

CHAPTER II

THEORITICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary plays important roles in mastering English. According to Napa (1991 : 6) vocabulary has important role in making up a language. It is one of the basic and that is why no language exist without words. Words are sign or symbol for ideas. They are the means by which people exchange their thought the more word they learn. The more ideas people should have, so people can communicate the idea more effectively. Hatch and Brown (1995: 1), state tha the term of vocabulary refers to a list or set of words for a particular language or a list or set of word that individual speakers of language might use. While Hiebert and Kamil (2005 : 3) argue that vocabulary is the knowledge of meaning of words. Knowledge of word comes in at two forms: oral and print.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs and might understand an use in the form oral and print in learning language, then the learners can communicate effectively with others.

2. The importance of Vocabulary

Vocabulary has important role in English learning. It is one element that links the four skills of speaking, listening, reading and writing all together (Huyen and Nga, 2003). In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words which is acquired by the students will enable them to master English skills easily. It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery.

Dellar H and Hocking D (in Thornbury, 2002:13) also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement in his/her English. However, the significant improvement can be seen if someone learns more words and expression. Someone can say very little with grammar, but without words someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning. In this case, the role of vocabulary is not less important than grammar. The lack of vocabulary will bring many troubles to the students in learning English because without good vocabulary mastery they will get difficulties to communicate their ideas. Therefore, the role of vocabulary is really essential in English learning because vocabulary will support the students in mastering English Skills.

3. Types of Vocabulary

Vocabulary can be classified into oral and printed form (Hibert and Kamil, (2005:3). The form of vocabulary when someone speaks orally or reads orally belongs to oral form. Conversely, when someone reads silently or writes something, vocabulary will be seen in print form. Furthermore, Hibert and Kamil (2005:3) also stated that vocabulary can be classified into two types; productive and receptive vocabulary. Those types will be explained bellow:

a. Productive Vocabulary

Productive vocabulary is usually used when someone shares his/her ideas when he/she speaks or writes. When someone speaks or writes something, he/she usually uses the words which are familiar to him/her. This kind of words belongs to productive vocabulary. According to Hiebert and Kamil (2005:3) productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. While Haycraft in Hacth and Brown (1995:370) stated that productive vocabulary is words which the student understands, pronounce correctly and use constructively in speaking and writing.

b. Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These

are words that are often less well known to students and less frequent in use (Hiebert and Kamil, 2005:3). Receptive vocabulary is words that the students recognize and understand when they occur in context, but which he cannot produce correctly. (Haycraft in Hacth and Brown, 1995:370).

4. The Aspects of Vocabulary

According to Lado as cited in Mardianawati (2012:11) there are five aspects of vocabulary which are needed to be learned by the students. They are (1) Meaning; (2) Spelling; (3) Pronunciation; (4) Word Classes and (5) Word Use. Those aspects will be explained bellow:

1. Meaning

Meaning becomes one of essential aspects that should be learnt by the students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more than one meaning when it is used in different context. For example, the word “present” as a noun has meaning a period of time that is happening now. The word “present” as a noun also can be defined as something that you give to someone, usually for a particular occasion. Therefore, it is really important for the student to know the meaning of the word, because it will help them to use

and understand the message from that word when it occurs in different contexts.

2. Spelling

When the students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a word looks like (its spelling). By knowing the spelling of a word the student will know how to write a word correctly in written form. Therefore, it is really important for the student to know the spelling of the word.

3. Pronunciation

When the learners learn vocabulary, they also need to know what a word sounds like (its pronunciation). It will help the students to understand what the other means to say. If a word sounds incorrectly, it will be difficult for someone to understand it. Therefore, it is really essential for the student to know how to pronounce a word correctly because it will avoid misunderstanding in spoken communication.

4. Word classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified in some categories such as noun, verb, adverb, adjective and preposition. The classification of the words

of a language in this way depends on their function in communication.

5. Word use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012:11).

5. Technique for Teaching Vocabulary

Teaching vocabulary is really essential in language learning. The teacher should be able to use appropriate way for teaching vocabulary so that the students can learn vocabulary effectively. According to Harmer as cited in Yulianto (2010:19-20) there are some technique for teaching vocabulary as follows:

a. Using Realia

Realia can be defined as the real object that can be seen by the students. To convey the meaning of a word, the teacher can directly show the real thing to the students so that the students can easily understand the meaning of the word. For example, if the teacher wants to convey the meaning of the word “pen”, it can be easily conveyed by showing the pen to the students. This method is really effective to make the students understand well the meaning of a word. However, this technique has limitation, because the teacher cannot show all the things in real object. It is limited just

for certain single thing or a word that can be easily taken to the classroom or easy to be found by the students.

b. Showing Pictures

When the teacher wants to teach vocabulary by showing pictures, the teacher can use some media such as wall pictures, blackboard drawing, charts, flashcards, table or statistic, etc. These medias can be used as visual representation of the real thing that cannot be shown directly by the teacher. The using of this technique, for example can be seen when the teacher wants to teach about profession, the teacher can use flashcards which show the kinds of professions such as the picture of doctor, police, teacher etc.

c. Mime, Action and Gesture

Sometimes it is almost impossible to explain about the meaning a word by using realia or showing pictures. In this case, the teacher can use mime, action and gesture to easily explain the meaning of a word to the students. Commonly, a teacher uses this technique when a teacher needs to convey the meaning of verb, such as walk, run, jump, cry etc.

d. Contrast

In this technique, the teacher can explain the meaning of a word by contrasting that word with its opposite. For example the word “lazy” is contrasting with the word “diligent”.

e. Enumeration

This technique can be used by the teacher when the teacher finds difficulties in explaining a certain word. For example, when the teacher wants to explain the meaning of the word “transportation”, the teacher can enumerate a number of transportation such as bus, motorcycle, car, etc.

f. Explanation

When the teacher wants to teach a new word to the students, the teacher can use this technique by giving explanation about certain word. The teacher can use one or more sentences to explain a word. For example, when the teacher wants to introduce the word “scissors”, the teacher can explain by using sentence like *a tool for cutting paper, hair, cloth, etc.*

g. Translation

Sometimes, when a word is really difficult to be understood by the students, the teacher can translate that word into the students’ language or students’ mother tongue

h. Game

Game is technique, which helps and encourages many learners to sustain their interest and work. Games also help the teacher to know which the language is useful and meaningful. (Andrew wright, 1984: 1)

It can conclude from the explanation above that to teach English vocabulary in the beginning level it needs suitable a technique. The teacher must choose the techniques, which make the students easy to understand the material and enjoy in their study. One of the techniques, which can make the students easy to understand the material and enjoy their study, is though game.

6. Steps in Vocabulary Learning

There are five essential steps in vocabulary learning (Brown and Payne in Hatch and Brown, 1995:373-390):

a. Encountering New Words

The first essential step in vocabulary learning is encountering new words. Thus, the students need to have sources to find new words. There are many sources to find new words such as books, television, radio, newspaper and magazines. The students strategies here included “learning new words by reading books,” “listening to TV and radio,” and reading newspaper and magazines” (Payne in Hatch and Brown, 1995:373). Therefore, reading book is not the only way to encounter new words. The students can find new words by watching television, reading newspaper or magazines and also listening to the radio.

b. Getting the Word Form

Getting new words here means getting a clear image, either visual or auditory or both of the form of new words. The

importance of having clear image of the “form” of a word becomes apparent when the students think about what happens when they try to retrieve words. The importance of getting the form of the words also appears when learners are asked to give definition for words (Hatch and Brown, 1995:378).

c. Getting the Word Meaning

The third essential step in vocabulary learning is getting the word meaning. There are several ways to get the meaning of words. The common way of getting the word meaning is by using dictionary. Another way of getting definition is by having a bilingual friend or teacher explain. The popular way for learner to get the meaning of words is through context. Learners guess the meaning of words from the situation, discourse, and/or context in which they are used, and from the structure of the words themselves. (Hatch and Brown, 1995:384).

d. Consolidating Word Form and Meaning in Memory

In this step, the learners need to consolidate the word form and meaning in their memory. To strengthen the form-meaning connection, the teacher can use many kinds of vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, etc.

e. Using the Words

The last essential step in vocabulary learning is using the words. By using the words, the students will have chance to memorize the word and its meaning deeply on their mind after they learn it. (Hatch and Brown, 1995:390).

B. Game

1. Definition of Game

According to Hadfield (1990: 6), 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.

Wright, Bitteridge, and Buckby, (2006: 1) stated in Games for Learning Book, game to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It means that games is interesting things, because games 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.

Nicolson and William (1975: 1) as cited in Minoo (2010: 3) states that game is a form of teaching which may be used in circumstances where

ordinary approaches are not well tolerated; when attention is hard to get and harder to keep.

From the definition above, it can be concluded that game are interesting, motivating and challenging for young learners. Through game, the students can learn how to interact with their friends. By interacting with others, language skills can be developed, and they can communicate with their own words easily.

2. The Definition of Sentence Race Game

Sentence Race game is a game in which every player from both teams has to race in writing a sentence containing a specific word given by teacher in a short time. The sentence should be clear and correct. Adams (2013) states that Sentence Race game can be used by teacher to reviewing the vocabulary and grammar.

Furthermore, in this research, after playing this game, the teacher asks each team to make a sentence for each word which have been raced by them on the game before. This activity is purposed to make the students use the words well.

3. The reasons to use game

- a. There some reasons to teach vocabulary using games:
- b. Games are fun and children like to play them. By using games children experiment, discover and interect with their invironment.
- c. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many

children between four and twelve years old, especially the youngest, language learning be not the key motivational factor. Games can provide this stimulus.

- d. Game context makes the foreign language immediately useful to bring children. It brings target language to life.
- e. Game makes the reason for speaking plausible even to reluctant children. They can learn a lot.
- f. Even shy students practice positively.

4. Choosing appropriate game

According to Tyson in Mei and Yu-Jing (2000) there are ways to choose the games as follows:

- a. A game must be more than just fun.
- b. A game should involve “friendly” competition.
- c. A game should keep all of the students involved and interested.
- d. A game should encourage students to focus on the use of language rather than on the language itself.
- e. A game should give students a chance learns, practice, or review specific language material.

C. Teaching Vocabulary Using Sentence Race Game

1. The steps of teaching using sentence race game

- 1) The teacher prepare a list of review vocabulary words.
- 2) The teacher Write each word into small pieces of paper. That means writing the word twice, once in each paper. Then organize the pieces like bundles, 2 bundles, 2 sets of identical words.
- 3) The teacher devide the class into 2 teams. Get to make creative team names.
- 4) The teacher distribute each list of words to both teams. Every student in each team should have a paper. Both teams have the same words.
- 5) When the teacher call a word, 2 students should stand up, one for each team. The students must then run to the board and race to write a sentence using their word.

The winner is the one with a correct and clearly written sentence.

2. Advantages of sentence race game

- a. This game makes the students more enthusiastic to join vocabulary learning process. By using this game, the students will have better motivation in learning vocabulary because they enjoy the game.
- b. Sentence Race game is a challenging game because there is competition to complete the sentence within a limited time, so that they can win the game .

D. Relevant previous studies

The relevant previous studies of using sentence race game entitled "the effectiveness of words to sentence game for teaching writing descriptive text" (experiment research at seventh grade students of SMP Negeri 1 Sokaraja in academic year 2014/2015) by Evi Safitri (2015). The method used in this research was experimental research. The objectives of this research were to know the students' progress in writing descriptive text to find out the contribution of words to sentences game to improve students mastery in writing descriptive text. The procedure of this game with sentence race game is identical. The game, words to sentences game was effective and gave positive effect for students' mastery writing.

Therefore, the researcher used sentence race game for teaching vocabulary to know whether this technique also has contribution or not in students' mastery vocabulary.

E. Basic Assumption

In learning vocabulary, students commonly have problem to remember words which have been studied in previous lesson. Thus, it is really important to recycle students' vocabulary. By recycling activity, they will memorize words which have been learned in longer time. The long term memory about vocabulary will help them easily retrieve it when they need it. Implementing *Sentence Race* game, can facilitate students to

recycle their vocabulary. Recycling vocabulary in this game happens when the students have to think harder to make sentence of the word in limited time. Conversely, the process of recycling vocabulary also happens when the student on using the word and find other words then arrange those words in a sentence .With this game, students can learn vocabulary in challenging and fun way so that they will easily memorize the vocabulary which have been studied before. In this case, the researcher assumes that teaching vocabulary using *Sentence Race* game is effective.

F. Hypothesis

Based on the explanation above, it is hypothesized that teaching vocabulary using *Sentence Race* game is effective