

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. The Definition of Vocabulary

There are several definition of vocabulary by some experts. According to Vossoughi (2009:1), Vocabulary is one element of language component that should be learnt and taught. In addition, word vocabulary is the tool we use think, to express ideas and feelings, and learn about the world. It is said that vocabulary is used by people as the basic knowledge of learning a language in order to make communication and interaction among them in their daily life.

According to Napa (in Badingatussalamah, 2013:2) “vocabulary is the components of language and no language exist without words.” Meanwhile, Hornby (in Wakidah, 2013:1) states that vocabulary is the total numbers of words in language.

From the definitions above, it can be concluded that vocabulary is all the words in language and which enhance the skill in language. Because mastering language is impossible without vocabulary and vocabulary mastery is the basic requirement in learning English.

2. The Importance of Vocabulary

Vocabulary is one of important factors in language learning and develops the language skills. The learners feel difficult if they are lack of vocabulary. Meanwhile, vocabulary development is an important aspect of language development, vocabulary is central to teach English because without sufficient vocabulary students cannot understand others or express their own ideas.

As Alemi and Tayebi (2012:1) states that vocabulary is the basis component of language proficiency which provides the basis for learners' performance in other skill, such as: speaking, reading, listening, and writing. In addition Stahl and Fairbanks in Bromley (2007:528) also state that the students who have good vocabulary mastery will have good reading comprehension and high score on achievement test than students who are lack of vocabulary.

Based on the statements above, it can be seen that vocabulary is very important to master the four language skill such as: speaking, reading, listening and writing and additionally vocabulary can help people communicate with others.

3. The Types of Vocabulary

Basically, there are two kinds of vocabulary in teaching. It includes active and passive vocabulary. Active vocabulary refers to the word that's mostly used in dictionary, conversation, and writing. Otherwise passive vocabulary understood to mean that they will be understood and remembered when we read. These explanations above can be explained clearly by Harmer (1991: 109) in the language test, there are two kinds of vocabularies. To make clear, the researcher explains both of them as follows:

a. Active vocabulary

Active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the student.

b. Passive vocabulary

Passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word on the text.

4. The Aspects of Vocabulary Learning

In learning vocabulary, there are some aspects that can be learnt by the learners. The focus of vocabulary learning in this research is located in the vocabulary meaning. According to Lado in Mardianawati (2010:11), the aspects of vocabulary that can be by the learners are as follows:

a. Meaning

When conveying the meaning to the students, teachers should teach their students that a word may have more than one meaning when used in different context.

b. Spelling

Spelling is very important in learning vocabulary. Because spelling is needed in reading. Spelling is as the connector sound a letter. Therefore, teacher has to keep students' pronunciation and spelling English correctly.

c. Pronunciation

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation. Some words have only one pronunciation and sometimes a word has two pronunciation or more than two pronunciations.

d. Word Classes

Word classes are categories of word such as nouns, verb, adverbs, adjectives, and prepositions. Word classes are important features in semantic analysis, for example: Noun (father, car, John, hospital, Paris), Verb (be, sing, drive, grow, think), Adverb (soon, then, there, recently, happily), Adjective (big, happy, talented, tidy, pretty), Preposition (at, in, of, over, with).

e. Word use

Word use is the way a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis to determine pattern of regional or social usage as well as meaning.

5. Teaching Vocabulary

Vocabulary should be integrated into teaching the four skills; Listening, reading, speaking and writing. It can be said that vocabulary is the main source in using language. That is why vocabulary should be taught first. To make the teaching

vocabulary effective, Coxhead, A.J (1998) gives six considerations for teachers when they are teaching vocabulary. They are as follows:

1. Choosing useful words

Teachers should choose words that will be useful for their students to learn. Useful words are words that learners will meet often, or need to use often in their language use situation.

2. Letting the learners do the work

Teachers usually do all the work for their learners by providing definitions, sentences and so on. While helping students with difficult definitions is necessary, it is probably more meaningful for learners to do the work themselves. One way to approach this is to set students the task of learning the words for themselves in preparation for class. That way they can bring along to class any questions or problems they are having with the words and the teacher can address these.

3. Focusing on different aspects of a word

Teachers should be able to facilitate students to learn a word's stress (accent), its collocations and word family members, its grammatical patterns and word parts etc. Learners can enrich their knowledge of a word, and perhaps remember it better, by learning more of these different aspects. And if teachers have taken note of principle two, the learners can be encouraged (or told!) to discover these different aspects for themselves.

4. Providing meaningful learning opportunities

It is not enough to simply tell students the meanings of words or get them to only study words out of context. They need opportunities to see or hear target words

in a meaningful context, and opportunities to use target words in meaningful writing and speaking tasks. Challenging students to find these words in reading or listening passages and use these words in particular writing and speaking tasks is a simple way to approach this. The provision of these opportunities is the main job of a vocabulary teacher.

5. Implementing a regular testing schedule

In vocabulary teaching, students should be tested regularly. Testing can be used to give students feedback on their success and/or failure to learn and use the target words and motivate them to study vocabulary. At the very least, regular testing can provide learners with a chance to retrieve newly learnt words from their memories and use them in a meaningful way. Good vocabulary tests will have a balance of vocabulary understanding (receptive) and vocabulary use (productive) tasks.

6. Being patient with their learners

Students constantly forget words they have learnt. This is part of the learning process. However this can often frustrate teachers. It is important that teachers remain patient with their learners and allow them a lot of opportunities to see, use and revise new vocabulary in a positive learning environment. A patient teacher can reduce the anxiety levels in a classroom and this can in turn have a positive effect on vocabulary learning.

These six principles are not only the principles for vocabulary teaching and learning., but they offer teachers a good starting point for decisions about the vocabulary teaching.

B. GUESSING GAME

a. Definition of Guessing Game

Guessing game is one of some games in teaching technique and this game in which the students are to guess some kinds of information, such as a word, a phrase, a title, or the location of an object. According to Merriem Webster (1986), Guessing Game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades).

Based on the definition, it can be concluded that Guessing Game is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. They can express their ideas freely because they do activities with their friends.

b. Advantages of Guessing Game

Advantages of teaching vocabulary through guessing games as described by Morris (1976:2) as follows:

1. The guessing game promotes physical growth and development.
2. The guessing game promote the socialization process.

3. The guessing game are motivating and challenging.
4. The guessing game makes students joyful in learning vocabulary.
5. The guessing game develops emotional understanding between one student to another.
6. The guessing games provide language practice in the various skills, such as speaking, writing, reading and listening.

c. Teaching Vocabulary Using Guessing Game

Teaching vocabulary is the activity that enables students to acquire vocabulary guided by teacher through learning process. Guessing game is game in which the students should guess some kinds of information, such as word. In this research, the researcher gives some clues related with the material. For example: A small coloured rubber thing that you blow air into and use as a toy or for decoration is called ?. Then, the students will discuss in their group to guess some information that is help by letters. After the students guess it, there are some pictures in box and then one of students from each group to take picture that related with clues.

Teaching vocabulary through guessing game is one of the ways in achieving vocabularies for the students. Through guessing game, it will motivate the students to have high response in learning foreign language, to have discipline and discover new words, because it will force the students to look for new words and guess it, even they can perform in front of class to explore the meaning of words.

d. Procedures of Teaching Vocabulary Using Guessing Game

There are some procedures of teaching vocabulary using guessing game are as follows:

a. First stage

As a brainstorming, teacher tells to make some groups and teacher takes the material vocabulary according to subtopic of the lesson that will be learnt in the class.

b. Second stage

The teacher develops a few questions concerning the text or picture. It is done to give them more understanding about the text or picture and give them some new vocabularies. Teacher decided the words or clues that will be guessed by the students. Teacher gives some clues that is help by letters.

c. Third stage

Teacher gives worksheet to analyze by students. It is done to train the students about the material that have been given in the previous activity

d. Fourth Stage

Teacher asks students to come forward after analyzing then present result. It is done to train them to be brave and also to share the answer to other students.

e. Fifth Stage

Teacher and students evaluate the material that has been learnt. It is done to make sure that all of the material has been received by the students.

C. The Relevant Studies

Based on the classroom action research done by Lubnatul jannah (2014), the researcher said that using *Guessing game* in every teaching learning process makes student having fun, very entertaining, and a really good passtime for adults and kids as well, since a part from being fun it can be a good change for kids to learn new words and improve spelling and facilitate student to learning mastery of vocabulary for Junior High School. This strategy from this game makes students enthusiastic to following teaching learning process, they does not feel bored, and motivated the students to study about vocab. Beside that, Prasetiawati (2011), in this thesis with the title “USING GUESSING GAME FOR TEACHING VOCABULARY”. The researcher explains that guessing game can be an interesting activity for children to learn English. They will feel happy to learn English and they will not experience difficult. They will be more motivated to learn English. As the result, guessing game is really a good activity to be applied in learning process at elementary school and Junior High School learning plus having fun is a good combination. The most interesting aspects of the game is that if we run out of words and phrases, we can easily create our own lists in text files following the conventions detailed in the help file. That way, Guessing game is a game which the object is to guess some kinds of information, such as a word, a phrase, a title, or the location of an object, which a person or participant knows something and competes in a team to identify or to find out it.

D. Basic Assumption

Mastering good vocabulary is very important in using English. Because, it will determine whether or not the students can skillfully utilize English. It means that vocabulary should be learned by appropriate teaching technique. The use of guessing game in learning vocabulary has special contribution in making the students active and enthusiast in following the class. Through Guessing game, the students can develop their linguistics skill. Especially, for spelling, pronunciation and concentration (focus). Beside that by applying Guessing game, students can remember the vocabulary and can be used to add vocabulary easily.

E. Hypothesis

Based on basic assumption above, the hypothesis of the study by using Guessing Game is effective for teaching vocabulary at eighth grade students of MTs Ma'arif Nu 1 Kembaran.