CHAPTER II
THEORETICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

In learning foreign language, vocabulary plays an important role. It is one element that links the four skills of language - listening, speaking, reading, and writing. In order to communicate well in a foreign language, students 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) say, vocabulary is the sum of words that are used and understood by students. While Kamil and Hiebert (2005: 3) say, vocabulary is a set of oral and print words which are mastered by someone, which 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 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 receptive vocabulary and productive...
vocabulary or passive and active vocabulary. 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. 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 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 people got, the bigger possibility they can use the language skillfully.

Based on the previous explanation, vocabulary becomes an important thing in learning English, because the lack of vocabulary brings many troubles. When students are speaking English, sometimes they get trouble, it is because the students do not
have the words to express what they feel. So, the conclusion is that vocabulary is very important in English communication.

4. The Aspect of Vocabulary

Vocabulary consist of four aspects namely meaning, spelling, pronounciation, 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 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).
5. **Teaching Vocabulary**

Basically the aim of teaching English to make students master four skills namely; listening, speaking, reading, and writing or communicate tool either verbally or written.

Vocabulary items should be taught in the same way, which we teach everything else. (Finochiaro, 1974: 74)

In Nunan (1991: 116) has noted that the writer at the influence of language learning theories on approaches to the teaching of vocabulary at the level of classroom action we also look at the techniques and classroom exercise and activities for teaching vocabulary.

Here are 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 teach 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.
Based on the explanation above, actually teaching vocabulary for the beginner needs many appropriate ways. The researcher have to know how far students competence and what the right technique is. The researcher cannot teach just once, but just need practice it more. Receiving or mention to know words should be made, so the students will understand the contrast.

According to Harmer (1987: 85), the techniques of teaching vocabulary which can be applied in classroom are 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)

Based on the explanation above it can be concluded that to teach English vocabulary in the begining level it needs suitable 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.
6. The Principles of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001: 93) writes down the general principles to help children for learning vocabulary:

a. Teachers can model how to use strategies and draw children’s attention explicitly to aspect of strategy use.
   Example: teacher can show how to find clues to the meaning of a new word in a picture.

b. Teacher can teach the sub skill needed to make use of strategies.
   Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

c. Classroom task can include structured opportunities for using strategies.
   Example: when teacher reads a story, teacher explicitly encourage prediction of the meaning of new word.

d. Independent strategy used can be rehearsed in classrooms.
   Example: students can be helped to prepare list of words that they want to learn from a lesson, can shown ways of learning from lists and a letter can be put pairs to test each other.

e. Young learners can be helped to reflect on the learning process through evaluating their achievement.
   Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

7. Problem of Learning Vocabulary

The core failure of mastering vocabulary is mainly determine by the limited stock of word, which will build up the meaning of spoken and written form.
According to Lado cited in Mardianawati (2012: 11) those problems of learning vocabulary are as follows:

1) Pronunciation problem

The aspects which cause pronunciation problems are; similar sound in two words which have different variants, sequences of sound in one word, and classification of sound.

2) Spelling problem

The spelling problems are as follows:

a) Misunderstanding between speaker and hearer. For example: if the teacher say “she”, then the students write “see”.

b) The students do not know the spelling of words.

For example: the students do not know how to spell the word correctly like “blackboard”. The students tend to write or say “blekbor” in spelling its word.

3) Memorizing problem

There are some memorizing problems namely:

a) The students have low motivation in learning vocabulary.

b) The students are reluctant to memorize the new words.

c) The students do not always use the words they had known to communicate in daily activities.

d) Some English teachers do not find and use proper techniques which maintain the students’ ability of memorizing the words.

4) Meaning problem

It is reasonable that Indonesia learners are difficult in understanding the meaning of English words. Moreover the meaning of English word not only has one meaning but also has more than one meaning.
In short, teaching vocabulary needs media or technique to make students mastering vocabulary in written or spoken form.

B. Games

1. Definition of Games

According to Hadfield (2001: 4), game is an activity with rules, a goal and an element of fun. Then, Yu (2005: 33) describes that game defined as an enjoyable diversion in which we test our skill, strength or chance, according to the rules and procedure. There are two kinds of games: competitive games and cooperative games. Competitive games are the entire player rises to be the first winner and achieve the goal. Meanwhile, cooperative games are players or team work together toward a common goal (hadfield, 2001: 4).

Although games are fun and enjoyable, there is a goal that can be achieved. Games have a goal which can be motivated the students to add some experiences in learning language.

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.

Games are very effective in the engage and the study phrase of lesson. Games are great way for students interact with each other and establish rapport. This is important in a classroom because when students get to know each other, they feel more comfortable; likely and freely express themselves in practicing english. In conclusion, games are very active way to teach english as they are fun and encourage participation.
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 usefull 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. Guessing games

The aim in these games is to guess the answer to questions of some kind.

g. 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.

h. Team games

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.

C. Hangaroo game

1. Definition of Hangaroo Game

Hangaroo game is a kind of games in which students fill in the empty box 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 empty box. Usually, the materials used in a Hangaroo game consist of the definition of terms, antonym, synonym, name of tools or things and so on. (primarygames.com/langarts/hangaroo/start.html)

Hangaroo is a game with endless possibilities, as it is limited only to our imagination. The students have to think of a word and try to guess it by suggesting letters, until either the word is completed. Learning plus having fun is a good combination. The object of this game is students may enjoy learning vocabulary.

2. **Purpose of Hangaroo Game**

   According to Prasetiawati (2011: 33), the purpose of using Hangaroo game in teaching vocabulary in junior high school are:

   1. **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. **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 pleseant experience for the children so that they may reduce students feels of being burndened by Hangaroo.
3. Develop their linguistics skill, especially for spelling, pronunciation and concentration.

In the teaching activities, the students feel that the teacher gives attention, 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.

4. Make the students to be cooperative not competitive

Language learning is a situation where everyone can win. Children 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, season, colours, and human.

3. Procedure of Hangaroo Game

According to Prasetiawati (2011: 14), Hangaroo game is a game which consist of clues and blank forms. The clues that will help the students to answer, and the blank forms has been designed appropriate with the number of letters based on the answer, because one box consist of one letter. Example, the clue is a vehicle which runs on rail way. There is a blank forms in a piece of papers as many as words which is decided
From this the clues the students guess the answer is train. Then the students fill in the blank form with letters T, R, A, I, N.

| T | R | A | I | N |

Teaching Preparation Using Hangaroo Game:

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

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

c. Teacher divides students into some groups, one group consists of four or five students.

d. Teacher distribute Hangaroo game paper to the students.

e. Every group starts 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 the pronunciation.

D. Basic Assumption

English for beginner level or students of SMP 3 Purwokerto 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 Hangaroo game, the students can develop their linguistics skill, especially for spelling, pronounciation and concentration. Beside that by applying Hangaroo game, students remember the vocabulary and can be used to add vocabulary easily.
The most interesting aspect of the Hangaroo game is that if the students run out of words and phrases, the students can easily create their own list in text files following the conventions detailed in the help file, because Hangaroo is a game with endless possibilities, as it is limited only to their imagination. In this case, Hangaroo game can be assumed as an effective technique to teach vocabulary.

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.