CHAPTER II
THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

West in Nunan (1991:118) writes that vocabulary is a list of words that would practically enable students to express any ideas. Vocabulary does not only know about the words, without vocabulary an idea cannot be given in communication. Vocabulary is a basic element of language to support four language skills. This statement is supported by Rivers in Nunan (1991: 117) who said that vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

Based on the definition of vocabulary above, it can be concluded that vocabulary is a list of words which is used by students to express the ideas. It is a basic element of language to teach. To develop language skills in listening, speaking, reading and writing, the students have to master vocabulary. By mastering vocabulary, the language skills can be obtained by students.
2. The Importance of Vocabulary

Vocabulary has a significant role for language learners in mastering the four language skills: reading, listening, writing and speaking. This statement is supported by Huyen and Nga (2003: 2) who said that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills all together. By mastering vocabulary, the students will be easy to understand the language. On the contrary, the students who have low vocabulary are very difficult to understand the meaning of words, phrase and sentences. This is also supported by Rivers in Nunan (1991:117) who said that vocabulary is essential for successful second or foreign language use because without an extensive vocabulary, learners would be unable to use the structures and functions they might have learned for comprehensible communication.

Based on the statement above, vocabulary is the most essential element of communication. It is obvious that the more words the students know, the more they can say and understand the language.

3. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should be taught to the students. According to Lado (1972: 1) as cited in Mardianawati (2012: 11), there are several vocabulary aspects that students should need to know and learn, they are: meaning, spelling, pronunciation, word classes, and word use.
a. Meaning

When conveying the meaning to the students, teachers should teach their students that a word may have more than one meaning when used in different contexts. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. The meaning of words can be communicated in many different ways. Nation suggests that teachers can convey meaning to their students by using demonstration or pictures (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). When the students are involved in discovering meaning, they will never forget those meanings and they will be able to express themselves fluently.

Contextual guesswork 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 itself.

b. Spelling

Spelling is important because it aids in reading. It helps cement the connection that is shared between sounds and letter. Many letters
can represent more than one sound. This is seen, for example, in the letter a, which can represent /æe/ as in apple, or /a:/ as in ask. On the other hand, many sounds can be represented by more than one letter or combination of letters; for example, /u/ appear in put, book, and could.

c. Pronunciation

Pronunciation is the act or manner of pronouncing words. Most of words have only one pronunciation, but sometime a word has two or more pronunciations. English pronunciation is difficult to be learnt because it is not related to the spelling of words. Good pronunciation avoids misunderstanding in communication, thus it makes receiver easier to communicate.

d. Word classes

Word classes are categories of word. The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also 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, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.
In this case, aspects of vocabulary that will be taught to the students are spelling and meaning. The reason for choosing those aspects is it is appropriate with the material being taught in the class using Hangaroo game.

4. Types of Vocabulary

Hatch and Brown (2001: 218) classify the vocabularies (words) into two based on their functional categories, they are: major classes and closed classes. They are explained as follows with examples.

a. Major classes is the primary aspect in learning vocabulary. It consists of words that frequently used in English. The types of words that belongs to this classes can be classified into the following four kinds.

1) Noun; it refers to a person, place or thing, i.e. Aisyah, doctor, car, etc.

2) Adjective: it refers to the words that give more information about a noun or pronoun, i.e. nice, naughty, diligent, beautiful, stupid, etc.

3) Verb: it refers to the words that denote action, i.e. teach, write, drink, swim, work, etc.

4) Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. hopefully, quickly, proudly, etc.
b. Closed Classes is the secondary aspect in learning vocabulary. It means that the classes used to give explanation or complement in speaking English. The types of words that belongs to this classes can be classified into the following four kinds

1) Pronoun: it refers to nouns that have already been mentioned, i.e. we, you, him, etc.

2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.

3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and, so, because, but, etc.

4) Determiner: it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. the, a, an, my, your, that, this, those, etc.

This research focuses on major classes: nouns, verbs, and adjectives which are considered to be taught for students because they are appropriate with the material on the syllabus.

5. Teaching Vocabulary

Teaching vocabulary is a very important task in teaching English, such as: a) meaning of word, b) involves a form spelling, c) pronunciation, d) use the word. Therefore, the teacher should use appropriate way in order to make the students understand and master vocabulary well. According Harmer as cited in Dwi (2010: 8-10), there are some ways to teach vocabulary such as:
a. Using Realia

Realia means object or act used to relate. Teacher uses real object in the classroom. Thus, the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler.

b. Showing the Pictures or Artificial Object

The picture can be in form of blackboard drawings, wall pictures, charts, flash card and etc. Picture can be used to explain the meaning of item: the teacher might draw pens, rulers, and balls on the blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence “There are three people in the room”.

c. Mime, Action, and Gesture

Teacher can explain the words better by using their gesture. Teacher can use gestures to indicate the meaning of words such as big, small, short, tall, etc. For example, when teacher teach about superlative adjectives, teacher can use hand and arm movements to show it big, bigger, and biggest.

d. Contrast

Sometimes, a visual element (e.g. realia, picture, mime, etc) may not be sufficient to explain the meaning. The other way that can be used is using contrast of the word. For example, the meaning of full is better understanding in the context of empty, the meaning of big in the context of small, etc.
e. Enumeration

When the teacher finds difficulty in explaining words visually, the teacher can make a list or enumerates of words and the meaning will become clear. For example, when teacher want to teach the word of fruit, teacher can enumerate a number of fruit like orange, banana, grape etc.

f. Explanation

It will be important if teacher gives some explanations by including information about when the item can be used.

g. Translating

It can be used when the students don’t understand a word and the teacher cannot think to explain it, for example ”happy”, the teacher can not express it using gestures, mime, action or picture etc. The teacher can say “bahagia”.

6. Problem in Teaching Vocabulary

Scott Thornbury (2002: 27) mentioned some factors causing students feel some words more difficult to learn, such as in pronunciation, spelling, and meaning. These problems will be briefly described as follows:

a. Pronunciation

“Words that are more difficult to pronounce are usually more difficult to learn. Potentially, difficult words will be typically those that contain sounds that are unfamiliar for some group of learners. For
example, Sundanese speaker who are hard to distinguish between ‘p’ and ‘f’, such in the word paper, some of them pronounce it ‘faper’, ‘fafer’ or ‘pafer’, then ‘flash’ becomes ‘ples’, the difficult pronunciation may occur because some letters which does not exist in the learners first language.

b. Spelling

Spelling usually becomes the problem for foreign language students. The following are some of spelling problems: misunderstanding between speaker and hearer, the students do not know the spelling of a word. “Sound-spelling mismatches are likely to be cause of errors, either of pronunciation or spelling. Some words containing silent letters may become the problem: foreign, listen, honest, and so on”.

c. Meaning

At the most basic level, knowing of a word means knowing of its meaning and its form (Thornbury, 2002: 130). Many words have several different meanings and it is important to know them because they can be expressed differently in another language. We have to know in what situation to use which expression. For example, an English noun hair has several meanings and each meaning is expressed by a different word in language (hair on a head, hair on a body, animal’s hair etc.)

Thornbury also stated “when two words overlap in meaning, learners are likely to confuse them, such as in ‘make’ and ‘do’, like in sentences ‘you make a breakfast’ and ‘you make an appointment’, but you
do the homework’ and ‘do a questionnaire’. Words with multiple meaning, such as ‘since’ and ‘still’, can also be troublesome for learners.

7. Steps in Vocabulary Learning

Brown and Payne in Hatch and Brown (1994:373) did an analysis that resulted in a very clear model where the strategies fall into five essential steps:

a. Encountering new words

The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The students’ strategies here included “learning new words by reading books,” “watching TV and listening radio,” and “reading newspapers and magazines” (Payne, 1988:33).

b. Getting the word form (spelling and pronunciation)

The second step essential to vocabulary learning appears to be the getting of a clear visual image or auditory or both of the form of the vocabulary item. This step was shown in comments such as “associating new words with words that sound similar in native language, “writing the sound of words using sound symbols from native language.”

c. Getting the word meaning

The third essential step in the learners’ reported strategies is the one which is most often associated with idea of vocabulary learning: getting the word meaning. This step includes such strategies as “asking native English speakers what words mean.
d. Consolidating word form and meaning in memory

The fourth necessary step revealed by Brown and Payne’s analysis requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection.

e. Using the word

The final step in learning words is using the words. Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. However, if the goal is to help learners develop as fast as possible, the other strategies included in productive strategies is not necessary either, because many words are comprehensible in context.

8. Testing Vocabulary

Lado (1961: 181) writes that vocabulary tests are prepared for the same languages and for others. Vocabulary has also been prepared as measures of general ability or intelligence, and as measures of achievement in special subject fields.

Thornbury (2002, 130) points out that “vocabulary covered in the previous lesson should be tested at the beginning of the next one. If not, the chances of retaining the new vocabulary are greatly reduced.”

Testing vocabulary depends on aspects of selected words that teacher want to test. The aspects involves form, meaning and use.
a. The first aspect is form. To know the *form* of a word means to know the *pronunciation* and *spelling* of a word.

b. The next aspect is *meaning* which can be divided into several categories. The most used are synonyms (*pretty* – *beautiful*) and antonyms (*young* – *old*).

c. Another important thing is teaching word use (*collocations*), so that learners know in what context they can use the word, for instance, verbs “do” and “make” can be used with different situations, we can say *do the shopping* but not *make the shopping*.

(adapted from Nation, 2001: 27)

Testing provides a form of feedback for students and teachers. Moreover, testing has a useful effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates students to review vocabulary in preparation for a test. The aspects that will be evaluated in this research are form (spelling) and meaning.

9. **Types of Vocabulary Evaluation**

According to Hughes (1989: 147), there are two kinds of evaluation in item writing: recognition and production.

a. Recognition
Recognition test is testing of vocabulary for which multiple choices can be recommended without too many reservations. The types are synonyms, definitions, and gap filling.

1) Synonyms

The writer of this item has probably chosen answer in similar meaning.

2) Definitions

It is said that test-takers who are uncertain of which option is correct will tend to choose the one which is noticeably different from the others.

3) Gap filling (multiple choice)

Context, rather than a definition or a synonym, can be used to test knowledge of a lexical item.

b. Production

Production test is testing of vocabulary that is productively difficult that it is practically never attempted in proficiency tests. Information on receptive ability is regarded sufficient. The types are pictures, definitions and gap filling.

1) Pictures

The main difficulty in designing the test of productive lexical ability is the need to limit the candidate to the (usually one) lexical item that has in mind, while using only simple vocabulary of their own. That is why need to be used pictures.
2) Definitions

Not all items can be uniquely identified from a definition nor can all words be entirely defined in words more common or simpler than themselves. Some words or concept are definable.

3) Gap filling

This can take the sentences form of one or more with a single word missing.

In this research, the researcher uses recognition as the test. Items may involve a number of different operations.

B. Game

1. The Definition of Game

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 better focus in learning because they do not feel that they are forced to learn.

Wright, Bitteridge, and Buckby, (2006:1) stated in Games for Language Learning Book, that means 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 game is interesting as it makes the students enthusiastic to play it. Sometime 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 get and enjoy in playing and interacting each other.

Nicolson and William mentions 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” (Nicolson and Williams, 1975: 1 as cited in Minoo, 2010: 3).

Game can be used to teach some aspects of English and students can form themselves into groups to play the games. This is important to do in order that the teacher can manage the shy students to be active, enthusiastic, and motivated. 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 Characteristics of Game

Tyson (1998:35) writes that there are many criteria of game for teaching English to learners:

a. A game must be more than just fun.

b. A game should involve “friendly” competition.

c. A game should keep all of the learners involved and interested.

d. A game should encourage learners to focus on the use of language rather than on the language itself.
e. A game should give learners a chance to learn, practice, or review specific language material, rather than to play the game itself.

f. A game should be familiar by learners.

3. Kind of Games in Language Teaching and Learning

Murcia and Macintosh in Minoo’s Journal (2010:429) mention that teacher can use games to introduce relevant vocabulary before undertaking any communication activity or to encourage the learners to look the word up in the dictionary. One of the best ways of doing so is the use of word games “word wheels, maze of vocabularies, Hangaroo game, definition games, passwords, drawing games etc.

There are many games which are appropriately used with collections of vocabulary items. One of them is Hangaroo game. Hangaroo game is a game where players have to act out the title of a book, play or film (Harmer, 2004:238). Hangaroo game is a guessing-word game that uses physical clues. It means that teacher and students explain the word by acting it out. It requires the use of hands, facial expressions, and the body to mime the words.

C. Hangaroo Game

1. Definition of Hangaroo Game

Hangaroo is one kind of games by filling 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 in the blank. Usually, the materials used in a Hangaroo game consist of the definition of terms, antonym, synonym, name of tools or things and so on. Hangaroo is a great game, which is not too difficult to learn. Unpredictable the version of the popular Hangaroo game become one of media to teach English in school. (http://www. Articles/spare-time-with-hangaroo).

Learning plus having fun is a good combination. The most interesting aspect of the game is that if we run out of words and phrases, we can easily create our own lists in text files following the conventions detailed in the help file. That way, Hangaroo is a game with endless possibilities, as it is limited only to our imagination. One player thinks of a word and the other tries to guess it by suggesting letters, until either the word is complete. (http://games.ncbuy.com/hangaroo).

Hangaroo game was founded by NCBUY Entertainment Network. Over the years many version of the game were produced, there are hangman games with themes where the hidden word is only from a specific category (such as animals, occupations, countries), there is the Hangaroo version where us Hangaroo instead of a man, and there are time-limited versions where us have limited time to guess each letter, making the game more extreme. (http://games.ncbuy. com/hangaroo).

Hangaroo is a game worth to be played by all ages. It is one of the few educative games in the market that people have accepted with open
arms and minds. The most common used English letter is 'e' so we better start by guessing it. The 4 other vowels ('a', 'o', 'i', 'u') are next popular after 'e'. Using these letters can give us better odds for guessing the word, but they can also decrease the level of fun while playing and not necessarily will help us win. Hangman is used often by teachers to practice spelling, pronunciation and concentration and just for fun.

2. Teaching Preparation Using Hangaroo Game

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

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

b. Teachers choose the word as the clues based on the level of age the students.

c. The teacher decided the words that will be guessed by the students.

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

e. Teacher divide students in some groups, one group is contained four or five students.

f. 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.

g. Ask them to write the word down in their vocabulary notebooks.
h. The teacher will make lesson plan before teaching activity.

3. The Rules of Teaching Vocabulary Using Hangaroo game

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

b. One group consists of 4 or 5 students

c. There is a student as prompter and 3 or 4 students as the guessers. The guessers 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

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

e. They will have two minutes to answer the question

f. If the students can answer the question before two minutes, they can continue to the next questions to the next questions and get a point. If the member can not answer the questions before two minutes, the can continuous to the next question, but do not get a point.

g. The points will be accumulated in a group

h. The groups which get higher points is the winner

4. The Advantages of Using Hangaroo Game in Teaching Vocabulary

a. It can support students to be interested in teaching 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.

b. Games can run through the boredom

The lesson with less variation and which always follows a rhythmical pattern or could be predicted would often cause students to lose their motivation and desire. It could further 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 so that they may reduce students feels of being burdened by Hangaroo game.

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

In the teaching activities, the students feel heeded, because the teacher will always correct their pronunciation, spelling in reading in a piece of paper. They also practice concentration to get the point of question.

d. Get the students to be cooperative not competitive

Language learning is a situation where everyone can win. Students compete naturally with each other. The teacher should make room for shared experience. They are invaluable source of language work. Using Hangaroo game the students can share experience each others and create cooperation among them. The teacher just coordinates them. The
activity may be to do like; mention everything about Hangaroo game as flora, fauna, health, season, colors, and the human.

From the advantages above it can be concluded that using hangaroo games in teaching vocabulary mastery is effective enough particularly in Junior High School, because it can make students remember the vocabulary and can be used to add vocabulary easily.

5. The disadvantages of Using Hangaroo Game in Teaching Vocabulary
   a. Students will be gambling
      In teaching using Hangaroo game, the students who face a difficulty to answer the questions will gamble by just guessing the answer.
   b. Not every student feels comfortable
      Not every student feel comfortable with the game, even they will be confused with the game if they cannot understand the teachers explanation about how to play the game.
   c. Difficult for teacher in preparing Hangaroo game
      It is difficult for teacher in preparing Hangaroo game that is uncreative, because this game demands the teacher to be creative to make clues as the question to answer.
   d. It is Difficult for teacher to manage their students in each group when they are playing this game.

D. Basic Assumption
Hangaroo game is an effective way to teach students’ vocabulary. It can support students to be interested in teaching English and bring positive attitudes such as feeling of interested in the language that they are learning. Hangaroo Game can run through the boredom. It can provide a pleasant experience for the children so that they may reduce students feels of being burdened by Hangaroo game. It can develop their linguistics skill, especially for spelling, pronunciation and concentration. The teacher will correct students’ pronunciation, and spelling. It makes the students practice concentration to get the point of question. Hangaroo game gets the students to be cooperative not competitive. Students will compete naturally with each other, the students can share experience each others and create cooperation among them. So, Hangaroo game will be more effective to teach vocabulary in learning English.

E. Hypothesis

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