CHAPTER II
THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is a basic element of language, and has an importance in rule in language learning. It is not less important than grammar. We can say very little without grammar but we cannot say without vocabulary feel difficult in learning English.

According to Napa (1991:6) Vocabulary has an important role in making up a language. It is one of the basic elements and that is why no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought the more words they learn. The more ideas people should have, so people can communicate the idea more effectively.

Vocabulary is the total number of words which has been mastered by students to produce a language in communication (Hornby,1973:959). In this study, it is a set of words that the students have ever learnt at school. According to Krashent and Terrell in Nunan (1991:117) vocabulary is important. The status of vocabulary has been considerable enhanced this has come about partly as a result of the development of communicative approaches to language teaching and partly through the stimulus of comprehension based methods such as the natural approach.
From the definition above, it can be concluded that vocabulary are words, or list of words with the meaning and which are known by the speakers and which are used to communicate among those speakers and used by a group or individuals. Vocabulary as one of language elements is integrated in the communicative expression. So, vocabulary is the basic element of language and has an important role in language learning.

2. Teaching Vocabulary

Vocabulary is a major element of the language and an essential good for teacher at all grade levels. As an English teacher, we should know the techniques of teaching vocabulary which are suitable for the students. The techniques of teaching vocabulary which can be applied in school class are as follows:

a. Using Realia

Reality means the use of real object that can be seen by the students. The teacher gives such a real thing the classroom, so the word can be easily explained. This technique is effective and satisfying. But it is limited to a certain is found by the students.

b. Showing Picture

Picture is a visual repetition or image painted, drawn, photographed. Picture can be used to explain the meaning of vocabulary items. Teacher can draw things on the board or bring picture in classroom. Picture can be wall pictures and charts, magazine picture and the other non-technical visual repetition.
c. Word Association

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

d. Translation

Translation is quick and very easy way to present the meaning words, but it is not without problems. In the first place it is not always easy to translate words and the second place, even. Where translation is possible, it may with the words.

e. Mime, Action and Gesture

Frequently, it is often difficult or even possible to explain the meaning of words and grammar either thought the use of realia or picture.

Actions in particular are probably better explained by mime.

f. Contrast

We saw how words exist because of their sense relations, and this can be used to teach meaning. We can present the meaning of “empty” by contrasting it with “full” we may present these concepts the picture, mime and by drawing attention on the contrast in meaning we ensure our students understanding.

Example: - Empty → Full

- Clear → Not clear

- sad → Glad
g. Enumeration

Enumeration is things on a list one by one. We can use this to present meaning. We can say “fruit” and explain this by enumerating or listing various items like banana, avocado, papaya, etc. The word fruit will be clearly understood.

Example:
- **fruit** → banana, avocado, papaya.
- **Fashion** → sweater, shirt, brown.
- **Zoo** → elephant, monkey, bird.

h. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner or elementary school level. It will be important to give such explanation to make sure that the explanation includes information about when the items can be used.

Example:
- **mate** → friend
- **Expert** → person
- **Pep** → power

i. Cartoon

Cartoons are media, which are easy to understand interest and they contain humorous aspect that the children appreciate. In education field, cartoons also have power to attract the students’ attention. They are so impressive and interesting that the information presented by cartoon will be interesting stay longer in the students’ mind.
Finnonchiaro (1974 : 73-74) draws some premises and comments related to the vocabulary teaching, there are:

a. Not all the words a student hears during a lesson need to become a part of his 'active' vocabulary during that or even in later lesson. The vocabulary for active use should be systematically presented and practiced.

b. Vocabulary should always be taught in normal speech utterances.

c. Vocabulary items are introduced in known structures.

d. Whenever possible the vocabulary items should be centered about one topic.

e. Familiar word is met in new context. It should be taught again and practiced. A review or mention of the known meaning of word should be made so that the students will understand the contrast. It is possible, only one context should be taught in one time.

f. Should be taught in the same way that we teach anything else. We dramatize, we illustrate using our students and ourselves, we show pictures, we give the equivalent if necessary, and we use any appropriate technique.

g. Vocabulary should be practiced as structures are practiced in substitution drills, transformation drills, question and answer, etc.

h. Vocabulary items should be reintroduced many times wills all the structures and all in situation in which they can logically be used.
Dorothy (1982:6), suggests how to study vocabulary:

a. Choose a time best for you so that you do not feel pressured.

b. Try to find a place free of things that may disturb your studying.

c. Studies have shown that you will remember your material better if you space your studying over a period of time. The thing to do is to find and work at a pace that is good for you.

d. Recall, which refers to how much you remember, is very important in learning. Recall is used as part of the teaching method in this book. After the presentation of the word and its meaning(s), you should cover the meaning(s) to see if you can recall it (or them).

e. When the entire exercise is completed, go over the words you have learned. In addition, take a few minutes before a new exercise to review the previous exercise.

f. To make sure you remember the vocabulary words, try to use them daily in your written work or speech. In addition, see how many times you meet these words in your classroom lectures and readings.

The teacher will frequently find it necessary to explain the meaning of word or a short phrase. Of course his aims here is to explain the word as quickly and effectively as possible, the techniques above perhaps can help the English teacher to do the associate, explanation and translation in teaching vocabulary.
Based on the descriptions above, actually teaching vocabulary for the beginner needs many appropriate ways. We have to know how far theirs competence and what the right technique. We cannot teach just once, as students need practice. Through knowing words which has been made by the students, the teacher should review it. So, the students can understand what mistakes have been done by the teacher.

B. Word Wall Game

1. Definition of Word Wall

According to Helen Van (1997:201) Word Wall game is systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom. It can be considered to give practice in all skills such as: reading, writing, and speaking. Word Wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief.

The Word Wall was originally designed to challenge and motivate high achieving students to develop vocabulary learning mastery.

Based on the statements, The Word Wall game is systematically organized collection of words displayed in large letters on a wall or a strategy to reinforce.
2. The Advantages and Disadvantages of Word Wall

There are advantages and disadvantages of using Word Wall game in teaching and learning English:

The advantages of using word wall game are:

a. To support the teaching of important general principals about words and how they work.
b. To foster reading and writing.
c. To promote independence on the part of young students as they work with words in writing and reading.
d. To develop a growing core of words that become part of a reading and writing vocabulary.
e. To provide reference for children during their reading and writing.
f. To improve the student’s vocabulary.
g. To make the student’s enjoy and not bored with the materials.
h. To make the students practice English for communication and to create using language.
i. To create a variety of word wall game using teacher’s own word.
j. The teachers can choose the vocabulary topic or grammar item form a large database of exercise. All exercise is interactive and simple in learning English, such as: matching word, word association and missing letter.
The disadvantages of using Word Wall game are:

a. The teacher receive no feedback on student’s performance because not all of the students understand the meaning of word. So, the students are lazy to do exercises.

b. Good for from beginners to intermediate, but not for an advance level of students because word levels of it are main

C. Teaching and Learning Vocabulary using Word Wall Game

Wright (1984:1-3) Word Wall has notes that, why are word wall game used in language learning? It is because Word Wall Game can also help the teacher create contexts in which the language is useful and meaningful. Students are interested in Word Wall game. The word wall game should be suitable with the language levels of the students. Here, the writer uses word wall game in teaching and learning vocabulary such as: matching word, word association and missing letter.

Some examples of the Word Wall Game:

1. Make Word Association

   Word association is nearly the same with the synonym, especially when we talk about general topic.

   This step will help the students to understand about the difference between the different words with the same meaning.

   Example of activity:

   a. The teacher makes some words in the word wall
b. Teach asks them the similar word for those word

c. Teach Tells them to come forward and rearrange word on the word wall

The example:

Eat : consume, swallow, dine, lunch

Go : leave, move, quit, depart

2. Match the sentence between A and B what do people in their duties or an activities

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Animal</td>
<td>1. post office, hospital, hotel</td>
</tr>
<tr>
<td>b. place</td>
<td>2. Bird, elephant, ant, snake</td>
</tr>
</tbody>
</table>

3. Complete some the sentence using Word Wall game

a. I buy ............ of syrup
b. My father drinks ............ of coffee on the veranda.

a. A cup
b. A bottle

The Procedure:

1. The teacher asks the students to make groups

2. The teacher gives uncompleted text / exercise

3. The teacher gives some shuffle words on the wall

4. The students answer with arrange the scramble letter

5. The students make sentences using word provided on the wall
Basic Assumption

English for the students of SMP in the first year is a new material in their study. The students prefer to study in an enjoyable situation and more interestingly. The use of word wall game in English language learning has special contribution in making the students active and the class more alive. Word Wall game really supports in teaching vocabulary, the students to have more interest in learning English. When they are interested in certain material, it will be easier for them to understand it well. The word wall game can raise the student’s motivation and interest. It can also make affective education process in learning English vocabulary.

In Word Wall technique the students understand about the material. The students comprehend when the teacher give some new word by Words Wall game. It is useful in teaching and learning process in vocabulary.

H. Hypothesis

Based on the basic assumption above the hypothesis of this research is that “Word wall game is effective for teaching vocabulary to the first grade students of SMP Muhammadiyah 1 Purwokerto in academic years 2012/2013.”