CHAPTER II
THEORETICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

In learning foreign language, vocabulary plays important role. It is one element that links the four skills of language those are listening, speaking, reading and writing. In order to communicate well in foreign language, students should get an adequate number of words and should get an adequate number of words and should know how to use them accurately.

There are some definitions of the vocabulary according to language experts. Pikulski and Templeton (2004: 1) says, vocabulary is the sum of words that are used and understood by students. While Kamil and Hiebert (2005: 3) says, vocabulary is a set of oral and print words which are mastered by someone in which those are used in the productive and receptive skills. In different words Vossoughi (2009: 1) states that, vocabulary is the tool used to think, to express ideas and feelings, and to learn about the world. From the definition above, it can be concluded that vocabulary is the collection of words which are mastered and used by someone to convey and accept an information.

2. Types of Vocabulary

Vocabulary is an essential part of mastering a second language. One of the requirements to communicate well in a foreign language,
students should have an adequate number of words. Hatch and Brown (1995: 370) mention that vocabulary can be divided into two types. They are:

a. Active vocabulary (productive) is the words which the learner can use appropriately in speaking or writing. To use the productive vocabulary, the students are supposed to know how to pronounce it well. They must know and be able to use grammar of the target language. The students are also hoped can be familiar with the collocation and understand the connection meaning of the words. This type is often used in speaking and writing skill.

b. Passive vocabulary (receptive) refers to language items that can be recognized and understood on the context of reading or listening.

3. The Importance of Vocabulary

Vocabulary is basic to communication if one does not recognize the meaning of the key words used by those who address him; he will be unable to participate in the conversation. To express some ideas or ask for information, person must be able to produce lexical item to convey his or her meaning.

Lewis (1993: 3) views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by other language learners, they will be unable to participate in the conversation.
Besides that, Tarigan (1984: 82) points out the importance of vocabulary in language learning, he states that language skill mostly depends on the mastery of vocabulary. Therefore, the more vocabulary that people got there will be the bigger possibility that people can use the language skillfully.

In short, by a rich vocabulary it gives the right words to be used at the right time by the learners, and also enables them to express their real thoughts, ideas and feelings.

4. The Aspect of Vocabulary

Vocabulary consist of four aspects namely meaning, spelling, pronunciation, word classes, and word use (Mardianawati, 2012:11).

a. Meaning

Meaning is the most important aspect of vocabulary teaching because 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 guesswork and using dictionaries.

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 guesswork and using dictionaries.

Asking questions and offering example that guides students to guess the meaning correctly. The meaning can be conveyed by using
demonstration (using object, using gesture, blackboard drawing and pictures of book) and by verbal explanation (analytical definition, putting the new words in a defining context, and translating into another language) (Nations, 1990: 51 as cited in Kareem, 2000: 6). Involving students in discovering the meaning, it will be easy for students to remember the word and its meaning.

Contextual guesswork means making of the context in which the word appears to drive and idea of its meaning, or in some cases, guess from the word itself. Knowledge of word formation, e.g. prefixes and suffixes can help students to discover meaning.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of sounds and letters. 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 American English terms (Nations, 1990: 51 as cited in Kareem, 2006: 6).

c. Pronunciation

Pronunciation of a word is what someone hears when others say the word. What a speaker means to say might be difficult to understand by the listener when the sounds produced are incorrect. Suwartono (2008: 2) states that pronunciation seems to be a central issue. The problem is rooted
from the inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language.

d. Word Classes

Word class is an important feature in semantic feature analysis. The classification of the words of language in this way is dependent on their function in communication. According to Hatch (1995: 218), the word classes can be classified into several classes are as follows:

1. Nouns

   Nouns are words that refer to a person, place, or thing. Some nouns are very similar to verbs in meaning, events such as swimming, dancing, and praying, which bring verb qualities to nouns. Some nouns are also very like adjectives in meaning. Colors and numbers illustrate this well.

2. Verbs

   Verbs are words that denote action. Verb has two classes. First, lexical verb (can be told “dictionary verb”) is having meaning such as run, jump, sit and stand. Second, auxiliary verb (can be told “helping verbs”) which generally used for the purpose of grammatical than for meaning such as can, may, might, and will.
3. 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.

4. Adverbs

Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determines that directly modify nouns. However, intensity can be expanded into a scale such as slowly to quickly for manner adverbs; yesterday to tomorrow for time adverbs; here to there for place or locative adverbs; and always to never for frequency adverbs.

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).

B. Teaching Vocabulary

Teaching is the most important thing in learning process. Through teaching a teacher can help the students to understand about the lesson given. The word “teaching” according to Brown is “showing or helping someone to learn how to do something, giving instruction, guiding in the
study of something, providing with knowledge causing to know or understand” (Brown, 2001:7).

Vocabulary is the basic thing that should be mastered by the learners. By mastering vocabularies the learners will be easy to understand the language. If the learners do not know the meaning of words, they will have difficulties in understanding what they see, read and learn. According to Napa (1991: 6) vocabulary is very important in making up language. It is one of the basic elements and that is why no language exists without words.

According to Twaddel (1980 : 135) teaching vocabulary is very important task in teaching English. It is one of the least efficient ways of developing learners vocabulary knowledge.

a. Vocabulary Teaching Strategies

According to the study of Hatch and Brown, learners’ strategies for learning vocabulary fall into five essential steps:

1. having sources for encountering new words;

2. getting the forms of the new words;

3. learning the meanings of the words;

4. making a strong memory of the words;

5. using the words based on the vocabulary acquisition theory,
while teaching vocabulary, teachers should take into account the three important aspects of vocabulary learning—word form, word meaning and word use. In other words, vocabulary teaching should cover both the central features of lexical items and their relations with other words.

b. Stages of Teaching Vocabulary

According to Doff (1988, p. 98), there are four stages in teaching vocabulary, namely presentation, practice, production, and review.

1. Presentation

Presentation is one of the most important and complex preliminary stages in teaching vocabulary. The title of this stage indicates clearly its function is introducing new lexical items to learners. As suggested by Thornbury (2002, pp. 75-76), learners need to learn both the meaning and the form of a new word. He also emphasizes some major factors subject to the number of word to be presented such as The learners’ level (beginner, intermediate, or advanced).

According to Gairns and Redman (1986, 73-75), there are three techniques used in the presentation of new vocabulary items. The first one is visual techniques including mime, gestures, and visuals such as flashcards, photographs, blackboard drawings, wall charts, and realia. The second one is verbal techniques: (1) use of illustrative situations, (2) use of synonymy and definition, (3) contrasts and opposites, (4) scales,
and (5) examples of the type. The last one is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary.

Similarly, Thornbury (2002, p. 77) suggests a variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations. Doff (1988, p. 96) groups these techniques into four categories: showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation. He adds that a combination of the techniques should be implemented when it comes to the effectiveness of presenting meaning of new words.

2. Practice

When the teacher presents the meaning of the words, they can only become students’ passive vocabulary, and students may easily forget them or do not know how to use them properly. Students’ vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities. Thornbury (2002, p. 93) underlines the popular belief that “practice makes perfect”. Additionally, he emphasizes the action of moving from short-term memory into permanent memory. In order to ensure long-term retention, words or lexical items need to be put into practice.
Teacher plays an important role in helping students’ vocabulary motivated. According to Scivener (1994, p. 127), some kinds of practical exercises to help students become more familiar with the words they have learned: matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using given words to complete vocabulary specific task, filling in crosswords, grids or diagrams, guessing the words, filling in gaps in sentences and memory games.

3. Production

Developing fluency with known vocabulary is essential to help learners make the best use of what they have already known. In this stage students are advised to complete high-level tasks namely production tasks (Thornbury, 2002: 100). He recommends that learners should produce something as a product of their own. In this way, the learner will turn words from receptive to productive and put them into long-term memory. For production tasks, there are two major types that teachers may have used very often: completion and creation. According to Hunt and Beglar (2002: 261) fluency building activities recycle already known words in familiar grammatical and organizational patterns so that students can focus on recognizing or using word with out hesitation. Activities used to develop learner production of vocabulary may also include the following: first and second language comparisons and translation carried out for chunk- for chunk, rather than word- for-word aimed at raising
language awareness; repetition and recycling of activities, such as summarizing a text orally continuously to keep words that have been learned.

4. Review

This process aims at helping students acquire active, productive vocabularies. According to Davies and Pearse (2000, p.103), reviewing is “new work on old language”, “a challenge, requiring ingenuity and creativity”. 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 games and communicative activities are the best ways to help students review vocabulary. Besides, visual aids can make vocabulary revision more interesting and effective.

c. Step of Teaching Vocabulary

According to Nunan (1991: 116) there are some steps in teaching vocabulary:

1. Whenever a familiar word is met in a new context, it should be taught again and practiced. A review or mention of the known meaning of the words should be made so that students will understand the contrast. If possible, only one context should be taught at one time.
2. Vocabulary items should be taught in the same way the teacher teaches everyday else. Teacher gives the students understanding of the meaning in many ways.

3. Vocabulary should be practiced as structures are practiced in substitution drills, question and answer, etc.

4. Vocabulary items should be reintroduced many times with all the structure and in all the situations in which they can logically be used.

5. Students should be encouraged to learn and use nouns, verbs, adjective, and adverbs, which contain the same roots.

c. Technique for Teaching Vocabulary

Teaching vocabulary is really essential in language learning. The teacher should be able to use appropriate way for teaching vocabulary so that the students can learn vocabulary effectively. According to Harmer as cited in Yulianto (2010:19-20) there are some technique for teaching vocabulary as follows:

a. Using Realia

Realia means the use of real object that can be seen by the students. The teacher gives such a real thing in the classroom, so the word can be easily explained.

b. Showing The Pictures

Pictures are indispensable media for the language teaching since they can be used in so many ways. They can be a wall pictures,
blackboard, drawing, charts, flash cards, table or statistic and the other non-technical visual representation.

c. Mime, Action and Gesture

Frequently, it is difficulty or even possible to explain the meaning of words using the reality or picture. In this matter, teacher can choose mime action or gesture.

d. Enumeration

When the teacher find difficulty in explaining word she/ he can enumerates a word.

e. Word Association

In teaching new vocabulary, a teacher mentions the things connected to the words.

f. Explanation or Definition

In this technique, teacher gives example or definition of a word.

g. Translation

When there is no other ways to explain a word, teacher sometimes has to translate that word into the student’s language.

(Harmer, 1983: 86)

h. Game

Game is technique, which helps and encourages many learners to sustain their interest and work. Games also help the teacher to know
which the language is useful and meaningful. (Andrew wright, 1984: 1)

It can conclude from the explanation above that to teach English vocabulary in the beginning level it needs suitable a technique. The teacher must choose the techniques, which make the students easy to understand the material and enjoy in their study. One of the techniques, which can make the students easy to understand the material and enjoy their study, is though game.

C. Games

1. Definition of Games

According to Hadfield (1990: 6), game is an activity with rules, a goal and an element of fun. Therefore, games involve many factors: rules, competition, relaxation and learning in particular. The main focus of using game in class is to help students learn and have fun. Game can make the students more focus in learning because they do not feel that they are forced to learn.

Wright, Bitteridge, and Buckby, (2006: 1) stated in Games for Learning Book, 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. It means that games is interesting things, because games might make the students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be
a winner in that games, and it is also entertaining because students fun and enjoy in playing and interacting each other.

Nicolson and William (1975: 1) as cited in Minoo (2010: 3) states that game is a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep.

From the definition above, it can be concluded that game are interesting, motivating and challenging for young learners. Through game, the students can learn how to interact with their friends. By interacting with others, language skills can be developed, and they can communicate with their own words easily.

2. The Advantages of Games

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual language class.
2. Games are motivating and challenging.
3. Learning language requires a great deal effort. Games help students to make effort.
4. Games provide language practice in the various skills such as: speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.
3. **Kinds of Language Games**

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what other saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media.

Lewis and Bedson (2002: 16-8) divided games according to their general character and spirit. They distinguish:

- **a. Movement games** in which children are physically active.

- **b. Card games**
  
  Games during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.

- **c. Boards games**
  
  All games which mainly involve moving makers along a path.

- **d. Dice games**
  
  Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet
e. Drawing games

They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.

f. Role play games

They can vary from guided drama to free speaking activities but it depend on the language level, curiosity, and confidence of players.

g. Team games

h. They can belong to other categories but also require cooperative team work.

i. Word games

This kind of games allow to utilize children’s enjoyment with words.

j. Guessing games

Guessing game was developed and introduced by John Maynard Keynes, it is one of techniques which can be use for learning vocabulary in junior high school. The player with the information deliberately withholds it, while others guess what it may be. One of the popular game in guessing game is using yes or no question and it called as Eat Bulaga game.

D. Eat Bulaga game

1. Definition of Eat Bulaga Game

Eat Bulaga is a popular variety show in Philippine since 1976 which provide game and gift. Bulaga is a tagalog language which means surprise. The game is kind of guessing game in oral form. The game is only
guessing the words that are given. It uses yes or no question for guessing
the words. Usually, the materials used in a Eat Bulaga game consist of the
definition of terms, antonym, synonym, name of tools or things and so
on. And when the player won the game then the player will get the surprise
by receiving the gift.

Eat bulaga game is game that played by pair. So here there are two
person who play the game. The first person guess the word by giving yes or
no question and the second person just answer it by word yes or no.

This game can be applied in learning process especially in English
lesson. So here the teacher provide the words and divides the students into
some group or pairs. One student from the pair guess the word by giving
yes or no question and the other student guess it by say yes or no. Before
that the teacher gives the clue of the word to the student. The group which
can guess the most words will be the winner of the game.

Furthermore, in this research, after playing this game, the teacher asks
each team to make a sentence for each word which have been guessed by
them on the game before. This activity is purposed to make the students use
the words well.

2. Purpose of Eat Bulaga Game

The purpose of using Eat Bulaga games in teaching vocabulary
mastery is effective enough particularly in junior high school, because:

1. It can support students to be interested in learning English
It is known that games are interesting for young learners. If the students feel happy in teaching-learning activities, it can bring positive attitudes such as feeling of interested in the language that they are learning.

2. It can run through the boredom

The lesson with less variation and which always follows a rhythmical pattern or could be predicted would often cause the lose of attention. The students become sleepy, and think of nothing else. They would be very happy if the bell rang. Games that are used in teaching young learners can provide a pleasant experience for the children.

3. It can develop their linguistics skill, especially for pronunciation and concentration.

In the teaching activities, the students feel that the teacher gives attention, because the teacher will always correct their pronunciation, they also practice concentration to get the point of question.

4. It is more effective in learning English

It can make students remember the vocabulary and can be used to add vocabulary easily.
3. The Steps of Eat Bulaga Game

Eat Bulaga is a game worth to be played by all ages. Eat bulaga game is adapted from guessing game. It is one of the educative games in the market that people have accepted with open arms and minds.

The Steps of Using Eat Bulaga Game:

a. Teacher takes the material vocabulary according to the subtopic of the lesson that will be studied in the class.
b. Teacher divides students into some groups.
c. Teacher asks the group or pair to come in front of the class.
d. Teacher nominates one student from each group to sit on the chair.
e. The teacher decided the words that will be guessed by the students.
f. Teacher gives the cap which is give a word.
g. The teacher gives the clue of the word which is available.
h. The student who sit on the chair are given the cap and guess the word by giving yes or no question and it called as gusser.
i. The other students must answer it by using yes or no and it called as director.
j. The pair can change position to guess the word.
k. The group which can guess the most words will be the winner of the game.
l. The teacher will give the reward to the winner group.
E. Basic Assumption

English for beginner level or students of MTs PP Darul Qurro Kawunganten in the seventh grade is a difficult material in their study. The use of games in learning vocabulary has special contribution in making the students active and enthusiast in following the class. Through Eat Bulaga game, the students can develop their linguistics skill, especially for spelling, pronunciation and concentration. Beside that by applying Eat Bulaga game, students remember the vocabulary and can be used to add vocabulary easily.

F. Hypothesis

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