CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

There are some definitions of vocabulary which are stated by some experts. According to Van Gobel (2013), vocabulary is the knowledge of words and words meanings. It means that vocabulary not only knowing the meaning of words but also understanding about the meaning. Hatch and Brown also say (1995: 1), vocabulary can be defined as a list or set of words for a particular language or a list or set of words that might be used by individual speakers of a language. It can be said that vocabulary is a set of words which is used by people to speak up.

According to Pikulski and Templeton (2004: 1) also stated that vocabulary is the sum of words that are used by and understood by students.

Another definition of vocabulary is also stated by Kareem, 2013: 49), Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. From the definition above, it can be concluded that vocabulary is a set of words which are mastered by someone and used by someone to speak up.
2. **The Importance of Vocabulary**

Vocabulary has an important role in language acquisition. It has to be mastered by the students in order to be able to conduct meaningful communication both orally and written. If the student lack of vocabulary, they will get some difficulties in Learning English.

As stated by Alemi and Tayebi (2011: 81), vocabulary is the basic component of language proficiency which provides the basic for learners’ performance in the both productive and receptive skills of language. Dealing with the students’ performance in the skills of language, Stahl and Fairbanks in Bromley (2007: 528) also state that students who have good vocabulary mastery will have good reading comprehension and high score on achievement test than students who are lack of vocabulary. Shukla (2012: 66)

argues that vocabulary should be placed in the centre of language teaching as it plays an important role in creating understanding of language through what a student hears, sees, and reads in the classroom. From the previous statements, it can be conclude that the role of vocabulary in English is very important because it is becoming the key of mastering the skills of English.

3. **Aspect of vocabulary**

According to Lado as cited in Mardianawati (2012: 11), there are some aspects to learn vocabulary, such as meaning, spelling, pronunciation, word classes, and word use.
a. Meaning

In learning foreign languages, students should know the meaning of the words. Knowing the meaning of the word will make students easier in using it to communicate in written or oral.

b. Spelling

Spelling is one of most important aspect in learning foreign language, by knowing the spelling of the word will make students in writing. In the teaching learning process, there are some students that can not spell the word well, because there are some words that have different from what is written. Thus, English teacher should guide the students to pronounce and spell the words correctly.

c. Pronunciation

The most students want to be able to speak English well. It needs a good pronunciation since not all of English words are pronounced based the spelling words.

d. Word Classes

Word classes are categories of word. Word class is an important feature in semantic feature analysis. The class of word are: noun, verbs, adverbs, adjectives and prepositions. Based on Hatch and Brown (1995: 218), the classification of the words of a language depends on the function in communication. Nouns can occur in certain places in sentences and serve certain functions. Verbs also occur in certain places and have special functions. Thus, word classes are an important feature in semantic analysis.
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).

Aspects of vocabulary that will be taught to the students are meaning. The reason or choosing those aspects is it is suitable for the Four Corners game will be implemented in the class.

4. Type of vocabulary

Vocabulary can be divided into two types (Hatch & Brown, 1995: 370). They are receptive vocabulary and productive vocabulary or passive and active vocabulary. Receptive vocabulary is words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly (Hatch & Brown, 1995: 370). Meanwhile, productive vocabulary is words which the student understands, can pronounce correctly and use constructively speaking and writing (Hatch & Brown, 1995: 370).

Define receptive vocabulary as language items which can only be recognize and comprehended in the context of reading and listening material, and productive vocabulary to be language items which the leaner can recall and use appropriately in speech and writing (Grains R & Redman S, 1998: 64).

Vocabulary is a set of words that is used to communicate in a language. Words can be classified based on their functional categories
and it is called part of speech (Hatch & Brown, 1995: 218). It concludes noun, verb, adjectives, and prepositions.

a. Nouns

Claims that all parts of speech have a semantic core that is language independent (Lyons, 1997: 422) as cited in Hatch & Brown, 1995). 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 (Hatch & Brown, 1995: 219). Second-order nouns are observable entities which take place and time. So these would include nouns of states (e.g., sleep), process (e.g., weaving), and event (e.g., a crash) (Hatch & Brown, 1995: 219). Third-order entities are prepositions that are truly abstract entities with no relation to time and space (e.g., democracy) (Hatch & Brown, 1995: 220). The more cores like the nouns are, the easier it should be learnt (Hatch & Brown, 1995: 220). In short, noun is the name of a person, place, idea, or quality.

b. Verbs

Verbs are word that donates action (Hatch & Brown, 1995: 222). Verbs are places into four classes: activities, accomplishment, achievements, and states (Vandler, 1967) as cited in (Hatch &Brown, 1995: 223).

Activities: run, walk write, drive a car, seek

Accomplishment: paint a picture, run a mile, build
Achievements: hear, see, understand, find, recognize
States: know, love, have, desire

c. Adjectives
Adjectives are used to highlight qualities or attributes (Hatch & Brown, 1995: 228). Certain adjectives are typically used to describe particular nouns (Hatch & Brown, 1995: 228).

d. Prepositions
Prepositions are all those words that help locate items and actions in item and space (Hatch & Brown 1995: 243).

Types of vocabulary that will be taught to the students are nouns. The reason for choosing those types is it is suitable for Four Corners game that will be implemented in the class.

5. Teaching Vocabulary
The main purpose of language teaching and learning is making the learner be able to conduct meaningful communication by using the target language, and vocabulary is realized as the main tool of communication. Therefore, it is important for an English teacher to know the effective ways in teaching vocabulary.

McCarten (2007: 20-23) suggest the following ways of vocabulary teaching:

a. Focus on vocabulary
Teacher should highlight vocabulary within the learning process on order to make the students realize the importance of
vocabulary in language learning. Besides, teacher also has to facilitate them to make the vocabulary teaching and learning easy to understand by providing clearly marked vocabulary lessons, making practice and regular review for the target vocabulary, and giving list of vocabulary to be learned for the lesson.

b. **Offer variety**

Teacher can use different ways to present vocabulary including pictures, sounds, cards and different text types with which students can identify. Offering variety also means catering to different learning styles because some students may use different learning styles for different types of language or in different learning situations.

c. **Repeat and recycle**

Learning vocabulary is largely about remembering, and students generally need to see, say and write newly learned words many times before it can be said that the vocabulary have been learned by them. Therefore, repetition is an important aid in vocabulary learning because it helps the students in remembering and recalling the words taught by the teacher.

d. **Provide opportunities to organize vocabulary**

The aim of organizing vocabulary in learning process is to make the vocabulary easy to learn. Textbooks often present new vocabulary in thematic set as an aid to memory, but there are other
types of organization such as real-words groups, language-based
groups, and personalized groups.

e. Make vocabulary learning personal

Materials should provide opportunities for students to use the
vocabulary meaningfully. Therefore, students should be encouraged
to add vocabulary which desired to be learned by them. One note of
cautions is that personalization may be more appropriate for adult
students than young students.

f. Restrict the amount of vocabulary taught in each lesson

Another important point is not to overload students because
there are limits to how much vocabulary anyone can absorbs in one
lesson and this will be affected by how difficult the words are and
how much students are required to know them.

g. Use strategic vocabulary in class

Since the classroom may be the main or place that students
hears or use English, it is important to include in lesson the strategic
vocabulary such as first, second, finally, etc. If the textbook does not
include this as part of the syllabus, it will be up to the teacher as the
most experienced user of English to find ways to introduce this type
of vocabulary in class.
6. **Problems of Teaching Vocabulary**

   The core failure of mastering foreign language is mainly determined by the limited stock of words, which build up the meaning of spoken or written form. There are some problems in learning vocabulary in (Harmer, 2001: 250), such as:

   a. **Pronunciation Problem**

      Actually, all of the students want to be able to speak English fluently. By understanding pronunciation, the learners can communicate well because if they have good pronunciation it will 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 word and classification of sound.

   b. **Spelling Problem**

      Spelling is very important. It can improve learners’ ability in mastering language skills especially reading and writing. In learning vocabulary, most of students in Junior High School have some spelling problems.

   c. **Memorizing Problem**

      It is a fact that students’ target is to remember all the words that they have learned. Most of students have a problem to memorize several new words received. They have difficulties to recall the word when the teacher asks them.
d. **Meaning Problem**

Most of students are difficult to understand the meaning of words. Sometimes the meaning of words have more than one meaning, there are four kinds of meaning; (a) conceptual meaning is the meaning of word which can have its own. It means that every words have embodies concept, (b) proportional meaning is the meaning of every sentence express the basic meaning. It means that clause or a sentence has a meaning although it is not being used in a contact, (c) contextual meaning only when in a context. It means that a sentence has certain meaning when it is used in a situation or context, (d) pragmatic meaning is the meaning of the sentence has only as a part of the interaction between the writer and reader.

7. **Learning Vocabulary**

It is believe that vocabulary is an important element in English language learning. Therefore, helping the student to have good vocabulary mastery by understanding the principle of learning vocabulary is the thing which has to be done by English teacher. Brown and Payne in Hatch and Brown (1995: 373-390) suggest the following essential steps of vocabulary learning:

a. **Encountering new words**

The first step for vocabulary learning is encountering new words, that is, having a source for words. Student’s strategies here
included learning words by reading books, listening to TV and radio, and reading newspaper or magazines.

b. Getting the word form

The importance of getting a clear image of the “form” of a word becomes apparent when students are asked to give definition for words. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of one word with the form of other word.

c. Getting the word meaning

In getting the words meaning, language learners may also need different kinds of definitions and distinctions depending on the words being learned and the reason for needing them. In this step, learners often get close to the meaning of the English words, choosing meanings that have some of the features of the test word, but not all.

d. Consolidating word form and meaning in memory

In this step, many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection.

e. Using the words

The final step in learning words is using the words. It has goal to provide a mild guarantee that words and meanings will not fade from memory after being learned.
8. Potential Problem of Learning Vocabulary

Learning vocabulary is not an easy thing for students, usually the problems of vocabulary learning which are faced by them are the main cause of their lack of vocabulary. Therefore, the teacher has to know what their problem is in order to help the students to reach the goal of vocabulary teaching and learning. Rahimi and Sahragard (2008: 2-6) argue the following vocabulary learning problems:

a. Misconception

It is the serious problem in vocabulary learning. The students often get misconception on the elements of the target language such as the lexicon, for example the students often confused when English speaker or the teacher refer to two or three types of cooking vessels using the word pot while in their native language those vessels have different names.

b. Rote learning

The students often forget the vocabulary taught by the teacher. It is not because their forgetting habit, but it is because there is no meaningful teaching and learning process in which can help them to memorize the vocabulary.

c. Dictionary use

Dictionary is the mainly access for foreign language students because the access to native speaker of English is difficult to be gotten. Opening the dictionary is the main problem solve if the
learner do not know the meaning of a word, but the dictionary is often used in wrong way because usually it is the first meaning of the difficult word which is chosen by them in translating the word. Whereas, the first meaning in the dictionary is not always the same with the meaning based on context. Consequently, the wrong way will mislead them in finding the word’s meaning.

d. Lack of sufficient input

Foreign language learners do not have sufficient source to learn the target language. Teacher and textbook are their main sources to learn the target language, whereas to have good vocabulary acquisition, rich of sources are very needed.

B. The Nature of Games

1. The Definition of Games

Games are a fun for students to learn English”. Wright, Betteridge, and Michael, (2006: 1) state game is an activity which is entertaining and engaging, often challenging, and in which the learners play and usually interact with others. It means that the game is interesting things, because games might make the students are playing games, they have to be a winner in that game, and it is also entertaining because students fun and enjoy in playing and interacting each other.

From the definition above, it can be conclude that game is interesting, fun, motivating and challenging for the students. Through the
game the student can learn how to interact with their friends. By interacting with other, language skill can be developed and they can communicate with their word easily.

C. Four Corners Game

1. The Definition of Four Corners Game

The four corners game is a cooperative teaching and learning strategy that inspire students to take part in group activities (Ayu Rahayu, Jufri, 2013: 494). This game is played with four group in the corners of the class and each group contain five member. It is most suitably used when students are lethargic and need some physical movement in order to refocus (Walqui, 2007) as cited in (Ayu Rahayu, Jufri, 2013: 494).

2. Procedure of Four Corners game

The original step of teaching using four corners game by (Ayu Rahayu, Jufri, 2013: 495) as follows:

a. Pre-Teaching Activity

Pre teaching is the first activity in teaching and learning process. The teacher prepares the class and media about the topic that will be given. The teacher starts the lesson by greeting the students and makes some daily conversations. Then, the teacher and students pray in order to make the teaching and learning process run well. The teacher checks students’ attendance and their readiness to study.
b. Whilst-Teaching Activity

Whilst teaching is the core of teaching and learning process because in this part the teacher does some steps to explain the topic which may include exploration stage, elaboration stage, and confirmation stage.

At this step, teacher presents dialogue and asks the students to read and practice the dialogue. The teacher may point a student to read a sentence to check her or his pronunciation and it can be continued to other students. Then the teacher asks some questions to the students.

Next, the teacher gives statement and writes down it on the whiteboard. The students are divided into four groups. Each group has different labels like agree, disagree, strongly agree, and strongly disagree. Then, each group move to the each corners of the class. Teacher will give 5 or more minutes to the students to discuss the topic with the group based on the label.

At the end of the discussion period, all group will present and share with the class some ideas and opinion they discussed in their group. The game can continue by selecting a new statement or the same statement can be used again to see what impact on opinion.

c. Post-Teaching Activity

It is last step in teaching speaking. In this step the teacher review the lesson to the students. The next is the teacher concludes
the lesson, such as the topic of the lesson that the students learned.

The last way is the teacher closes the lesson and the class.

Steps for teaching vocabulary using four corners game that modified by the writer based on the original one by Ayu Rahayu, Jufri as follows:

1) As a brainstorming teacher shows some pictures to the students.
2) Teacher asks students to mention the thing in the pictures.
3) With guidance and direction from teacher, the students make a shopping list.
4) Teacher asks some of the students to write shopping list in white board.
5) Teacher divide students into four groups contain 5 members. Each group move to the corners in class.
6) Teacher sticks the group’s category of shopping list in each corner in the class.
7) Teacher gives group’s category of shopping list and kind of picture in shopping list to each group in corner.
8) Teacher asks to each group to write the thing in pictures and choose the pictures which match with group’s category of shopping list.
9) Each group sticks the pictures on the corner of the class based on the group’s category of shopping list with the guidance and direction from teacher. With this activity the students learn the nouns and meanings in shopping list.
10) Teacher and students evaluate the material that is learnt. It is done to make sure that all of the material received by the students well.

D. The Relevant Studies

One strategy for learning vocabulary is the use of four corners game. A four corners game is a game requires the students to take part in group activities. This game can make the students more active in group activity to learn new vocabulary with their friends. Also this game can make the students more active to learn vocabulary. One of the research which used four corners strategy was applied in Microscholarship program in Ambon by Renata C. G. Vigeleyn Nikijuluw, S.Pd., M. TESOL as cited in (The 62nd TEFLIN International Conference, 2015: 634). The research showed that the use of four corners strategy in reading discussion was effective in improving students’ reading comprehension.

E. Basic Assumption

In the learning vocabulary, there are many problems faced by the students such as they get difficult to comprehend the meaning of words, pronouncing words correctly, remembering the use of words in the context.

Four corners game is simple game and interesting way that can be used in teaching learning process, especially in learning vocabulary. This game can help the students to learn English easily. Four corners game in
teaching vocabulary are simple activity in learning process, it can help the students to increase and memorize word. In this case, it is assumed that teaching vocabulary using Four Corners game is effective.

F. Hypothesis

Based on explanation previously, the hypothesis of the research is that four corners game is effective to teach vocabulary.