

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is an important part of English. It cannot be separated from studying a language. It has an important role in communication process in spoken and written forms. In communication, word will support the speaker to express their ideas, and when someone wants to say something.

Vocabulary is a list of words including their meanings and it is used to express our ideas and feeling by communicating it in a language. There are some definitions of vocabulary:

1. Hanson and Padua (2011: 4) defines vocabulary are words we use to communicate oral and print language.
2. Wu (2009: 5) defines that vocabulary is a list of words, usually in alphabetical order and with explanations of their meanings.
3. Vossoughi (2009:1) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world.

Based on the definitions stated above, it can be concluded that vocabulary is a group of words which becomes a basic thing in language and needs to be mastered by the language learners in supporting an effective communication, and express idea in the form of oral or written.

2. The Importance of Vocabulary

In learning language, having a good mastery in vocabulary is needed especially for students. Without vocabulary one will be unable to use the structures and function. The important role of vocabulary also can be strengthened by the statement of Wilkins in Thornbury (2002: 13) which states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thus, the more vocabulary is mastered, the bigger possibility that someone can skillfully use the language is. Vocabulary is very important for the students, so the students are hoped to master skills reading, writing, speaking and listening in what the speaker said. The vocabulary can help the students or the learners to acquire a considerable understanding of words.

Based on the previous explanation, vocabulary becomes an important thing in learning English, because the lack of vocabulary brings many troubles. When students are speaking English, sometimes get trouble. It is because the students don't know what we will say in English. So, the conclusion is that vocabulary is one of important things in communication in English.

Vocabulary is also important in the four language skills. Based on McCrostie as cited in Balci and Cakir (2012: 2), it is believed that having a large and varied vocabulary is the indicator of communicative competence, and it is one of the important aspects of language learning. If someone has a lack vocabulary, they will find some difficulties in expressing their idea in oral or written. One should be able to master adequate vocabulary to convey his/her message.

3. Types of Vocabulary

There are some types of vocabulary. Hanson and Padua (2011: 5) states that there is the division between receptive vocabulary and productive vocabulary. Receptive vocabulary refers to words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking.

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

Hatch and Brown (1995: 218) state that words can be classified based on their functional categories and it is called part of speech. It concludes nouns, verbs, adjectives, adverbs, pronouns, conjunctions, and prepositions. In this research, it will be focused on nouns, verbs, adjectives, and prepositions.

a. Nouns

Lyons (1977: 422) as cited in Hatch and Brown (1995: 219) claims that all parts of speech have a semantic core that is language-independent. 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 and 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 events (*e.g., a crash*) (Hatch and Brown, 1995: 219). Third-order entities are prepositions that are truly abstract entities

with no relation to time and space (*e.g., democracy*) (Hatch and Brown, 1995: 220).

The more cores like the nouns are, the easier it should be learnt (Hatch and Brown, 1995: 220). In short, noun is the name of a person, place, thing, idea, or quality.

b. Verbs

Verbs are words that donate action (Hatch and Brown, 1995: 222). Vendler (1967) as cited in Hatch and Brown (1995: 223) states that verbs are placed into four classes: activities, accomplishment, achievements, and states.

<i>Activities</i>	<i>Accomplishment</i>	<i>Achievements</i>	<i>States</i>
Run	paint a picture	recognize	know
Walk	draw a triangle	Find	love
Write	run a mile	Lose	have
drive a car	write a letter	understand	desire

c. Adjectives

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

d. Prepositions

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

This research focuses on major classes: noun, verb, and adjective which are considered to be taught for learners because they are appropriate with the material on the syllabus.

4. The Aspects of Vocabulary

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

a. Meaning

In learning foreign language, students should know the meaning of the word. Knowing the meaning of the word will make students easier to communicate on written or oral.

b. Spelling

In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening also have a common factor, proficiency with language.

Students need to be accustomed about spelling to make easier in writing. In learning English vocabulary, students have some spelling problem, for example the letter (I) is not always pronounced /I/. Thus, the English teacher should guide students to pronounce and spell English words correctly.

c. Pronunciation

Many students really want to be able to speak English well with a good pronunciation so that they can communicate with others without hindrance. Not all English words are pronounced based on the spelling words. Thus, teacher needs to guide students to pronounce correctly. Pronouncing the words also

enables students to remember it longer and identify it more readily when it is heard or read.

d. Word classes

Word classes are categories of words. Word class is an important feature in semantic analysis. The examples of word class are: nouns, verbs, adverb, adjectives and preposition. The classification of the word of a language depends on the function in communication. Nouns can occur in certain places in sentence and serve certain functions. Verbs also occur in certain places and have special function. Thus, word class membership is an important lexical feature.

e. Word use

Word use is how a word, phrase, or concept is used in a language. Lexicographers gather samples of written or spoken instances where a word is used and analyze them to determine patterns of regional or social usage as well as meaning. Word use may also involve grammar and thus become the subject of profound analysis.

5. The Aspects of Vocabulary in Whispering Game

The aspects of vocabulary that student can develop using Whispering Game as follows:

a. Meaning

The students should know what the meaning of the word strips on the sheet that they got.

b. Spelling

The students should be able to learn how to spell the words that they heard.

c. Pronunciation

The students should be able to pronounce the words that they hear correctly.

6. Teaching and Learning Vocabulary

a. Teaching Vocabulary

Vocabulary is given in every level of language learner. In senior high school, the learner should be given the vocabulary lesson to give base of knowledge in English. As a teacher of junior high school, the teacher should know the techniques of teaching vocabulary which can be applied in junior high school class.

According to Doff as cited in Tuan (2012: 1) there are four stages in teaching vocabulary namely presentation, practice, production, and review.

1) Presentation

According to Gairns and Redman (1985: 73-75) as cited in Tuan (2012: 2) there are three technique used in the presentation of new vocabulary items; first, visual technique including mime, gesture, and visual such as flashcard, photographs, blackboard drawings, wall chart and realia. Second, verbal technique, use illustration situation, use synonymy and definition, contrast and opposite, scales, example of the type, third is translation.

2) Practice

The vocabulary practice can be done by playing Game. The student practice the vocabulary by arranging many letters based on the vocabulary that they got before.

3) Production

Thornbury (2002: 100) as cited in Tuan (2012: 2) recommends those learners should produce something as a product of their own. Here the teacher gives students homework to make paragraph using the words that they got before.

4) Review

The vocabulary review can be done at the end of the teaching and learning process. The teacher can ask students about the meaning of the words that they got before.

Four stages in teaching vocabulary based on Doff as cited in Tuan in line with Whispering Game,

The teacher will frequently find it necessary to explain the meaning of words or a short phrase. Of course his aims here are 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.

b. Learning Vocabulary

In general, words are very essential and having lack of them makes the learners unsecured. Hatch and Brown (1995: 372) mention that there are five essential steps in learning vocabulary:

1) Having sources for encountering new words

The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The students' strategy here includes

learning new words by reading books, reading newspaper and magazines (Hatch and Brown, 1995: 373).

In this case, the source of new words is from books or text. In the text, there are a lot of new words that can be learnt by them.

2) Getting the word form

The second step essential to vocabulary learning appears to be the getting of a clear image – visual or auditory or both – of the form of the vocabulary item. The importance of having clear image of the ‘form’ of a word become apparent when we think about what happens when we try to retrieve words (Hatch and Brown, 1995: 378).

By reading text, the students can get the word form easily because the text provides the spelling of the words. Besides that, the students can get the clear auditory (pronunciation) of the words because the students will listen and read the text that is given the teacher. So the students know how to pronounce the word that is contained of the monologue text.

3) Getting the word meaning

By reading the text, the students can get the word meaning easily than just reading the vocabulary list. It is because the meaning of vocabulary can be seen through the correlation among the other vocabulary in the text. Besides that, the teacher facilitates the students in getting the word meaning through visual technique and verbal technique that have been explained before.

- 4) Making a strong memory connection between the form and the meaning of the words.

In order to remember the vocabulary that has been acquired before, the consolidating word form and meaning in memory is needed (Hatch and Brown, 1995: 387). In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words (Hatch and Brown, 1995: 373).

In this research, students do exercise in Whispering Game. In playing Whispering Game, when the students rearrange the scrambled letters into two good sentences, it encourages them in recalling their vocabulary. The process of recalling the vocabulary encourages the students to sustain the vocabulary that has been acquired before.

- 5) Using the word

The last step in learning words is using the words. By using the words, the students seems having a mild guarantee that words and meanings will not fade from memory once they are learned. Use of the word may simply be a form of hypothesis testing; allowing learners to see if the knowledge gained in the other steps is correct (Hatch and Brown, 1995: 390).

This step is held when the students playing Whispering Game. The students have to make one good sentences based on the words that given used in Whispering Game. In making the sentences, the students work in a team.

B. Game

1. Definition of Games

Games are very effective in the engage and the study phrase of lesson. Games are great way for students interact with each other and establish rapport. This is important in a classroom because when students get to know each other, they feel more comfortable; likely and freely express themselves in practicing English. In conclusion, games are a very active way to teach English as they are fun and encourage participation. A game is an activity with rules, a goal and element of fun (Hadfield, 1987: iii). Further, games also help to create a context in which children's attention is focused on the completion of the task without necessarily realizing those language items are being practice.

2. Types of Games

Based on Hadfield (1987: iii) there are two kinds of games:

a. Competitive Game

It means a process of playing a game by comparing favorably with those of rivals. In competitive games students having strong urge to win a game, so there is a competitive between them.

b. Co-operative Game

It means a set of process which helps people interest together in order to accomplish many kinds of games. In cooperative games students interact and make a cooperative to play.

Games are very active way to teach English as they are fun and encourage participation. Teacher give a good way in order to students have big motivation and enjoy lesson.

3. Teaching Vocabulary Using Whispering Game

Vocabulary is one of the important things in Learning English. Because of that one should look for the way how to teach vocabulary clearly and understandably. One way to make students enjoy in learning vocabulary is by using games. There are so many games to teach English. In this research the writer uses Whispering Game to teach vocabulary. Whispering Game is one of kind of technique that can use to make teaching learning process more fun and also giving motivation to the students.

a. The Nature of Whispering Game

Whispering Game is one kind of technique that can be used to teach vocabulary. This game is a competitive game which is played in a group of students. Each student in the group has to cooperate well to whisper a word that given by teacher.

Whispering Game is the game which is students form lines and teacher whisper a word to the 1st students in line, then whisper it to the next and so on down the line. The final student must say the word correctly to the teacher.

Based on the definition, Whispering Game is a game in which person or player has to deliver the word that given by the teacher by whispering to other player in their group.

b. Advantages of Whispering Game

There are some advantages of teaching vocabulary using Whispering Game:

- 1) It makes teaching learning process more interesting for students, so it can wake up the student's motivation, enthusiasm, and excitement.
- 2) It makes meaning of material more clearly, so the students more understand and know the purpose of the lesson better.
- 3) It widens and varied learning experience not only in verbal communication, but also in more competitive activities.
- 4) It activates students because they do not only listening to the teacher but they also do other activities.
- 5) It makes students more enthusiastic to follow the lesson.
- 6) It enables students to study a lot of vocabulary in one time.

c. Disadvantages of Whispering Game

There are also some disadvantages of Whispering Game as follows:

- 1) Teacher should give clear instruction because the game is not easy.
- 2) It is difficult to handle all of the students in playing this game.
- 3) It can produce some winners. So it needs long time to get only one winner.
- 4) Teacher need more time to prepare material.

d. The Steps in Teaching Vocabulary Using Whispering Game

There are some steps to play this game, such as:

- 1) In this game, teacher divides students become four groups (A, B, C and D) depending on the number of students. Each group in game consists of ten students.

- 2) Teacher gives the word to the first student.
- 3) The first student hears n memorize a word and then whisper to the second student.
- 4) The second student whispers to the third student and to be continued until the last students.
- 5) The last student of each group pronounces a word.
- 6) After pronounce a word, each group write down the answer on the worksheet.
- 7) The last student of each group gives the meaning of the word.
- 8) Change the leader in their group and give another word.
- 9) Continue this activities until all of student get a position as a leader in their group.
- 10) The Group that got a highest score will be the winner.

Based on description above the teacher teaches vocabulary using game because game is fun way to teach vocabulary, so it makes students easy to remember and understand. It also will give big motivation in teaching learning process.

Whispering Game can attract students in learning English vocabulary in the classroom. Strong motivation makes learners be interested in language learning especially vocabulary. In Whispering Game, teacher gives some words that have to whisper to the students. Games create the motivation for learners of English because of the competition between students. Vocabulary

games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

C. Basic Assumption

English for beginner level or students of SMP Kuwarasan in the eighth grade is a difficult material in their study. The use of games in learning vocabulary has special contribution in making the students active and enthusiast in following the class. Besides that by applying this game students can memorize longer because in this game the vocabulary will be recycled. Recycling happened when students whisper the word and rearrange scrabble letters. This condition really makes student more interest in learning vocabulary. When they are interested in certain material, it will be easier for them to understand well. The game used in classroom will make the class fun, enjoyable. So the writer chooses Whispering Game as a technique for learning English vocabulary.

D. Hypothesis

Based on the basic assumption above the hypothesis of this research is that “Whispering Game was effective for teaching vocabulary to the eight grade students of SMP PGRI 1 Kuwarasan in academic year 2012/2013”.