

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Hatch & Brown (1995: 1) define that vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Vossoughi (2009:1) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world. Pikulski and Templeton (2004) define vocabulary as the sum of words that are used and understood by students. Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words that comes from written and oral form and used to communicate in learning language.

2. Aspects of Vocabulary

Based on Brown (2010:19) the vocabulary consists of several aspects there are meaning, spelling, pronunciation, word classes, and word use. The students should master all of the aspects of vocabulary in order that they can communicate well in English.

a. Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. Involving students in discovering the

meaning, it will be easy for students to remember the word and its meaning. Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms.

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

d. Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000: 4). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so 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. Word use may also involve grammar and thus be the subject of profound analysis.

In this research, aspects of vocabulary that will be taught to the students are meaning and word class. The reason for choosing those aspects is because it is suitable for the Pictionary game that will be implemented in the class.

3. Words Classification

Hatch and Brown (1995: 218) classify the vocabularies (words) into two in terms of their functional categories. They are: major classes and closed classes. They are explained as follows with examples.

a. Major Classes

1) Nouns

It refers to a person, place or thing, i.e. Maria, teacher, book, etc.

- a) Proper nouns, like Betsy, Ohio differ from common noun, like woman, state and chair.
- b) Abstract nouns, like hope, attention and love differ from concrete nouns (chair, table and bag).
- c) Count nouns, like bank, government club, and choir differ from other nouns that refer to people because they refer to the group as a unit (“*The choir performs every Sunday*” versus “*The singer perform every Sunday*”).

2) Verbs

It refers to the words that denote action. Hatch & 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
Seek	Build	Hear	
listen to		See	
look for			

3) Adjectives

It refers to the words that give more information about a noun or pronoun.

- a) Positive quality, such as; good, beautiful, diligent and kind
- b) Negative quality, such as; bad, wicked and lazy.

4) Adverbs

It refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence Adverbs typically assign attributes to verbs, to clauses or to entire sentences rather than to nouns. For example: here, there, now, quickly and extremely.

b. Closed Classes

- 1) Pronoun: it refers to nouns that have already been mentioned, i.e. she, they, her, etc.
- 2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.
- 3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and so, but, etc.

4) Determiner: it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. the, a, an, my, your, that, this, those, etc.

As the conclusion, there are four classifications of word classes, they are; nouns, verbs, adjectives and adverbs which are important to be mastered in learning vocabulary. The choice of the words given will be adjusted with the level of the students; especially the words choices will be appropriate for Junior High School students.

This research focuses on major classes: nouns, verbs, and adjectives which are considered to be taught for students because they are appropriate with the material on the syllabus.

B. Teaching Vocabulary

Doff (1988: 98) as cited in Tuan (2012: 1) states that there are four stages in teaching vocabulary namely presentation, practice, production, and review.

1) Presentation

Presentation is one of the most important stages in teaching vocabulary. It indicates that it is introducing new lexical items to learners. As suggested by Thornbury (2002: 75) learners need to learn both the meaning and the form of a new word. Grains & Redman (1998:73) states that the techniques used in presenting of new vocabulary items are visual techniques, verbal techniques and translation.

- a) Visual techniques include mime, gesture, and visual
- b) Verbal techniques; use of illustrative situation, use of synonym and definition, contrast and opposite, and examples of type.
- c) Translation.

Grains & Redman (1998:75) state that it is considered a quick and easy way of conveying the meaning of vocabulary.

2) Practice

If the teacher just presents the meaning of the new words, the students may easily forget them. Thornbury (2002: 93) says that 'practice makes perfect' so the teacher should provide vocabulary exercises in order to give students an opportunity to practice the new words.

3) Production

In this stage, the students are advised to complete high-level tasks namely production tasks (Thornbury, 2002: 100). The students should produce something as a product of their own. In this way, the students will turn words from receptive to productive and put them into long-term memory (Thornbury 2002: 100).

4) Review

Davies & Pearse (2000: 103) as cited in Tuan (2012: 2) mention that reviewing is 'new work on old language', 'a challenge, requiring ingenuity and creativity'. It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more opportunities to use language and receive feedback. Methodologists agree that communicative activities are the best ways to help students to review vocabulary. Besides, visual aids can make vocabulary revision more interesting and effective. Revision can be done in both individuals and collaboration. Doff (1988: 97) as cited in Tuan (2012: 2) expresses that vocabulary is mainly reviewed through the warm-up step. That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing students' memories or as a preparation for a new presentation.

C. Learning Vocabulary

Rubin (2013:2) states that learning is the process by which information is obtained, stored, retrieved, and used. Based on Lado (1972: 1), there are some ways which may be used to help the students to learn and master vocabulary as follows:

a. By using dictionary

Obviously, a language learner has to have at least good vocabulary. Meanwhile when the students have troubles catching the meaning of word, dictionaries can be used effectively if the students are aware of words limitation and consult them only to find a quick definition.

b. By using note book

One of the most effective ways to control the learning of new words is to keep a small one in our pocket so that somebody can write down word whenever see them.

c. By guessing meaning

Often, especially in reading, the students will find words whose exact meaning is not absolutely necessary for them to know in order to understand the sentence. Therefore, the students do not run to the dictionary every time they meet a strange word. They have to wait and see if something else in the context becomes a clue to its meaning.

This step is held after playing Pictionary game. The students have to make sentences based on the vocabulary list used in Pictionary game. In making the sentences, the students may work in team or individually.

D. Types of Vocabulary Evaluation

According to Hughes (2003: 147), there are two kinds of evaluation in item writing: recognition and production. Recognition test is testing of vocabulary for which multiple choices can be recommended without too many reservations. The types are synonyms, definitions, and gap filling. While production test is testing of vocabulary that is productively difficult that it is practically never attempted in proficiency tests. Information on receptive ability is regarded sufficient. In this research, the researcher uses recognition as the test. Items may involve a number of different operations. The types are pictures, definitions and gap filling.

a. Synonyms

The writer of this item has probably chosen answer in similar meaning.

b. Definitions

It is said that test-takers who are uncertain of which option is correct will tend to choose the one which is noticeably different from the others.

c. Gap filling (multiple choices)

Context, rather than a definition or a synonym, can be used to test knowledge of a lexical item.

d. Pictures

The main difficulty in designing the test of productive lexical ability is the need to limit the candidate to the (usually one) lexical item that has in mind, while using only simple vocabulary of their own. That is why need to be used pictures.

e. Definitions

Not all items can be uniquely identified from a definition nor can all words be entirely defined in words more common or simpler than themselves. Some words or concept are definable.

f. Gap filling

This can take the sentences form of one or more with a single word missing.

E. Game

Game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others (Andrew Wirght, et all, 2006:1). It means that game is interesting thing, because game might make the students enthusiastic to play it. Sometimes it is challenging because when students are playing games, they have to be a winner in that games, and it is also entertaining because students fun and enjoy in playing and interacting each other.

According to Hadfield (1996: 3), game is an activity with rules, a goal and an element of fun. Therefore, games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. Game can make the students more focus in learning because they do not feel that they are forced to learn.

There are two kinds of game: competitive game and co-operative game. Competitive game means in which the players or teams race to be the first to reach the goal. Co-operative game means in which players or teams works together towards a common goal (Haldfield (1996: 3).

The important point in using game as technique for teaching vocabulary is how to choose the appropriate games, in order to align them to the learners' abilities and making

them useful language learning instruments. According to Tyson (2014:235), educational games must have the following features:

1. A game must be more than just fun.
2. A game should involve “friendly” competition.
3. A game should keep all of the students involved and interested.
4. A game should encourage students to focus on the use of language rather than on the language itself.
5. A game should give students a chance to learn, practice, or review specific language material.”

Games provide language teachers with many advantages when they are used in classrooms. One of these advantages is that learners are motivated to learn the language when they are in games. In fact, games are closely connected with motivation. For example, Khan (1991:143) emphasizes usefulness of the game because of its motivating importance.

F. Pictionary Game

1. Definition of Pictionary Game

Pictionary is a combination between picture and dictionary. Pictionary game is a game of drawing and guessing pictures (Talak-Kiryk, 2010: 25). In this game, the teacher will provide picture with name below the picture based on the class of word: adjective, noun, verb and adverb. This game is played in teams. One student from each team becomes an artist to draw picture based on the vocabulary list given by the teacher and other members have to guess the picture correctly (June Preszler, 2006: 16).

2. Procedure of Pictionary Game

In applying Pictionary game, there are some steps that should be done in order the game can be played well. The steps of Pictionary game based on June Preszler (2006: 16) are:

- a. Dividing the class into teams with three or four students per team. Explain that each team's goal is to be the first in a round to correctly identify vocabulary terms.
- b. Designating one student on each team as the artist. This student is the only one able to see the list of words written on the board or overhead.
- c. Identifying the time limit for the first round of words.
- d. Explaining that the artist looks at the word to be illustrated and draws a rough sketch of what the word represents. When the word is identified by the group, the artist continues to the next word.
- e. Explaining that after identifying all of the terms, team members raise their hands indicating the end of the first round.
- f. Rotating the artist role around the team until all have participated as an artist.
- g. Placing students in pairs rather than in small groups if time is limited.

Further, June Preszler (2006: 16) states there are some adaptations of the Pictionary game.

- a. Students view everyone's drawings following the game to see the different artist renditions of the vocabulary terms.
- b. Pre-teach the students how to 'quick draw' so time is not spent on detailed drawings.
- c. Cards with a list of words are given to teach student to use when it is his/her turn to be the artist.

The procedure of Pictionary game in this research has some differences from the original one; it is because of considering the condition of class. The steps of Pictionary game are:

- a. Teacher divides the students into four groups.
- b. Teacher explains how to play Pictionary game.
- c. Teacher asks every group to send a volunteer as an artist.
- d. Teacher gives five flash card pictures or list of words to the artist.
- e. Teacher asks each artist to draw some objects on the whiteboard/drawing book and his group has to guess it.
- f. Each group has five minutes to guess five pictures.
- g. Teacher evaluates the students' answer.
- h. The group which guesses all of the pictures correctly as a winner and get score 10 points.

G. Relevant Research of Pictionary Game

Koprowski (2006: 1) in his journal states that Pictionary game is able to help students to recycle their existing vocabulary. He also says that Pictionary game is one of ten good games for recycling vocabulary and by applying Pictionary game students can remember words longer.

Fadilah (2011: 44) in her thesis mentions that Pictionary game is effective for teaching concrete nouns in one of elementary schools in Pekalongan. The students can remember concrete nouns easily. It is because they have image about certain vocabulary learned before and the drawing created by them helps them to remember the vocabulary easily.

Dwi (2013:50) in her thesis entitled "*The effectiveness of Pictionary game for teaching vocabulary at the second grade of Junior High School*". The result of her thesis showed that teaching vocabulary using Pictionary game was effective. Pictionary game was effective to develop students' competence of vocabulary aspects such as vocabulary

meaning and word class because in this game the students had to draw picture based on the vocabulary list and there were four categories of vocabulary in playing it. The students were able to remember the vocabulary longer because Pictionary game could help them to recycle the vocabulary.

Based on the relevant previous research above, the writer did the research about *The Effectiveness of Pictionary Game for Teaching Vocabulary* at the First Grade of Junior High School. The previous research was done in elementary school and Junior High School grade eight. In this research, the researcher wants do a research on first grade Junior High School by using Pictionary game for teaching vocabulary.

H. Basic Assumption

In learning English, students need to know certain number of words to produce utterances or sentences. The students have to mastered vocabulary in order they can communicate in English. Pictionary game is one of technique that can be used by teacher to teach vocabulary in learning English. By implementing Pictionary game, the students will recycle their vocabulary easily through group or team. Working as a team and competing with other teams makes the students interest in following the teaching and learning process because they will not feel worry since they work in team. By playing Pictionary game, the students will be motivated in learning English vocabulary because Pictionary game is amusing and challenging. It also encourages and increases students' cooperation in English class. It means that Pictionary game assumed can be used in teaching vocabulary.

I. Hypothesis

Based on the previous explanation, it is hypothesized that teaching vocabulary using Pictionary game is effective.