

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language components that have to be mastered by the learners in learning foreign language. 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. As 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. Soukhanov (1991: 7928) defines vocabulary as the sum of words used by, understood by, or at the command of a particular person or group. Wu (2009: 5) defines that vocabulary is a list of words, usually in alphabetical order and with explanations of their meanings. Vossoughi (2009:1) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world. It can be concluded that vocabulary is a set of words that is used to communicate in a language.

2. The Importance of Vocabulary

Language skills mostly depend on the mastery of vocabulary. The more vocabulary has been mastered, the easier to master English foreign language. If the students lack of vocabulary, they will face some difficulties in learning English even to communicate in English.

Zimmerman (1997: 5) as cited in Wu (2009:10) states that vocabulary is central to language and of critical importance to the typical language learners. In order to master English well, students have to master English vocabulary. As Rivers (1983: 125) in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, it will be unable for learners to use the structures and functions they may have learned for comprehensible communication.

3. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado (1972: 1) as cited in Mardianawati (2012: 11), the vocabulary aspects consists meaning, spelling, pronunciation, word classes, and word use.

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. The meaning can be conveyed by using demonstration or pictures (using object, using gesture, blackboard drawing and pictures of book) and by verbal explanation (analytical definition, putting the new words in a defining

context, and translating into another language) (Nations, 1990: 51 as cited in Kareem, 2000: 6). 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 (Lopez, 1998: 38).

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.

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

4. Types of Vocabulary

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

Grains R & 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

Vocabulary is a set of words that is used to communicate in a language. Hatch & 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 because it is adjusted to the player that is the students of the second grade of junior high school and category card of Pictionary game.

a. Nouns

Lyons (1977: 422) as cited in Hatch & 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 & 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 & 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, thing, idea, or quality.

b. Verbs

Verbs are words that donate action (Hatch & Brown, 1995: 222). Vendler (1967) as cited in 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			

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 time and space (Hatch & Brown, 1995: 243).

5. Teaching and Learning Vocabulary

a. 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.

Before conducting Pictionary game, the teacher holds reading class so that the students can acquire new vocabulary. Grains & Redman (1998:73) states that the techniques used in presenting of new vocabulary items are visual techniques, verbal techniques and translation. First, visual techniques include mime, gesture, and visual. Second, verbal techniques: (1) use of illustrative situation, (2) use of synonym and definition, (3) contrast and opposite, and (4) examples of type. The last one is 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.

The vocabulary exercise is conducting the Pictionary game itself. The students practice the vocabulary by drawing the vocabulary (by the artists) based on the vocabulary list and other

members guess the picture. By conducting Pictionary game, it facilitates the student to remember vocabulary in fun way.

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).

The production task is the teacher asks the students to make sentences after playing Pictionary game based on the vocabulary list that are used in Pictionary game. By giving them task in making sentences, it encourages them to use the vocabulary properly. The task can be given as their homework.

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.

The pictures created by the students in Pictionary game can be used as visual aids to review the vocabulary through communicative activities that the teacher can ask the students to say the vocabulary while the teacher shows the picture (Thorunbury, 2002: 104). The pictures facilitate them to maintain the vocabulary longer because in the pictures there are unforgettable moments for the students. The unforgettable moments can be remembering who draw the picture, remembering the students who cannot draw properly so the picture is funny, remembering their mistakes in guessing or drawing the picture, etc.

b. Learning Vocabulary

Rubin (2013: 2) states that learning is the process by which information is obtained, stored, retrieved, and used. Schmitt (2000: 145) says that the meaning of 'use' is interactional communication and vocabulary practice.

Hatch & 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 & Brown, 1995: 373).

In this case, the source of new words is from books or text that the students follow the reading class. 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 & Brown, 1995: 378).

By reading the 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 teacher will read the text first as the model and/or the students read the text and the teacher correct their pronunciation while the students get mistake.

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 mentioned 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 required before, the consolidating word form and meaning in memory is needed (Hatch & 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 & Brown, 1995: 373).

In this research, students do exercise in the form of Pictionary game. In playing Pictionary game, when the students who become the artist look at the vocabulary list and they have to draw picture that represents the word, it encourages them in recalling their vocabulary and it also happens to members who guess the pictures. The process of recalling the vocabulary encourages the students to maintain 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 (Hatch & Brown, 1995: 390). 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 & Brown, 1995: 390).

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.

B. Pictionary Game

1. Definition of Pictionary Game

Pictionary game is a game in which students draw pictures as clues to the vocabulary word for team members to correctly identify the term (ESA Regions, 2006: 16). Based on Brian Robin (1989) as cited in Fadilah (2010: 14) Pictionary game is a picture-based guessing game. The vocabulary word lists are divided into four category card. They are D (Difficult) for challenging words, A (Action) for verbs – things that can be performed, P (Person/place/Animal) for proper names are included, O (Object) for nouns – things that can be touched or seen (Bradley Milton, 1993: 1).

Teaching vocabulary using Pictionary game means that the teacher and the students use picture-based guessing game to understand the materials. The students study and remember the words from the game that they are playing.

2. Purpose of Pictionary game

Pictionary game is aimed to recycle vocabulary that has been acquired before (Koprowski, 2006: 1). Carter & McCarthy (1988: 67) as

cited in Tuan (2012: 1) states that new words are forgotten if they are not recycled in some way and make it into long-term memory.

3. Procedure of Pictionary Game

The steps of Pictionary game in this research have some differences from the original one because it is considered the condition of class that has many students. By considering the condition of the class, the class will be easy to be controlled.

The steps of Pictionary game based on ESA Regions (2006: 16) are: (1) 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 (2) 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 (3) Identifying the time limit for the first round of words (4) 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 (5) Explaining that after identifying all of the terms, team members raise their hands indicating the end of the first round (6) Rotating the artist role around the team until all have participated as an artist (7) Placing students in pairs rather than in small groups if time is limited.

Further, ESA Regions (2006: 16) states there are some adaptations of the Pictionary game. They are: (1) Students view everyone's drawings following the game to see the different artist renditions of the vocabulary

terms (2) Pre-teach the students how to ‘quick draw’ so time is not spent on detailed drawings (3) 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.

Adaptations:

- 1) Students view everyone’s drawings following the game to see the different artist renditions of the vocabulary terms.
- 2) Pre-teach the students how to “quick draw” so time is not spent on detailed drawings.

4. Advantages of Pictionary Game

The advantages of Pictionary game are as follows:

- a. Pictionary game is a game that is able to help students to recycle their existing vocabulary (Koprowski, 2006: 1). When the students play Pictionary game, it means that they have to recall their vocabulary so that they can guess correctly or draw properly based on the vocabulary list.
- b. It provides an interesting teaching learning process since it is a kind of games (Koprowski, 2006: 1).
- c. The drawing created by the students helps them to remember the vocabulary easily. As McDonough (1981: 66) as cited in Lynch & Anderson (2012: 1) states that recall is influenced by events or processes at various stages of memory.
- d. It provides the students to learn cooperatively and competitively. In playing Pictionary game, the students have to work together and compete with other teams.
- e. It improves the students' confidence. In Pictionary game, the artist is chosen randomly so every student gets chance to be an artist. Being the artist, it means that their position is in front of their friends, so it can reduce their shyness in front of their friend gradually. Besides that, the students will do their best to get best score.
- f. It encourages the students to manage time well. In playing Pictionary game, the students have to manage time well because the time that is provided is limited. By managing time well, there is a chance to be the winner.

5. Disadvantages of Pictionary Game

The Disadvantages of Pictionary Game are as follows:

- a. It is difficult for students who cannot draw properly and it gives bad impact to other members in guessing the picture (ESA Regions, 2006: 16).
- b. Sometimes, students cannot finish drawing in a certain time that has been determined (ESA Regions, 2006: 16).
- c. It makes students be noisy (Fadilah, 2010: 16).

C. Relevant Studies on 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.

Talak-Kiryk (2010: 7) states that Pictionary game can be used in a foreign language classroom to enhance students learning since it is kind of games.

Hinebaugh, J (2009: 193) states that Pictionary game is well suited for teaching geography. Cards are created that identify a specific state, country, or capital. Students are required to sketch associated pictures while their teammates guess the state, country, or capital. He says that Pictionary game is also well suited for developing specific grammar (2009:193).

D. Basic Assumption

In learning vocabulary, the essential problem faced by the students is how to remember the vocabulary that has been acquired before or it can be said that the vocabulary has to be recycled. By recycling the vocabulary, it will help students to memorize the vocabulary longer. Having long term memory about the vocabulary makes them easily to retrieve it when they need it. By implementing Pictionary game, the students will recycle their vocabulary. The recycling process happens when the artist draws picture that represents word based on list. It can be said that the result of recycle is in the form of picture. Then, recycling process also happens when guessing members guess the picture because in guessing they will express some acquired vocabularies until they find correct answer. Besides that, the unforgettable moments when they play Pictionary game will help students to memorize the acquired vocabulary easily or it will encourage students to have long term memory about the vocabulary. By playing Pictionary game, the students will be motivated in learning English vocabulary since Pictionary game is amusing and at the same time challenging. It also encourages and

increases cooperation. In this case, it is assumed that teaching vocabulary using Pictionary game is effective.

E. Hypothesis

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

