CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

In learning foreign language, vocabulary plays important role. It is one element that connecting of four skills of language those are listening, speaking, reading and writing. Thus to communicate well in foreign language, students should able to use their English and also the elements that support an important role accurately.

There are some definitions of the vocabulary according to the experts. Vocabulary is a list or set of words for a particular language or a list of words that individual speakers of a language might use (Hatch, 1995: 1). On the other hand, Napa (1991: 10) says that vocabulary is one of components of language and that no language exists without words. While Kamil and Hiebert (2005: 3) says, vocabulary is a set of oral and print words which are mastered by someone in which those are used in the productive and receptive skills. In different words Vossoughi (2009: 1) states that, vocabulary is the tool used to think, to express ideas and feelings, and to learn about the world.

Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is the collection of words, meanings,
in a particular language which are mastered and used by someone to extend and accept an information effectively.

2. The importance of Vocabulary

Vocabulary is basic to communication if one does not recognize the meaning of the key words used by those who address him; he will be unable to participate in the conversation. To express some ideas or ask for information, person must be able to produce lexical item to convey his or her meaning.

Lewis (1993: 3) views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by other language learners, they will be unable to participate in the conversation.

Besides, Tarigan (1984: 82) said that points out the importance of vocabulary in language learning, he states that language skill mostly depends on the mastery of vocabulary. Therefore, the more vocabulary that people got there will be the bigger possibility that people can use the language skillfully.

Therefore, by a rich vocabulary it gives the right words to be used at the right time by the learners, and also enables them to express their real thoughts, ideas and feelings.

3. The types of vocabulary

Vocabulary is an essential part of mastering a second language. One of the requirements to communicate well in a foreign language,
students should have an adequate number of words. Hatch and Brown (1995: 370) mention that vocabulary can be divided into two types. They are:

a. Active vocabulary (productive) is the words which the learner can use appropriately in speaking or writing. To use the productive vocabulary, the students are supposed to know how to pronounce it well. They must know and be able to use grammar of the target language. The students are also hoped can be familiar with the collocation and understand the connection meaning of the words. This type is often used in speaking and writing skill.

b. Passive vocabulary (receptive) refers to language items that can be recognized and understood on the context of reading or listening.

4. The aspects of vocabulary

Vocabulary consist of four aspects namely meaning, spelling, pronunciation, word classes, and word use (Mardianawati, 2012:11).

a. Meaning

Meaning is the most important aspect of vocabulary teaching because 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.

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ways such as guided discovery, contextual guesswork and using dictionaries.

Asking questions and offering example that guides students to guess the meaning correctly.

The meaning can be conveyed by using demonstration (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 and idea of its meaning, or in some cases, guess from the word itself. Knowledge of word formation, e.g. prefixes and suffixes can help students to discover meaning.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of sounds and letters. 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 (Nations, 1990: 51 as cited in Kareem, 2006: 6).
c. Pronunciation

Pronunciation of a word is what someone hears when others say the word. What a speaker means to say might be difficult to understand by the listener when the sounds produced are incorrect. Suwartono (2008: 2) states that pronunciation seems to be a central issue. The problem is rooted from the inconsistency between spelling (the written form) and pronunciation (the sound production) in the English language.

d. Word Classes

Word class is an important feature in semantic feature analysis. Because, semantic feature analysis can help students grasp the words so that they can increase their new vocabulary easily. A word of a sentence has different functions in the –s,-p relationship, each of which is classified as a different part of speech. There are:

1. Noun

It is most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example:

a. it is a book.

b. there is an umbrella.

2. Verb
It is the words which express an action or help to make a statement.

Example:

Robert plays football. Mr. brown reads newspaper.

3. adjective

It is the word used to qualify noun or pronoun.

Example:

Mr. Herman is clever.
The bag is expensive.

4. adverb

It is a word used qualifying the meaning of verb, adjective or another adverb.

Example:

I go to school at six o’clock.

Mrs. Windy is teaching in the classroom.

5. conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example:
Eka and I am student at UMP, I have to call her before I go.

6. pronoun
It is word which can take the place of a noun
Example: they are my lecturer, he goes to office

7. interjection
It is a word put into a sentence to express a sudden feeling of mind or emotion
Example: Hurrah! I am the winner

Oh my god! I can’t believe it's real.

(Frank, 1972: 1).

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 (Mardianawati, 2012: 11).

B. Teaching Vocabulary
Basically the aim of teaching English to make students master four skills namely; listening, speaking, reading, and writing or communicate tool either verbally or written.

Teaching is the most import thing in learning process. Through teaching a teacher can help the students to understand about the lesson given. Thus,
vocabulary is the basic thing that should be mastered by the learners. By mastering vocabularies the learners will be easy to understand the language. If the learners do not know the meaning of words, they will have difficulties in understanding what they see, read, and learn.

According to Finochiaro (1974: 74) Vocabulary items should be taught in the some way, which we teach everything else. In the other hand, Twaddel (1980:135) teaching vocabulary is very important task in teaching English. It is one of the least efficient ways of developing learners vocabulary knowledge. According to Harmer (1998: 785) teaching vocabulary is an important for teaching structure and in the following examples the researcher will look at a range of activities which are designed to teach and practice words and their various uses as follows:

a. Using Realia

Realia means the use of real object that can be seen by the students. The teacher gives such a real thing in the classroom, so the word can be easily explained.

b. Showing The Pictures

Pictures are indispensable media for the language teaching since they can be used in so many ways. They can be a wall pictures, blackboard, drawing, charts, flash cards, table or statistic and the other non-technical visual representation.

c. Mime, Action and Gesture
Frequently, it is difficulty or even possible to explain the meaning of words using the reality or picture. In this matter, teacher can choose mime action or gesture.

d. Enumeration

When the teacher find difficulty in explaining word she or he can enumerates a word.

e. Word Association

In teaching new vocabulary, a teacher mentions the things connected to the words.

f. Explanation or Definition

In this technique, teacher gives example or definition of a word.

g. Translation

When there is no other ways to explain a word, teacher sometimes has to translate that word into the student’s language. (Harmer, 1983: 86)

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)

In Nunan (1981:116) has noted that the writer influence of language learning theories on approaches to the teaching of vocabulary at
the techniques and classroom exercise and activities for teaching vocabulary. According to Nunan (1981:116) there are some steps in teaching vocabulary. Here are steps in teaching vocabulary:

1. Whenever a familiar word is met in a new context, it should be taught again and practiced. A review or mention of the known meaning of the words should be made so that students will understand the contrast. If possible, only one context should be taught at one time.

2. Vocabulary items should be taught in the same way the teacher teaches everything else. Teacher gives the students understanding of the meaning in many ways.

3. Vocabulary should be practiced as structures are practiced in substitution drills, question and answer, etc.

4. Vocabulary items should be reintroduced many times with all the structure and in all the situations in which they can logically be used.

5. Students should be encouraged to learn and use nouns, verbs, adjective, and adverbs, which contain the same roots.

Based on the explanation above, teaching vocabulary for the beginner needs more appropriate ways. The researcher has to know the level of students competence in order that he or she can determine the right technique. The researcher needs study as well as practice a lot. Predetermined technique before she or he can adopt one. The technique to be choose should enable the student to understand the vocabulary with ease.
C. The Principles of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind.

Cameron (2001: 93) writes down the general principles to help children for learning vocabulary:

a. Teachers can model how to use strategies and draw children’s attention explicitly to aspect of strategy use.
   Example: teacher can show how to find clues to the meaning of a new word in a picture.

b. Teacher can teach the sub skill needed to make use of strategies.
   Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

c. Classroom task can include structured opportunities for using strategies.
   Example: when teacher reads a story, teacher explicitly encourage prediction of the meaning of new word.

d. Independent strategy used can be rehearsed in classrooms.
   Example: students can be helped to prepare list of words that they want to learn from a lesson, can shown ways of learning from lists and a letter can be put pairs to test each other.

e. Young learners can be helped to reflect on the learning process trough evaluating their achievement.
Example: at the end of a lesson, students can be asked how many new words they have learned and which words they need to learn more about.

D. Problem of Learning Vocabulary

In the learning of vocabulary for the beginner, there are some problems directly faced by students in learning vocabulary items such as in pronunciation, spelling, memorizing, and also in using words in sentences or in oral communication. Those briefly described below:

1. Pronunciation problem

The following are aspects, which cause problem in pronunciation.

a. Similar sound in two words, which have different variants.

b. Classification of sound.

2. Spelling problem

Beside learning pronunciation, learning spelling is important as well because it can improve the learner’s ability of the language skills especially writing and reading. The following are some of spelling problems:

a. Misunderstanding between speaker and hearer.

b. The students do not know the spelling of words.

3. Memorizing problem

There are some memorizing problem e.g.:

a. The students have low motivation to learn vocabulary.
b. The students are reluctant to memorize the new words.

c. The students do not always use the words they have known to communicate in daily activities the longer the meet words.

d. Some English teachers do not find and use proper teaching techniques, which maintain the student’s ability of memorizing the words.

4. Meaning problem

It is reasonable that the Indonesian learners are difficult to understand the meaning of English words, sometimes the meaning of words change because of this function in sentences, whether it is a noun or a verb. And also a word may have more than one meaning.

E. 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. With the 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. Kinds of Language Games

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is usefull and meaningful. The learners want to take part and in order to do so must understand what other saying or have written, and they must speak or write in order to express their own point of view or give information.
There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media.

Lewis and Bedson (2002: 16-8) divided games according to their general character and spirit. They distinguish:

a. Movement games in which children are physically active.

b. Card games
Games during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions.

c. Boards games
All games which mainly involve moving makers along a path.

d. Dice games
Games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.

e. Drawing games
They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art.

f. Guessing games
The aim in these games is to guess the answer to questions of some kind.

g. Role play games
They can vary from guided drama to free speaking activities but it depend on the language level, curiosity, and confidence of players.
h. Team games

They can belong to other categories but also require cooperative teamwork.

i. Word games

This kind of games allow to utilize children’s enjoyment with words.

F. Pictionary game

1. The definition of Pictionary game

Pictionary game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. (Ravulur, 1997). According to Hinebaugh (2009: 188-193) Pictionary game is a game that involves students guessing words or phrase from drawing. In playing Pictionary game, the students have to make their own pictures or drawings based on the English vocabulary which is shown on card. Pictionary game can be used as excellent teaching tool for developing communication and creative thinking skills; it is suited to reinforce ideas in other subject matters for those students who are visual learners.

It can develop and reinforce any number of facts, figures, or concepts; Pictionary rules will focus the development of creativity and thinking. Players not only must be creative, but also must choose sketches that will effectively communicate with their team; and it is well suited for developing specific grammar and vocabulary skills.
2. The advantages of Pictionary game

a. Pictionary game makes the students would be grateful fun in the classroom and the words from the game would stay in their heads for a long time.

b. This game makes the students more enthusiastic to follow vocabulary learning process. By using this game, the students will have better motivation in learning vocabulary because they enjoy the game.

c. Pictionary game is a challenging game because there is competition to guess the pictures within a limited time, so that they can win the game.

3. Teaching Vocabulary Using Pictionary Game

1). The teacher prepare cards which contain of vocabulary words.

2). The teacher divide the students into teams with five or six students per team.

3). Explain that each team’s goal is to be the first and earns a point in a round to correctly identify vocabulary terms.

4). Designate one student on each team as the picturist.

5). This student is the only one able to see the list of words written on the card that given by the teacher.

6). Identify the time limit for the first round of words.

7). Explain that the picturist looks at the word to be illustrated and draws while thinking about how to draw, retrieve, and guess the word.
When the word is identified by the group, the picturist continues to the next word.

8). Explain that after identifying all of the terms, team members raise their hands indicating the end of the first round.

9). Rotate the picturist role around the team until all have participated as an picturist.

4. **The relevant study**

To make sure, there are some relevant study similar with the researcher.

First, thesis from Inggit Sekti Oktafiya with the title "Improving students vocabulary mastery through Pictionary game in English language teaching (A classroom action research at the second grade students of SMP N 3 Salatiga in the academic year 2013/2014). The subject of the study is students of class VIII C which consist of 22 students. She used purposive sampling technique it is based on consideration. The procedure consist of planning, action, observation, and reflection. From the result, the English teacher must have seriousness with the students vocabulary mastery. Teacher has also to be more creative to give the materials. The teacher also must be careful while correcting students pronunciation and give example of right pronunciation. Thus, by using Pictionary game it can motivate students to improve language learning and can improve students vocabulary mastery.
Second, thesis from Shirta El Rusyda with the title “Teaching vocabulary through Pictionary game to first grade students of SMP Alkautsar Bandar Lampung in academic year 2013/2014. The population research was all of the seventh grade student. The result shows after the implementation of Pictionary game, there was of significant difference and increase of students vocabulary achievement. The observation based data showed that Pictionary game the students enjoy the learning process. The students motivation was boosted; they could be problem solvers, active and independent learners; they could teach and learn from each other, and form a good interaction with their friends. Based on the explanation above, teaching vocabulary by using Pictionary game make the students enthusiastic during the learning process and the students easily learn about the new vocabulary words.

G. Basic Assumption

English for beginner level or students of SMP Negeri 2 Pekuncen grade VII 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. Through Pictionary game the students can develop their spelling, pronunciation and concentration. Beside that by applying pictionary game, the students remember the vocabulary and can be used to add vocabulary easily. 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 vocabulary. In this case, it is assumed that teaching vocabulary using pictionary game is effective.

H. Hypothesis

Based on the basic assumption above, the hypothesis for this study is that pictionary game is effective for teaching vocabulary at seventh grade students of Junior High School.