

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is one of the basic components of language and there is no languages exist without words (Napa, 1990: 5). In order to communicate well in English, children should get an adequate number of words and know how to use them accurately. Vocabulary becomes an important aspect in learning English as a target language, because it is the first basic important aspect in learning English. Besides that, it is impossible to be successful in study a language without mastering the vocabulary. In this case, Kridalaksana (1993: 127) states that vocabulary is one of language components that maintain all of information about meaning and using word in a language.

In short, vocabulary is one of the important language aspects which should be learned by language learners in order to be able to communicate. Besides that, the more vocabulary which the learners have, it will be easier for them to develop and learn English as the foreign language.

2. The Importance of Vocabulary

Vocabulary is one of the basic language components. 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 that, Tarigan (1984: 82) 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.

Furthermore, vocabulary is very important for the students. In this case, Nunan (1991: 81) states that the lacks of vocabulary makes the students unable and get difficulties in learning process. It is supported by Rubin and Thompson (1994: 79) who assert that vocabulary learning is at the heart of mastering foreign language.

In short, 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

The types of vocabulary which is learned by the students in fourth grade primary schools are noun, verb, adverb and adjective. Hasanudin (2012:1) states that the vocabulary can be divided into three kinds of vocabulary. They were:

a. General vocabulary

General vocabulary is the set of words were not tied to any specific class or activity such as animals, family, clothes, etc.

b. Basic vocabulary

Basic vocabulary is the set of lexical items in a language that are most resistant to replacement, referring to the most common and universal elements of human experience.

c. Specific vocabulary

Specific vocabulary is the set of words which taken on special meaning, and has usage only in particular subject matter field.

This study deals with teaching English vocabulary especially in general vocabulary with the context for young learners. Moreover, this study specifically focused in noun that would involve the things in the classroom and professions.

4. Vocabulary Learning Strategies

In learning vocabulary, it needs certain strategies especially for young learners. In this case, Cameron (2001: 92) defines vocabulary learning strategies as the actions that learners take to help themselves understand and remember vocabulary items.

However, being able to use new vocabulary is not easy and simple. It is time consuming in which learners need to learn and know how to record, remember, and practice. Furthermore, Intaraprasert (2004: 9) as cited in Siriwan (2007: 45) defines that vocabulary learning strategies is any set of techniques or learning behavior in which the learners use in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary.

In short, vocabulary learning strategies are very important for young learners since they promote to take control of learn away from the teacher. Besides that, young learners who learn with a variety of vocabulary learning strategies would make their vocabulary learning easier, faster, more enjoyable and more effective for them.

B. Primary School Students

1. Characteristics of Primary School Students

In the primary schools, it is not an easy task to teach young learner, because they are different from adult both physically and mentally. In this case, young learners have complex characteristic, they do not just focus on what is being taught, but also learn all of the things at the same time and trying to find information from whatever is going on around them.

Furthermore, Nugroho (2007: 12) asserts that primary school students are categorized as young learners which have different characteristics from adult learners. Young learners usually consist of children at the age of six until twelve years old, where the element of fun becomes a part of their world. It is in line with Nilawati (2009: 7) who states that young learners enjoy studying language through loads of cheerful activities in a bright and colorful room.

Harmer (2001: 8) states that there are some general characteristics of young learners, namely:

- a. They are responding to the meaning even if they do not understand the words.
- b. They are learning indirectly than directly.
- c. Their understanding comes not only from the explanation, but also from what they see and hear.
- d. They usually display an enthusiasm for learning and about the world around them.
- e. They have a need for individual attention and approval from their teacher.
- f. They are responding well to learning that use themselves and their own lives as main topic in the classroom.

Based on the explanation that have already been discussed, it can be concluded that primary school students are the children at the age of six until twelve years old where they are very enthusiastic in finding out, understanding and learning everything.

2. Teaching English to the Primary School Students

Brown (2000: 7) states that teaching is showing or helping someone to learn, to do something, giving instruction, guiding in the study of something.

There will be marked difference in teaching English to the young learners (primary school students) with teaching English to adult (junior and senior high school students). It is strengthened by Scott and Ytreberg (1990: 1) who states that young learners often ask question all the time and

often talk about what they do, while the older are telling the difference fiction and fact because their basic concept are formed.

Slaterry and Willis (2003: 4) as cited in Nilawati (2009: 12) suggest some ways to teach English to the young learners, namely:

- a. Making learning English more enjoyable and fun.
- b. Not worrying about children' mistake, be encouraging, make sure children feel comfortable and not afraid to take part.
- c. Using a lot of gestures, actions, pictures to demonstrate what they mean.
- d. Talking a lot to them using English, especially about things that children can see.
- e. Playing a game, sing a song, and say rhymes and chants together.
- f. Telling simple stories in English, using pictures and acting with different voices.
- g. Not worrying when children use their mother tongue.
- h. Recycling new language but do not be afraid to add new things or to use words they will not to know.
- i. Preparing the lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

Teacher should know the proportions of the materials for young learners are different from adult learners. In this case, teacher plays an important role in teaching English to primary school students. Further,

Harris (1969: 345) as cited in Nilawati (2009: 2) states there are several methods that can be used in teaching English, they are:

- a. Giving total physical activity, for example using games and Total Physical Response activities.
- b. Providing hands on activities, for example to learn words, sentence, and practice meaningful language.
- c. Internalizing concept through visual aids, for example using video, picture, tapes, music, and flash card.
- d. Explaining things with nonverbal language, for example using features or gestures.

In short, teaching English especially to the young learners is not an easy task. Young learners have different motivation and characteristic in learning. Furthermore, it will be difficult when the teacher cannot motivate them intensively. In this case, teacher should create alternative of techniques to teach young learners in order to make them interested to what they are going to learn and avoid boredom.

3. Technique of Teaching Vocabulary to the Primary School Students

In the teaching vocabulary, the teachers must be careful in selecting teaching technique especially to teach primary school students. When the teachers do not give attention to the technique of teaching vocabulary, it gives an impact to the children where they will get difficulties in absorbing new vocabulary. In this case, Doff (1990: 11) asserts some ways for teaching vocabulary to the young learners, namely:

- a. Saying the words clearly and write it on the board.
- b. Getting the class to repeat the word in chorus.
- c. Translating the word into the children own language.
- d. Drawing a picture in case of to show what the words mean.
- e. Giving an English example to show the words are used.
- f. Asking some questions by using the new words relate to the material.

Teachers must be careful in selecting techniques especially for teaching vocabulary to the young learners. If they do not give attention to the technique of teaching vocabulary, the students will get some difficulties in absorbing new vocabulary. Thus, Petty (2004: 42) states some techniques which are appropriate for teaching English at the primary schools, those are:

- a. Teaching English by using pictures.
- b. Teaching English by using word games.
- c. Teaching English through demonstration.

Based on the previous explanation that have already been discussed, it can be concluded that teacher has an important role in order to help the young learners in comprehending context or new vocabulary by using interesting teaching. By implementing techniques which make teaching learning more interesting, it can determine the success of teaching aim.

C. Games

1. The Definition of Game

There are a lot of definitions of what the game is. Everyone is able to imagine something when hearing the term game, but to give a precise definition is difficult. Khan (1991: 142) as cited in Kupeckova (2010: 14) affirms that game is an activities governed by rules, which set up clearly defined goals. The achievement of these goals signals the end of the game. It involves a contest between players or between the player and the goal, besides that games should also lead to having fun.

Nowadays, games become a pleasure activity and sample of educative lesson. It can capture the students' attention and participation, besides that games can give more opportunities to the shy students to express their opinions and feelings (Hansen, 1994: 118). Besides that, game is an activity which is undertaken to have a fun. In this case, by using games it will make the teaching and learning process become easier and more comfortable for students, especially young learners.

From the definition of game that have already discussed, it can be concluded that game is an activity to have fun. Nowadays, game can be implemented in the classroom to be a pleasure activity. By choosing an appropriate game, it is invaluable as teachers give the young learners a break and at the same time allow them to practice language skills. Besides that, games are highly motivating the children since they are amusing and sometimes challenging.

2. The Advantages and Disadvantages of Game

Harmer (1991: 101) asserts that games are a vital part of teacher's equipment not only for the language practice they provide, but also for the therapeutic effect they have. Furthermore, games can be used at any stage of a class to provide an amusing and challenging learning activity.

Besides that, Huyen and Nga (2003: 7) assert that there are disadvantages of using games in the classroom, they are:

- a. Usually in making games are expensive.
- b. Sometimes using games need a longer preparation.
- c. Not all students are interested in games.
- d. Sometimes using games can disturb other class.

3. The Types of Game

Wright (1984: 1) states that there are two types of games, namely:

- a. Competitive game.

In competitive game, learners having a strong urge to win the game so there is a competition between them.

- b. Cooperative game.

In cooperative game, learners interact and make a cooperation to play the game.

4. The Reason for Using Game

Actually, teaching and learning process in primary school will be more alive. Furthermore, there are some ways to choose appropriate game to be taught in primary school:

- 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. Hangman Game

1. The Definition of Hangman Game

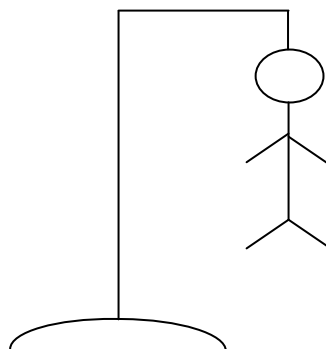
MCintyre (2007) states that hangman game is a simple spelling game in which participants try to build a scaffold and execute an evil villain. Further, Mcintyre says that this game is a relic of the 19th century, when criminals received the ultimate penalty for committing the ultimate crime. But nowadays, there is an alteration where hangman is used to be a game which is to make learning words fun and to help children get to grips with a new language.

Furthermore, Coles (2012) asserts that hangman is a fun game that students can play in the classroom in order to help them build their vocabulary skills, because they can play on blackboard, at their desk or even on the smart board. Hangman game is a game where the players are given a hidden word and a set number of guesses (Parkin, 2005:37). Later, by using game like hangman, there will be some clues which are given to answer the hidden word given so that the players can more readily come to the answer, and then the hangman process will be started if the guesser failed to add the correct letter (Suriani, 2004:2).

2. The Use of Hangman Game in Teaching Vocabulary

In learning vocabulary, the young learners have to know the pronunciation and the spelling of new vocabulary that they have already got. In this case, teachers need to make sure that both aspects are accurately presented and learned in teaching English vocabulary (Ur, 1996: 60). Furthermore, Nisa (2009, 61) asserts that hangman is one of teaching techniques which is used by the teacher in teaching spelling to the young learners. This statement is in line with Ur (1996: 31) who affirms that hangman game can be used as an exercise for young learners in spelling words. Here are the following procedures of playing hangman game generally:

- a. One player thinks of a word and writes down a series of dashes which represent the series of letter that make up the word.
- b. Then, the other player guesses what the letters are. If they guess the right letter, the first player has to fill in the relevant dash. If the guess is wrong, the first player may draw one component of drawing of a man hanging on a gallow. The guesses continue until either the whole word has been guessed or hangman drawing has been finished. The complete drawing looks something like this:



- c. If the first player completes the drawing before the others have guessed the word, he or she wins and may choose another word to be guessed.

3. The Advantages and Disadvantages of Hangman Game

Hangman game is a fun game. Students can play it in the classroom and it can help them to improve their vocabulary skill. Further, McIntyre (2007) asserts that hangman game gives some advantages as follows:

- a. Teachers can make vocabulary fun to learn for their students by using hangman game.
- b. Hangman can be adapted by the people in all ages and can be used in a variety of settings.
- c. Hangman is not only far more interactive than some spelling 'rote learning' methods, but also it is far more enjoyable.
- d. Hangman is useful for teaching and revising spelling words.

While on the other hand, there was also a disadvantage found. Hung and Young (2007: 348) as cited in Lo and Tseng (2011: 1) state that hangman game may depend on luck and it is not measure the actual ability.

E. Relevant Studies on Hangman Game

There are several relevant studies which are related to this study. Ramdhani (2011: 59) said that games like Hangman and Little Shop of Treasures were important for the young learners in improving their English Vocabulary. In addition, he said that the appropriate game aids like Hangman games could facilitate sensory input needed by the students and attract their

attention in illustrating the context of the lesson. Further, Nisa (2009: 61) stated that hangman was also one of the teaching techniques used by the English teacher of fifth grade to teach spelling.

Zamzurina (2004: 7) states that word games can be classified as educational games. It was not only fun and enjoyable but also it could enhance children learning ability, for example word games like Hangman that could help the young learners in improving their skills in English especially vocabulary. Later, Suriani (2004) stated that hangman game was an alternative way of learning that made learning procedure more interactive, dynamic and interesting.

F. Basic Assumption

Hangman game gives the students an opportunity to learn more enjoyable and fun. It is suitable for all age levels, both young and adult learners can play it. Hangman is not only a great activity, but also it has educational values. By doing this game students are able to recognize the words in the spoken or written form and they can learn how to spell words correctly.

G. Hypothesis

Based on the basic assumption mentioned previously, the hypothesis of the research is: “Hangman game is effective for teaching English vocabulary to the young learners”.