and opposite, and (4) examples of type. The last one is translation. It is considered a quick and easy way of conveying the meaning of vocabulary (Grain &Redman, 1998:75) as cited in (Tuan, 2012: 259) .

2) Practice

If the teacher just presents the meaning of the new words, the students may easily forget them. ‘Practice make perfect’ so the teacher should provide vocabulary exercises in order to give students an opportunity to practice the new words (Tornbury, 2002: 93).

The vocabulary exercises are conducting the *Traffic Word* game itself. The students practice the vocabulary by observing the traffic and write down the word based on what the students see then arranging words based on the vocabulary list into sentences after that the students share the result. By conducting *Traffic Word* game, it facilitates the students to remember vocabulary in fun way.
3) Production

In this stage, the students are advised to complete high-level task namely production tasks (Thornbury, 2002:100). The students should produce something as a product of their own. In this way, the students will turn words from receptive to productive and put them into long-term memory (Tornbury 2002:100).

The production task is the teacher asks the students to make sentences into paragraph after playing Traffic Word game based on the vocabulary list that are used in Traffic Word game. By giving them task in making sentences into paragraph, it encourages them to use the vocabulary properly. The task can be given as their homework.

4) Review

Reviewing is ‘new work on old language’, ‘a challenge, requiring ingenuity and creativity’ (Davies & Pearse, 2000: 103) as cited in (Tuan, 2012: 259). It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more opportunities to use language and receive feedback. Methodologists agree that communicative activities are the best ways to help students to review vocabulary. Besides, visual aids can make vocabulary revision more interesting and affective. Region can be done in both individuals and collaboration.) Vocabulary is mainly reviewed through the warm up step (Doff,
1988:97) as cited in (Tuan 2012: 258). That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing students’ memories or as a preparation.

The images of real object facilitate them to maintain the vocabulary longer because in the images of real object here are unforgettable moments for students. The unforgettable can be remembering who observe the images of real object, remembering the students who cannot arrange the words into sentences properly so the meaning is funny, remembering their mistakes in write the words or arrange the words into sentences, etc.

b. Learning vocabulary

Learning is the process, by which information is obtained, stored, retrieved, and used (Rubin, 2013:2) as cited in (Tuan, 2012: 258). The meaning of ‘use’ is interactional communication and vocabulary practice (Schmitt, 2000: 145) as cited in (Tuan, 2012: 258).

There are five essential steps in learning vocabulary (Hatch & Brown, 1995: 372):

1) Having sources for encountering new words

The first essential step for vocabulary learning is countering new words, that is, having a source for words. The students’ strategy here includes learning new words by reading books, reading newspaper and magazines (Hatch & Brown, 1995:373).
In this case, the sources of new words are from books or text that the students follow the reading class. In the text, there are a lot of new words that can be learnt by them.

2) Getting the word form

The second step essential to vocabulary learning appears to be the getting of a clear image-visual or auditory or both-of the form of the vocabulary item. The important of having clear image of the ‘form’ of a word become apparent when we think about what happens when we try to retrieve word (Hatch & Brown, 1995:378).

By reading the text, the students can get the word form easily because the text provides the spelling of the words. Besides that, the students can get the clear auditory (pronunciation) of the words because the teacher will read the text first as the model and/or the students read the text and the teacher correct their pronunciation while the students get mistake.

3) Getting the word meaning

By reading the text, the students can get the word meaning easily than just reading the vocabulary list. It is because the meaning of vocabulary in the text. Besides that, the teacher facilitates the students in getting the word meaning through visual technique and verbal technique that have been mentioned before.
4) Making a strong memory connection between the form and the meaning of the words.

In order to remember the vocabulary that has been required before, the consolidating word form and meaning in memory is needed (Hatch & Brown, 1995:387). In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words (Hatch & Brown, 1995:373).

In this research, students do exercise in the form of Traffic Word game. In playing Traffic Word game, they have to observe the real object represents the word and when the students arrange into sentences based on vocabulary list. It encourages them in recalling their vocabulary and it also happens to remembers who write the words based on the object. The process of recalling the vocabulary encourages the students to maintain the vocabulary that has been acquired before.

5) Using the word

The last step in learning words is using the words. By using the words, the students seem having a mild guarantee that words and meaning will not fade from memory once they are learned (Hatch & Brown, 1995:390). Use of the word my simply be a form of hypothesis testing, allowing learners to see if the knowledge gained in the other steps is correct (Hatch & Brown, 1995:390).
This step is held in playing *Traffic Word* game. The students have to make sentences based on the vocabulary list used in *Traffic Word* game. In making the sentences, the students may work in team or individually.

6. **Problem of Teaching Vocabulary**

Some factors causing students feel some words more difficult to learn, such as in pronunciation, spelling, and meaning. These problems will be described briefly (Harmer, 1991: 250), as follows:

a. **Pronunciation problem**

Words that are more difficult to pronounce are usually more difficult to learn. By understanding pronunciation, the learners can communicate well because if they have good pronunciation make receiver easier to understand. The following aspects which causes pronunciation problem is similar sound in two languages, which have different variants, sequences of sound in word and classification of sound.

b. **Spelling Problem**

Spelling usually becomes the problems for foreign language. Spelling is very important. It can improve the learners be able to master of language skills especially reading and writing. In learning vocabulary, most of students in Junior High School have some problem.
c. Memorizing problem

It is a fact that students’ target is to remember all the word that they have learned. Most of students have a problem to memorize several new words given. They have difficulties to recall the word when the teacher asks them.

d. Meaning problem

Most of students are difficult to mastered meaning of words. Sometimes the meaning of words have more than one meaning, there are four kinds of meaning: (a) conceptual meaning is the meaning of word, which can have its own. It means that every word embodies concept, (b) proportional meaning is the meaning of the sentences can have it own. Every sentence expresses the basic meaning. It means that clause or a sentence has a meaning although it is not being used in a contact, (c) contextual meaning is the meaning of sentence can have contextual meaning only when in a context. It means that a sentence has a certain meaning when it is used given situation or context, (d) pragmatic meaning is the meaning of the sentence has only as a part of the interaction between the writer and reader.

One of problem of vocabulary selection is used to teaching more concrete word at the lower and gradually become more abstract. Words like book, bag, glass, wallet, door, etc, have figured in beginners syllabuses because the thing which the words like honestly is not physically represent in the classroom and more difficult to explain (harmer, 1995: 154)
B. The Nature of Traffic Word Game

1. The definition of Traffic Word game

Word ‘game’ to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright, 2006:1). Those are word games concerned primary with developing skills, but some of them are more actively oral and will give better situation where the teacher wants to provide the relief. In using word games the teacher will be suitable the students to have reaction and have relationship between the teachers and students so that the teacher must know how will invite the learners in class in taking games in the process of teaching English. The word game considered to be modified to be a new game called Traffic Word game. By using traffic, teaching and learning process will be more live and students become more active. This game will be done in the class and outdoor. In these game students observe the real object or things that moving directly. They will get to pay attention in teaching learning process. Creativity and curiosity of the students will be advanced. Furthermore, the kinds of word game are technique that is generally used in the teaching process. Meanwhile, a good innovation in teaching learning should be developed, so need a new way in order to teach vocabulary.

Traffic Word game is a game of observing and arranging words. This game is very challenging, because students will get new experience in learning English especially vocabulary. Traffic Word game also makes the
students more enthusiastic to learn English because they learn through playing.

Teaching vocabulary using Traffic Word game means that the teacher and the student use traffic - based observing game to understand the materials. The students study and remember the words from the game that they are playing.

2. Purpose of traffic word game

The aim of this game is the same with kinds of word game. Games are aimed to recycle that has been acquired before (koprowski, 2006:1). New words are forgotten if they are not recycled in some way and make it into long-time memory (Carter &McCarthy, 1988:67) as cited in (Tuan, 2012: 258).

3. Procedural steps of Traffic Word game

A procedural outline of Traffic Word game technique:

Traffic Word game is played in teams (it is played by players age 12 and up in large classes or small classes). This game will be done outdoor and in class. First, each student work individually outdoor to write down as many words based on real object or traffic that they see. Then, they back into group and change the result to arrange into sentences. Finally, each group presents the result. In playing it, teacher gives the learners a time limit in each activity. Therefore, students have to compete with other teams.
4. Teaching Vocabulary using Traffic Word Game

There are some teacher’s and students’ activities in teaching vocabulary using Traffic Word game, as follows:

a. Teacher divides the students into four groups

b. Teacher explains how to play Traffic Word game. Tell the learners that you are going to challenge their powers of observation and memory.

c. Teacher asks every group to write down as many words but work individually outdoor, and gives the learners 10 minutes to look at the objects (i.e. nouns, adjective) as they can remember.

d. Students back into group and change the result list of words with other teams; this game is played in class.

e. Each group has 10 minutes to arrange the list of words into sentences.

f. The group who wants to be the first to tell the result as a winner and get score 10 points.

g. Teacher evaluates the students’ result.

5. Advantages of Traffic Word game

The advantages of traffic word game are as follows:

a. Traffic Word game is a game that is able to help students to recycle their exiting vocabulary. When the students play Traffic Word game, it means that they have to recall their vocabulary so that they can arrange into sentences based on the vocabulary list.
b. *Traffic Word* game make students to think quickly (concentration) because they should be spontaneous to write the words based on what the learners saw before.

c. It provides an interesting teaching learning process since it is a kind of games.

d. Look at the real object helps students to remember the vocabulary easily. Recall is influenced by events or processes at various stages of memory (McDonough, 1981: 66) as cited in (Lynch & Anderson, 2012: 1).

e. It provides the students to learn cooperatively and competitively. In playing *Traffic Word* game, the students have to work together and compete with other teams.

f. It improves the students’ confidence. Because in *Traffic Word* game, the students work individually to write the list of word. And each team tells the result in front of the class. Besides that, the students will do their best to get best score.

g. It encourages the students to manage time well. In playing *Traffic Word* game, the students have to manage time well because the time that is provided is limited to be the winner.

### 6. Disadvantages of *Traffic Word* game

The disadvantages of *Traffic Word* game are as follows:

a. It is difficult for students who cannot see the object clearly to write the word.
b. Sometimes, the weather is not friendly because the observation of the object will be done out door.

c. It makes students be noisy

C. Relevant studies of Traffic Word game

There are several relevant studies of using word game. Traffic Word game is one of kind of word game considered to be modified to be a new game. Therefore, this game has been understood well, Traffic Word game is selected to be examined whether or not it is effective as new technique. Game is able to help students to recycle their existing vocabulary (Koprowski, 2006:1). In journal also state that kinds of word game is one of ten good games for recycling vocabulary and by applying Traffic Word game students can remember words longer.

There is more improvement of the language that has already known by learners after introducing and practicing one of kinds of word game (Traffic Word game) as one of exam strategies and techniques. Besides that, it is found that students are extremely motivated when they see that they are improving, but the biggest surprise is the fun they got out of using the techniques themselves (Mulquiney, et al, 2007: 37)

Traffic Word game as one of kinds of word game is a kind of game which can be used in foreign language classroom for teenagers who are learning to talk, just as they do for toddler (children). They need to be challenged to think independently and creatively so that wite game is used to
make them work collaboratively and communicate effectively in order to be successful (Talak-Kiryk, 2010: 7).

D. Basic Assumption

*Traffic Word* game is a kind of technique which is good to teach English vocabulary. Since, the essential problem faced by the students is how to remember the vocabulary that has been acquired before or it can be said that the vocabulary has to be recycled. By recycling the vocabulary, it will help students to memorize the vocabulary longer. Having long term memory about the vocabulary makes them easily to retrieve it when they need it. By implementing *Traffic Word* game, the students will recycle their vocabulary. The recycling process happens when the student see the real object that represents word based on list. It can be said that the result of recycle is in the form of real object. Then, recycling process also happens when arrange the word based on list into sentences, and present the result. Besides that, the unforgettable moments when the play *Traffic Word* game will helps students to memorize the acquired vocabulary easily or it will encourage students to have long term memory about the vocabulary. By playing *Traffic Word* game, the students will be motivated in learning English vocabulary since *Traffic Word* game is amusing and at the same time challenging. It also encourages increases cooperation. In this case, it is assumed that teaching vocabulary using *Traffic Word* game is effective.
E. Hypothesis

Based on the explanation previously, it is hypothesized that teaching vocabulary using *Traffic Word* game is effective.