CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is one element of language component that should be learnt and taught. It takes such as important basic role in mastering English as a foreign language. Vocabulary is important for someone or learner to master it of language because it is essential part of communication.

Vocabulary is the basic elements of language, and that is way no language exists without words (Napa, 1991: 6). Words are signs or symbols for ideas. Vocabulary is the total number of words in language or list of words with their meaning. Vocabulary refers to a list or asset word for particular language, that individual speaker of language might use (Nunan, 1974: 6). Vocabulary is as a list or set of words for a particular language or a list or set of word that individual speakers of language might use (Hatch and Brown, 1995 as cited in Leny, 2006: 15).

From the definition above, it can be concluded that vocabulary is words or list of words with their meaning and they are known by their speaker and it is used to communicate among those speaker, and it is employed by language, group or individual.
2. The Importance of Vocabulary

By having rich vocabulary, students can enrich their listening, speaking, reading and writing skills; not only in the way they comprehend but also in the way they produce language. With these points mentioned above, it is undeniable that vocabulary plays an important role in the language acquisition. It can be denied that it will be hard to master the language, without mastering or understanding a certain number of vocabularies.

Tarigan (1984: 2) points the importance of vocabulary in language learning. He states that language skill mostly depends on the mastery of vocabulary. Those, the more vocabulary mastered by learners, the bigger possibility that they can skillfully use the language.

Vocabulary is used in all areas of communication including reading, writing, speaking and listening. The basic in learning vocabulary is the development in using new word and meaning by using word game, picture and flash card, the students will be interested in learning more about English especially English vocabulary.

3. The Types of Vocabulary

Haycraft in Hatch (1995: 370) states that there is the division between receptive vocabulary and productive vocabulary:

a. Receptive vocabulary is “words that students recognize and understand when they occur in context, but which he cannot produce correctly”
b. Productive vocabulary is “words which the students understand the meaning, can pronounce correctly, and use contraction in speaking and writing.”

In this research, the type of vocabulary that would be used is receptive vocabulary. That is words that students recognize and understand when they occur in context, but which he cannot produce correctly, and use contraction in reading.

4. Aspects of Vocabulary

In learning vocabulary, there are five aspects that can be learnt by the learners. In this research, it focused on learning two aspects of vocabulary, namely meaning and spelling.

According to Lado as cited in Mardianawati (2012: 11), the aspects of vocabulary that can be learnt by the learners are as follows:

a. Meaning

Meaning is the most important aspect of learning vocabulary that encourage students independence so that students will be able to deal with new words and expand the vocabulary beyond the end of the lesson. So, guided discovery, contextual guesswork and using dictionaries should be the ways to deal with discovery meaning.

Asking questions and offering example were guided discovery which guide students to guess meaning correctly. Therefore, students get involved in a semantic processing that help students learning.
Contextual guesswork uses the context which the word appears to get an idea of the meaning, or in some cases, guess from the word. Word formation (prefixes and suffixes) can also guide students to discover the meaning. Teacher can also help students using specific method and practice in contextual guesswork such as the understanding of discourse markers and identifying the function of word in the sentence (verb, adjective and noun). It is very useful using dictionaries.

b. Spelling

Spelling is very significant in learning vocabulary. It is because spelling is needed in reading. Spelling is as the connector of sounds and letters. Therefore, teacher has to keep students’ pronunciation and spelling English correctly.

c. Pronunciation

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only one pronunciation and sometimes a word has two pronunciations or more than two pronunciations.

d. Word Classes

Word classes are categories of word such as nouns, verbs, adverbs, adjectives and preposition. Word classes are an important feature in semantic analysis.
e. Word Use

Word use is the way a word, phrase, or concept is used in a language. Lexicographers gather the sample of written or spoken instance where a word is used and analyze to determine pattern of regional or social usage as well as meaning.

5. Teaching and Learning Vocabulary

a. Teaching Vocabulary

The process of teaching vocabulary has an important role, especially when the teacher gives some materials for the students. Nunan (1991: 116) has noted that there is the influence of language learning theories, or approaches in teaching vocabulary at the level of classroom action: technique, classroom exercise and activities for teaching vocabulary. Basically, the aim of teaching English is to make students have four skills namely reading, writing, listening and speaking.

According to Harmer (1987: 85), teaching vocabulary is important in teaching structure, there are many ways to teach vocabulary, such as:

1. Using Realia

It means that teacher can use real object in the classroom that can be taken and seen easily into the class. The students are introduced to the words around them. Thus, the word ‘a book’ or ‘a
bag’, etc, can be explained easily by showing them a book or a bag directly.

2. Showing the Picture

Picture is very important for language teaching since that can be used in many ways. The teacher can use it to explain the meaning of the vocabulary. The teacher may draw a flower, strawberry, bicycle, etc., on the board. It can be used to introduce the meaning of word.

3. Miming, Acting and Gesturing

The teacher can explain the words better by using their gesture. For example, to explain the word ‘singing’, the teacher can take a pencil case or an imaginary of microphone and acts if she or he is singing.

4. Contrasting

Sometimes, visual element (for example: realia, picture, etc.) may be sufficient to explain the meaning of word. In this case, contrasting the meaning can be used. The word “full” is better understood in the context of “empty”, “big” in the context of “small” etc.

5. Enumerating

If the teacher find difficulty in explaining the word visually, they can make a list (enumerates) of words and the meaning will become clear. For example, when teacher wants to teach the word
“animal”, the teacher can enumerate the word “animal” like cow, rabbit, and cat. So, the word “animal” will be clearly understood.

6. Word Association

In teaching vocabulary, a teacher mentions the things connected words. For example, the words: table, teacher, chair, students, and whiteboard, for the word “classroom”, and the words: seller, buyer, vegetables, fruits, fish and meal for the word “market”.

7. Giving Explanation

The teacher used this method, they have to be sure that explanation includes information about the item can be used or when the item is used or what it is used for.

Example:
a. Illustration: the teacher wants to explain the word ‘cup’. He or she explains: it is kind of glass, it is used to drink tea or coffee.

b. Illustration: the teacher wants to explain the word ‘toothbrush’.

He or she explains: it is kind of tool that you need when you want to clean your teeth.

8. Translating

It can be used when students do not understand a word and the teacher cannot think explain it, the teacher can translate the word but it should be used with caution.
9. Cartoon

Cartoon is media, which are easy to understand. In education field, cartoons also have power to attract the students’ attention. By cartoon, it will interest stay longer in the students mind, and it is so impressive.

10. Game

Game is technique, which helps and encourages many learners to sustain their interest and their work. Games also help the teacher to know which language is useful a meaning.

From the explanation above, it can be concluded that teaching English vocabulary in the beginning level needs a suitable technique. The teacher must choose appropriates ones which make students easy to understand the material and enjoy their study. One of the techniques which can make students easy to understand the material and enjoy in their study is learning through game.

In this research, it focuses on games in which students use language. Games are fun; therefore the students like to play them. Games bring fun situation in the classroom, and teaching learning process will be more interesting.

b. Learning Vocabulary

According to Lado (1972: 1), there are several ways in learning English vocabulary, such as:
1. Dictionary

Actually, a language learner has to have at least good vocabulary. Meanwhile, when she has a trouble in catching the meaning of words, dictionaries can be used effectively, if she is aware of words limitation and consult them only to find a quick definition.

2. Note Book

One of the most effective ways to control the learning of new words is to keep vocabulary note book, so that we can write down words; whenever see them.

3. Guessing Meaning

Often, especially in reading, you find words whose exact meaning is not absolutely necessary for you to know in order to understand the sentence. Therefore, do not run to the dictionary every time you meet a strange word wait, and see if something else in the context becomes a clue to it is meaning.

c. The Problems in Learning Vocabulary

According to Harmer (1987: 250), there are some problems indirectly faced by students in learning vocabulary items such as:

1. Pronunciation Problem

Actually, students want to be able to speak English fluently. By understanding pronunciation, they can make communication
clearly because if they have good pronunciation make receiver easier to understand. The following aspect which causes pronunciation problem is similar sound in two languages, which have different variants, sequences of sound in one word, and classification of sound.

2. Spelling Problem

Learning spelling is very important because it can improve the learners to master of language skills especially reading and writing. In learning English vocabulary, Indonesia learners have some spelling problems, for example the letter is not always pronouncing and spelling English word correctly.

3. Memorizing Problem

It is a fact that the student’s target is to remember all the vocabularies that they have learned. The students have problem to memorize words given. They have difficulties to recall the word when the teacher asks them.

6. The Type of Vocabulary Test

There are many types of vocabulary test that can be used to test vocabulary. According to Bc. Ivanna Pavlu (2009: 18), the types of vocabulary test are as follows:
a. Multiple choices.

Multiple choices are question which consist of a so called steam and four options. From four options, there is only one correct answer. The examinee has to choose the right answer. The form of multiple choices can also vary.

b. Gap filling.

Gap filling is type can be used for various purposes; it can test, for example irregular verbs or preposition. The teacher creates some sentences with gaps and the tester has to complete them but we have to avoid than one possible answer.

c. Error correction test.

Error correction test is test that the students are given sentences with errors which concern mainly grammar (verbs form, missing verb or letters etc.). Their task is to find the mistakes and correct them.

d. Essay.

The examinee has to write a text on a given topic and mostly in a particular length and form.

In this research, the test that would be used is multiple choices and gap filling both pre-test and post-test consisting of thirty items.
B. Circle Game

1. Definition of Circle Game

Circle game is any game or activities that involve the whole class, sitting in circle. In this game, the class will be divided into some groups. Then the students must sit in circle (Budden, 2006). Hopefully, through this game, the students can share their ideas in a group. Circle game is one of game that it can be used to make teaching and learning process more fun and giving motivation to the students. There are three elements of vocabulary that students can be able to master using circle game are follows:

a. Pronunciation

The students learn how to pronounce a word well. In this game, the students not only looking for the words but also trying to pronounce it.

b. Meaning

The students should know what the meaning of the words

c. Spelling

The students should be able to learn how to spell the words that they get because when they read the word they also try how to spell it.

2. The Advantages of Using Circle Game

According to Budden (2006), there are many advantages of using circle game:
a. Circle game helps and encourages many students to their interest and work.

b. Circle game is easy for the teacher to convey the instructional material to the students.

c. Circle game makes the meaning of material more clearly, so the students more understand and know the purpose of the lesson better.

d. Circle game makes students to study a lot of vocabulary in one time.

e. Circle game motivates students who do not have idea.

3. The Disadvantages of Using Circle Game

According to Budden (2006), there are many disadvantages of using circle game:

a. Circle game is difficult to be controlled by the teacher, because in the classroom there are many groups.

b. Circle game makes the students lazy to study seriously, because the teacher cannot control all of the groups.

To overcome the disadvantages of using circle game in vocabulary class, the teacher should gives clear instruction and manage the time effectively.

4. The Example of Question in Circle Game

The Question of Circle Game (Topics: Things around school)
Table 1.2
The Question of Circle Game

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Students’ name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Dani</td>
</tr>
<tr>
<td>1.</td>
<td>What kind of things are there in your classroom?</td>
<td>Tables</td>
</tr>
<tr>
<td>2.</td>
<td>What kind of things are there in your school?</td>
<td>Class</td>
</tr>
</tbody>
</table>

C. The Procedure of Circle Game in Teaching English Vocabulary

To make circle game successful in the classroom activity, teacher must pay attention some procedure. There are some procedures how to use circle game in teaching English vocabulary:

1. Apperception
   a. The teacher prepares sheet of paper with three rows that includes the questions.
   b. The teacher stimulates students by giving questions related with the material that will be given.

2. Motivation
   a. The teacher explains the purpose of learning the material that will be given.
3. Exploration
   a. The teacher opens the lesson and give explanation about the material.
   b. The teacher gives some example about the circle game.
   c. The teacher gives some explanation about the role of circle game.

4. Elaboration
   a. The teacher asks the students to make group, one group consist of 4 until 5 students.
   b. The teacher asks the students to sit in circles.
   c. The teacher gives each group one sheet of paper.
   d. The teacher asks each student to answer the questions.
   e. After the first student in each group answer the question, the teacher asks them to pass their paper into next person.
   f. When all of the students finish, one student of each group will be asked to write their answer on the white board.
   g. The teacher asks each group to pronounce and mention the meaning.
   h. The groups, who can spell well and mention the meaning correctly will be the winner

5. Confirmation
   a. Teacher asks the students about what is gotten after following the learning process.
   b. Teacher asks the students whether they still have difficulty on understanding the material.
6. Closing
   a. Teacher and students conclude about the material that was learned.
   b. Teacher tells the next meeting material.

   It could be concluded that circle game can be used in teaching English vocabulary. It can encourage creativity and deeper thinking with the relax situation because the students have to think about the words related the material fast.

D. Basic Assumption

   Based on the statement above, it is assumed that circle game is appropriate and effective technique in teaching vocabulary because it helps the students to get ideas. Circle game can encourage the students to study English well because teaching vocabulary by using circle game the students are given stimulus, such as questions that encourage them to get ideas. By doing circle game, it is hoped the students will be easy to remember the vocabulary. Therefore, it is assumed that circle game is effective in teaching and learning vocabulary.

E. Hypothesis

   Based on the assumption above, it is concluded a hypothesis that teaching English vocabulary using Circle Game at seventh grade students of SMP Negeri 4 Purbalingga in Academic Year 2012/2013 is effective”.

THE EFFECTIVENESS OF CIRCLE GAME IN TEACHING ....
Yuli Nur Widiasih FKIP UMP 2013