CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

Vocabulary is one of language components. The knowledge of vocabulary is important at all levels. Vocabulary is very important for students to master 4 skills (listening, speaking, reading, writing).

Some experts have given the description of vocabulary. Napa (1991:6-7) said that vocabulary is the basic element of language, and has an important role in language learning. It is not less important than grammar. Every language has its vocabulary because no language exist without words. Words are symbol for ideas. They are the means by which people exchange their ideas and thought. Vocabulary contains words.

Lyons in Satriana’s thesis (2010:7) states that vocabulary as an integrated system of lexemes interrelated in sense. In accordance with statement, Hatch and Brown in Satriana’s thesis say that the term of vocabulary refers to a list or a set of language that might use. So, from the expansion above, it is known that vocabulary in not only a group of sound or combination of letters without meaning, but also as a group standing of something and triggering some meaning.

When people want to say something, they need to know the words that express our meanings and how to put these words together in good sentence,
so that they make sense. Furthermore, some students read without any specific method words, but just skip over expression. They cannot understand and afraid to grapple with one they have finished book. As a result, they are dissatisfied with measure understanding they have gained from their vocabulary.

From some definitions about, we can conclude that vocabulary is a group of sound or combination of letters standing of something and triggering some meaning.

1. The Importance of Learning Vocabulary

Vocabulary constitutes a vital part in learning any language. When someone does not master vocabularies of a language, someone indeed can not speak the language at all since someone does not know what they have to say. This also prevails in learning English. When a student does not master the English vocabularies, he/she will not be able to produce something in English.

Rivers in Nunan (1991:117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use structure and function, we may have learned for comprehensible communication.

Rivers in Nunan (1991:117) argued that vocabulary argument seems to become easier as one matures. Probably, because one has richer knowledge of the word on which to draw.
Based on the explanation above, vocabulary is very important and vital in learning English because people will not be able to produce something in English if they are lack of vocabularies.

2. The Aspect of Vocabulary

According to Lado in Juantin (2013:8) there are several ways that the learner can learn English vocabulary:

a. Meaning

The most important aspect of vocabulary teaching for the students is meaning of the words. It is to foster students independence so that they will be able to deal with new lexis and expand their vocabulary beyond the end of lesson.

b. Spelling

Spelling is important in learning vocabulary because there are so many words that have same sound but different letters. Students should be relaxed about spelling. In learning English vocabulary, students have some spelling problems, for example the letter (I) is not always pronounce /I/, so an English teacher should keep students’ pronunciation and spell English words correctly.

c. Pronunciation

Pronunciation of words is what we hear when someone says the words. Most words have only one pronunciation, but sometimes a words has two or more pronunciation. Many other students want to be able to
speak English well with understandable pronunciation so that they can communicate without hindrance, because good pronunciation makes the receiver easier to understand. Pronouncing the words correctly enable the students to remember it longer and identify it more readily when they hear or see it.

d. Word Classification

Based on the functional categories, words can be classified into noun, adjective, adverb and verb (Hatch and Brown, 1995:218). This classification is called the parts of speech.

1) Noun
   A noun refers to a person, place or thing. It is divided into three sub-classes; proper nouns and common nouns, abstract noun and concrete noun, count noun and mass noun.

2) Adjective
   Adjective is used to highlight quality or attribute (I feel happy). Certain adjectives are typically used to describe particular noun such as light, dark, and bright (she has dark skin). Adjectives may also seem like verbs. It can be seen from the word ‘slow’ in the sentence “a slow race”. Slow here is an adjective, but it will be a verb when the sentence “the runner slowed after he cleared the last hurdle”.
3) **Adverb**

Adverb is similar to adjective in many ways although they typically assign attributes to verbs, clause, or to entire sentence rather than to noun. There are five kinds of adverb:

a) Adverb of time (*now, tomorrow, yesterday*)
b) Adverb of place (*here, there, in London*)
c) Adverb of manner (*happily, fast, suddenly*)
d) Adverb of certainty (*certainly, clearly, probably*)
e) Connecting adverb (*then, next, besides*)

4) **Verb**

Verbs are words to denote action (Hatch and Brown, 1995:222). Richard Nordquist in Ariningsih (2013:8) states that verb is part of speech that describes an action, occurrence or indicates a state of being. A verb can be defined by what it does more than by what it is. Verbs can be classified into some types; auxiliary verbs and lexical verbs, finite verbs and non-finite verbs, regular verbs and irregular verbs, transitive verbs and intransitive verbs.

e. **Word Use**

Word use is the way a word, phrase or concept is used in all 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.
In short, teachers can apply the guidelines of teaching vocabulary to teach vocabulary well, so that the students will receive what they really need in learning vocabulary. In addition, teachers should make an interesting situation in learning vocabulary in order to make the learners not feel bored and they will be interested and have motivation in learning vocabulary.

3. Problems in Learning Vocabulary

There are lots of problems of learning vocabulary. Among others are proposed by Resman in Suliyah’s thesis (2013:6) who says that the students’ problem are in pronunciation, spelling, memorizing, and also in using words in sentence or in oral communication. Those are briefly described below:

a. Pronunciation

There are 3 aspects which cause problem in pronunciation. First is similar sound in the words which have been different variants. Second is sequences of sound in one word. Third is classification of sound.

b. Spelling

Besides learning pronunciation, learning spelling is important as well, because it can improve learners’ ability of the language skills especially writing and reading. There are 2 problems in spelling. First is misunderstanding between speaker and listener. For example; if the teacher said “their” then the students wrote “there”. Second is the students do not know the spelling of a word. For example; the junior high school students or the beginner do not know how spell the words
correctly, like “blackboard” tend to spell “blackboard” by pronunciation. It means if the students want to spell a word, someone tends to write to spell like someone pronounced it.

c. Memorizing

There are 4 problem in memorizing words / vocabulary. First, the students have low motivation to learn vocabulary. Second, the students are reluctant to memorize new words. Third, students do not always use the words, the student have known to communicate in daily activities. The longer students meet the words, the faster students forget them. Fourth, some English teachers do not find and use proper teaching techniques which maintain the students’ ability of memorizing the words. For the reason, English teacher should know a strategy, which is suitable with the objective of instruction.

d. Meaning

It is reasonable that Indonesian learners are difficult to understand the meaning of English words. Sometimes, the meaning of words changes because of its function in sentences, whether it is a noun or a verb, and also a word may have more than one meaning.

Based on problems above, the writer tries to cover all of those problems in learning vocabulary by applying a method using game namely Ludo Words Game.
4. **Types of Vocabulary**

Vocabulary is the one of important aspect in learning English. Finochiaro in Satriana (2010:7) said that early stages should be subordinate to the sounds and the structure system of the language has been learnt. Moreover, he also said within vocabulary the teacher distinguish between two items. First is content word. The content words can be learnt in small groups around live situation. The number of content words is unlimited. The learners can develop it by reading something like newspaper, magazine, picture, etc. Second is function word The function words need to be learnt as quickly as feasible. The number of function words is limited and the learners can develop it by reading grammar.

In conclusion, there are two types of vocabulary. Those are content word and function word. Content word is unlimited and function word is limited. The students have to learn both of them because it is important for them to learn listening, speaking, reading and writing skills easily.

B. **Teaching Vocabulary**

Teaching vocabulary is the vocabulary expansion will happen through the practice of other language skill, which has been proven not enough to ensure vocabulary expansion.

According to Nunan (1991:74) teaching vocabulary for the beginner needs many appropriate ways. The teacher should know the way to explain
the meaning of word or a short phrase. Of course his or her aim is to explain
the word as quickly and effectively as possible.

Finochiaro in Satriana (2010:9) draws some premises and comments
related to the vocabulary teaching: *First*, not all of words a student hears
during any lesson need to become a part of his ‘active’ vocabulary during
that lesson or even in later lesson. The vocabulary for active use should be
systematically presented or practiced. *Second*, vocabulary should always be
taught in normal speech utterances. *Third*, new vocabulary item should
always be introduced in known structure. *Fourth*, whenever possible the
vocabulary items should be centered about one topic. *Fifth*, whenever
familiar word is met in new context, it should be taught again and practiced.
A review or mention of the known meaning of the word should be made so
that the student will understand the contrast. If possible, only one context
should be taught in one time.

*Sixth*, vocabulary items should be taught in the same way that we
teach anything else. We give our students an understanding of the meaning
in many ways. *Seventh*, vocabulary should be practiced in substitution drills,
transformation drills, question and answer, etc. *Eighth*, vocabulary items
should be reintroduced many times with all the structures and all in
situations in which they can logically be used. *Ninth*, students should be
encourage to learn and use nouns, verbs, adjectives, and adverb, which
contain the same roots.
From the explanation above, the teacher should choose appropriate way to teach vocabulary based on students’ skill. The teacher also should consider many things such as the advantages and disadvantages of the method, time management, instruction, and the vocabulary that will be delivered to students.

C. Learning Vocabulary

As we know, words are very essential and having lack of them making us insecure. Without words, we cannot make a good sentence to express our feeling. We also cannot communicate to other people and there will be misunderstanding between each other.

In learning a language, people always try any ways. Lado in Satriana (2010:11) states that there are some ways to help learners in learning vocabulary. First is dictionary. Obviously, a language learner has to have at least a good vocabulary. Dictionaries can be used effectively to find a quick definition. According to Harmer (1991:188), there are two kinds of dictionary: paper dictionary and electronic pocket dictionary. Paper dictionaries can be either bilingual or monolingual. However, many students like to carry around small electronic dictionaries which fit snugly into their pocket because it is easier and more simple to carry around than paper dictionary.

Second is note book. One of the effective ways to control the learning of new words is to keep a vocabulary notebook. We may want to keep a
small one in our pocket so that we can write down the word whenever we hear or see them. Last is guessing the meaning. In English, there are some meaning words. But the given in the classroom are only a few of them. Students do not always know the meaning of words. It is possible for them to look it up in dictionary. But sometimes it is boring. In this case, the appropriate way is guessing the meaning of the word according to the context.

Although paper dictionary is best way to learn a language because there are many complete words with the meaning and description, but, nowadays the students like to bring small electronic pocket dictionary because it is simpler and easier to carry around.

D. Games

Games are a vital part of teachers equipment not only for the language practice the teacher provides but also for the therapeutic effect (Harmer, 1991:94). According to Gerlach (1979:116), a games or simulation is a simplified, operational model of real life situation that provides students with various participations in variety of roles and events. Games provide quite extensive practice opportunities for both general and specific language skill and so the teacher should be seen as integral part of the teaching programmed and their use should be planned and monitored.
Based on description above, we can conclude that games is an activity that is used to give more opportunity to let all students involvie in teaching learning process.

1. **Function of Games**

   Games have many functions in teaching learning process, as follows:

   a. **As an icebreaker**

      To begin a lesson, a teacher can use game to melt the situation. It also can be used as the apperception.

   b. **As a mean to teach a difficult material**

      Games can be used as a tool to teach a difficult material that can not be easily understood by explanation such as vocabulary. Games give a real visualization of a lesson.

   c. **As an enforcement**

      Teacher can also use game as an enforcement to make students understand more about the lesson.

      Based on the description above, teacher can use games as media to teach vocabulary because it can makes students understand the material easily and they can feel relax while doing the game.

2. **Advantages and Disadvantages of Games**

   There are some advantages and disadvantages of games. The advantages of games are as follows:
First, games add variety to the range of learning situations. Second, games can be used to change the pace of a lesson and maintain motivation. Third, games can be used to punctuate long formal teaching unit and renew students' energy before returning to more formal language. Fifth, games can be “hidden” practice of specific language points without students being aware of this. Sixth, games can encourage student participation and can remove the inhibitions of those who feel intimidated by formal classroom situation. Seventh, games can change the role of teacher from formal instructor to that manager or organizer of activities that students enjoy participating in. This can be useful in reducing teacher-student distance or conflict. Eighth, games can increase students’ communication, and reducing the domination of the classroom by the teacher. Last, games can act as a testing mechanism, in the sense that it will expose areas of weaknesses and the need for remedial work.

The disadvantages of games are: First, sometimes games can make noise for other classroom. Second, games can make student be lazy for studying seriously.

In making games, teachers should consider some of important things such as clear instruction, time management, advantages and disadvantages, etc, so the students can do the games well and get the point without feel confused and bored.
E. **Ludo Words Game (LWG)**

According to Hapsari (2001:3) Ludo Words Game (LWG) is a game that modified in order to increase student’s vocabulary list which is merging from *Scrabble game* for adopting vocabulary learning genre, and the *Original Ludo game* for adopting kind of the game, including the rules of the game. In the wikipedia, original ludo game is a kind of board game for two or four players, in which the players race their four tokens from start finish according to die rolls. Here, the writer tries to modify the original ludo game by adding an instruction about vocabulary in each field. There are synonym, antonym, meaning of the words and making sentence from that words.

1. **Implementation of Ludo Words Game (LWG)**

To apply this game, we need some equipment, such as dice, 1 dice shaker, dictionary, pions, board game, a piece of paper, and pen or pencil. In general, this game also has some rules as follow:

   a. Each player has to shake the dice to determine player position. The player who gets much point can go earlier.

   b. After that, the player must get point 6 to be able to go out from home. If they can not get point 6 from the dice, thy can not go out from home. The pions should go accord with the point they get. If they get point 6 they can shake the dice twice.
c. When the player is located in a field, they have to mention the word in the field without see dictionary. Each player has three times to see the word in dictionary if they find difficulties. If they see the dictionary more than three times, they will get punishment by stepped back ones and they allow to see the right vocabularies. When the player go back and take the field with another instruction, so the player have to mention the vocabulary based on the instruction in the field.

d. Dictionary is as pocket book. When the player mentions vocabulary then another players are allowed to open the dictionary for checking.

e. Each field can not be occupied by two player. If it happens, the previous player should go back home and repeat the steps.

f. Each player should get some points to go to final home.

g. The player only has one chance to be at final home. The player should find appropriate point to final home. The player can be the winner if they can reach final home with time they agreed before.

2. Basic Theory in Ludo Words Game (LWG)

Ludo Words Game (LWG) covers two main theories of teaching: cognitive theory and learning theory. Below is the description of each:
a. Cognitive Theory

1) Memory

Memory is the storage of information every event in life and as a place of information processing (Santrock, 1994:249). Schlessinger and Groves in Rakhmat says that memory is a system that can record facts about the world and use the knowledge to guide its behaviour.

2) Auditory Code

In this ludo game, players can gain additional vocabulary based on the information obtained from his vocabulary by listening what he said and to remember words that have been mentioned.

3) Semantic organization

In the game Ludo Words Game players can organize vocabulary obtained by the commands contained in the fields on the game board so it's easier to remember will recall back if the vocabulary is re-mention.

4) Method of loci

In this ludo game, for example, when the player back on the field that had previously occupied the vocabulary she will remember ever saying anything.
5) Organizational Schemes

In this Ludo Words Game, structuring information based on where the fields contained in the board game that contains specific commands, so players are easier to organize vocabulary he earned. This is the same case with the semantic organization.

In learning activities, the writer tries to apply all of cognitive theories by using Ludo Words Game in order to get a good result.

b. Learning Theory

Learning process is a process for information processing in the brain.

From the description above, the writer tries to cover cognitive and learning theories using Ludo words Game for teaching vocabulary to students.

3. Some Learning Theories for Supporting Ludo Words Game (LWG)

There are some learning theories for supproting Ludo Words Game as follows :

a. Readiness Theory

Players in the game Ludo Game Words is prepared to play the game and know the rules of the game uses so that they feel good and ready to play the game Ludo Words.
b. Exercise Theory
   
   This game if often done to establish a habit of making it easier for the player to memorize her English vocabulary.

   c. Ausebel Theory / Disuse Theory
   
   In this game, students’ memory will be stronger because vocabulary in the field has been mentioned again by the players if they get same field in the board game. In learning a language, if we don’t study continuously then our memory will be lost or fade due to time. It can also happens in any case study (Rakhmat, 2002:65).

   In conclusion, Ludo Words Game can be succeeded by some supporting theories and the teacher applies the game very well.

F. Basic Assumption

   English for junior high school students is a new material in their studies. In second grade, the students have to encourage more about their English skills, so they prefer to study it in an enjoyable situation. Ludo Words Game is one the ways to realize, because it is a new and interesting technique. This game is easy to be applied un the learning teaching process, especially in learning vocabulary. It can give more vocabularies for students and make students easier to memorize words.
G. Hypothesis

Based on the basic assumption above, the writer proposes the hypothesis that Ludo Words Game (LWG) is effective for teaching vocabulary to the second grade students of SMP Muhammadiyah 1 Purwokerto in academic year 2013 / 2014.