A. Vocabulary

1. Definition of Vocabulary

Some definitions of vocabulary are proposed by some experts. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards, 2002:255). Vocabulary is one of the language components that can affect macro skills. Vocabulary is also defined as a list of target language words (Nunan, 2003:101).

Vocabulary is all about words, the words in a language or a special set of words you are trying to learn. Another definition of vocabulary from Richards and Schmidt (2002:580) is a set of lexeme, including single words, compound words, and idioms. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc.; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331).

2. The Importance of Vocabulary

Vocabulary is the main point to learn English. Without having adequate vocabulary students will get difficulty to communicate in English. Vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. It is one element that links the four skills: speaking, listening, reading, and writing all together.
Further, the acquisition of an adequate vocabulary is essential for successful learning a language (Nunan, 1991:17). Without an extensive vocabulary, one will be unable to use the language communicatively. Vocabulary is also the central language skill of teaching and learning English. It means that by mastering vocabulary, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

The process of vocabulary learning mastery gives influence for students to get the aims of the lesson. Therefore, the teacher should get the students to find the meaning of new words by themselves then do exercises so they will be more familiar with new words. The teacher can also ask the student to memorize the new words and, so the students will remember and hopefully they can use it appropriately.

3. The Types of Vocabulary

Based on the statement of Heibert (2005: 3), vocabulary consists of two kinds:

a. Oral Vocabulary

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

b. Written Vocabulary

This consists of those words for which the meaning is known when we write or read silently.

Based on the statement of McCarten (2007: 19), knowledge of words, comes into two forms:

a. Productive Vocabulary
This is the set of words that an individual can use when writing or speaking.

b. Receptive Vocabulary

This is the set of words for which an individual can assign meanings when listening or reading.

Based on the statement of Djalinus Syah and Azimar Enong, vocabulary is divided into two parts:

a. General Vocabulary

The general vocabulary is the words that are used in general; there is no limited of field and user.

b. Special Vocabulary

This is the words that are used in the certain field or job, profession or special science and technology.

According to Field Jo Ann Aeborsold and Mary Lee, vocabulary is classified into two parts:

a. Active Vocabulary

Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that 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, they are also hoped the familiar with the
collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.

b. Passive Vocabulary

Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary.

In general, recognition or receptive vocabulary is larger than production vocabulary. Words can be classified based on their functional categories and it is called part of speech (Hatch and Brown, 1995: 218). It concludes noun, verbs, adjectives, adverbs, pronouns, conjunctions, preposition and interjection.

In this research, it will be focused on nouns, verbs, and adjectives and use it as categories in Scrabble game.

4. Word Class

Word classes are categories of word. There are grammatical pattern that should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000:52). The classification of the words of a language in this way depends on their function in communication.

There are many kinds of word class:

a. Nouns

All parts of speech have a semantic core that is language-independent (Lycons, 1977:422-466 as cited in Hatch & Brown, 1995:219). The most core like nouns (which he calls first order) are names of people and physical objects,
and entities that exist in time and space. Second-order nouns are observable
tentities which take place and time so these would include nouns of states \((e.g., sleep)\), process \((e.g., weaving)\), and events \((e.g., a crash)\). \(\text{Hatch and Brown, 1995:219}\). The more cores like the nouns are, the easier it should be learned
\(\text{Hatch and Brown, 1995:220}\). In short, noun is the name of person, place thing, idea, or quality.

b. Verbs

Verbs are words that denote action \(\text{Hatch and Brown, 1995:222}\). It
describes an action, state, or occurrence, and forming the main part of the
predicate of a sentence. \(\text{Vendler, 1967 as cited in Hatch and Brown, 1995:222}\)
places verb into four classes: activities, accomplishments, achievements, and
states.

Activities : run, walk, write, drive, and listen
Accomplishments : paint, draw, build, kill, put
Achievements : recognize, find, lose, understand, hear, and see
States : know, love, have, desire
c. Adjectives

Adjectives are used to highlight qualities or attributes \(\text{Hatch and Brown, 1995: 228}\). Certain adjectives are typically used to describe particular nouns
\(\text{Hatch and Brown, 1995}\). For example, light, dark, bright, and dull are used
with colour names.
From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas.

5. The Aspects of Vocabulary

Aspects of vocabulary that should be focused to be taught are meaning, spelling and word use. The reason for choosing those aspects is it is expected to be suitable enough for Scrabble game that was be implemented in the class.

To make the discussion clearer, Harmer’s opinion can be added. In his book he cites that there are some aspects that have to be discussed in vocabulary, namely: word meaning, word use, spelling and pronunciation.

a. Meaning

A word may have more than one meaning when it is used in different context. A word meaning can also be defined by its relationship to other words. Word meaning can be divided into several forms namely:

1. Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.
2. Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name”. Antonymy deals with oppositeness of meaning.

3. Denotation

Denotation is conceptual meaning and dictionary meaning (Tarigan, 2008:58). Denotative meaning is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference.

4. Connotation

Connotation is more complicated than denotation. Tarigan (2008) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

b. 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.
c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

d. Pronunciation

Pronunciation plays a central role as far as spoken communication is concerned (Suwartono, 2008). Pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

1. Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /i/ (as in it) and /ʌ/ (as in up) are separate. It is important to remember that there is a
difference between vowel and consonant letters and vowel and consonant sounds.

2. Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as:

\[ \text{[Consonant (s)] + Vowel + [consonant (s)]} \]

This means that various combinations of vowels and consonants are possible:

- Vowel only (e.g. in a)
- Consonant + vowel (e.g. in me)
- Vowel + consonant (e.g. in eat)
- Consonant + vowel + consonant (e.g. in bag)

3. Words

A word can be either a single syllable (e.g. cat, own) or a sequence of two or more syllables (e.g. window, about [two syllables]; lemonade [three syllables] or electricity [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “window” the first syllable is stressed and the second is unstressed, while in “about” the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of
words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. It can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

B. Teaching English Vocabulary

1. The Principles of Teaching Vocabulary

The researcher has assumption to fit explanation on some principles of teaching vocabulary, there are:

a. The teaching of vocabulary should be based on the students’ ability.
b. The teaching of vocabulary should be suitable with student’s capability.
c. The words are taught from easiest to the difficult.

One of the principles that had been found useful in all methodological decisions is the principles of time effectiveness. The key in all, vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom.

2. Some Techniques on Teaching Vocabulary

Generally, as a beginner, to understand the meaning of sentence is not easy as to understand word by word. If it is not practiced often, automatically it will reduce
or lose. To help students maintain the capacity of words what has been taught, games can be used as an aid.

Some techniques on teaching vocabulary can be used to explain the meaning of words, and every teacher has to determine the best technique to teach or explain the meaning of words. In determination, a teacher needs to consider whether the technique is able to improve student’s retention.

Harmer (2001:155) gives the wide explanation about some techniques for teaching vocabulary that is summarized as follows:

a. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them in particular action.

b. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

d. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.
e. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

C. Scrabble Game

1. Definition of Scrabble Game

Scrabble is a famous board game, which requires a good knowledge of the native language and a good sense of strategy. On the contrary of other games like Chess and Go, Scrabble is an incomplete information game, since the opponent’s rack of tiles is secret.

The goal of the game is to make more points than the opponent. The board is composed of a 15×15 square rack where words have to be placed, like in crossword puzzles. There are 120 tiles representing the letters, and each of them reports the value of that letter; there also are 2 blank tiles, which can be used as any letter of the alphabet. Once they are put on the board, they become a copy of the chosen tile and can’t be replaced, nor they have a value when calculating the score. Each word must cross at least one letter that was already on the board, and all the perpendicular words that come out from these crosses must be legal words.

2. Implementation of Scrabble Game in the Class

There are steps to play Scrabble game:

1. Teacher gives material that will be taught to the students based in the syllabus.

2. Teacher gives vocabulary that should be achieved by students.
3. Teacher gives 1 scrabble game for each group.

4. Students pay attention to the teacher’s explanation.

5. Teachers demonstrates scrabble game with several students.

6. Teacher ask students to from many words, it is better for them if they make words based the words that they get before.

7. Teacher asks students to begin the game.

8. Students begin the game.

9. Teacher controls the game.

D. Basic Assumption

In learning vocabulary, the essential problem faced by the students is how to remember the vocabulary that has been acquired before or it can be said that the vocabulary has to be recycled. By recycling the vocabulary that have got, it will help students to use the vocabulary effectively. By implementing Scrabble game, the students are expected to recycle their vocabulary. The recycle process is when students have to think, remember and use vocabulary creatively based on the categories and the clue that they choose.

E. Hypothesis

Based on the explanation delivered, it is hypothesized that teaching vocabulary using Scrabble game will be effective.