

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

The term vocabulary refers to a list or a set of words for a particular language, or a list or set of words that individual speakers of language might use (Hatch and Brown, 1995: 1). According to Suyanto (2007: 43), vocabulary is stock of words which the language has and gives meaning if we use the language.

Vocabulary is one of the important language elements. To develop language skills in listening, speaking, reading, and writing, the students should have sufficient stock of vocabulary supported by other language elements such as pronunciation and structure. It can be said that vocabulary should be taught first because it is the basic element of language which has crucial role in language learning.

In line with Krashen and Terrell, Rivers in Nunan (1991: 117) has argued that the acquisition of and adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and the functions we may have learned for comprehensible communication. If the students do not know how to improve their vocabulary, they will face problems in learning other language skills and for the result they will hate the lesson and then

gradually lost interest in learning.

2. Vocabulary Learning

In general, words are very essential and having lack of them makes the learners unsecured. Wilkins (1972: 111) states that the fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

According to Hatch and Brown (1995: 373), there are five essential steps in vocabulary learning: 1) having sources for encountering new words, 2) getting a clear image, either visual or auditory or both, for the forms of the new words, 3) getting the words meaning, 4) making strong memory connection between the forms and the meanings of the words, and 5) using the words.

The first essential step in vocabulary learning is having sources for encountering new words. The learners' strategies here include learning new words by reading books, listening to radio and television, and reading newspaper and magazines. Other strategies may not be as personally interactive and interesting, but they do serve learners. For example, textbook or teacher-assigned word lists are source where learners s are source where learners may encounter new words.

Besides textbooks, dictionaries are also sources where new words and new uses for old words can be encountered. The second essential step in vocabulary lerning is getting a clear image, either visual or auditory or both, for the forms of the new words. The importance of getting the form

of the words also appears when learners are asked to give definition for words.

The third essential step in vocabulary learning is getting the words meaning. This step includes such strategies as asking native speakers what words mean, asking people who speak the native language the meaning of new words, making pictures of word meanings in the mind, and explaining what the learners' mean, and asking someone to tell the learners the English word. Generally, beginning learners are given quite simple meanings, but more advanced learners often need more specific definitions in order to differentiate between near synonyms. The common way of getting the word meaning is by looking up the word in the dictionary, by having a bilingual friend or teacher explain, 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.

The fourth necessary step in vocabulary learning is making a strong memory connection between the forms and the meanings of the words. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning. Probably, the most traditional way of doing this step is to memorize words and the meanings from lists.

The final step in learning words is by using the words. This step is necessary to help learners move as far along the continuum of word knowledge as they can. This step is also useful in increasing confidence

and receptive because the use of words is necessary for learners to test their knowledge of collocations, syntactic restrictions, and register appropriateness.

3. Teaching English Vocabulary to the Fourth Graders of Elementary School

Teaching English to elementary school students as a local content is the students are expected to have skills of the language in simple English with emphasis on listening, speaking, reading, and writing skill using selected topic related to their environmental needs. Related to the objective above, the material for the fourth grade, most topics are about center of interest that they often face in their life. The topics include things inside a class and things around a school. Those topics are so familiar with students that may see it everyday when they attend to their school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school. There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up to eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time.

To develop language skills in listening, speaking, reading, and writing, the students should have sufficient stock of vocabulary supported by other language elements such as pronunciation and structure. It can be said that vocabulary is one of the important language elements, which is needed by each language skill. Therefore, teaching English at elementary

school is focused on vocabulary. It is reasonable because vocabulary is the basic element of language from which has crucial role in language learning and should be taught first. In addition, the improvement of vocabulary elementary school is also an important aspect in the acquisition of a foreign language because English vocabulary mastery in elementary school will influence the achievement in learning English at higher level. According to Suyanto (2007 : 43), English vocabulary which have to be learned by elementary school students are about more or less than 500 words.

Suyanto (2007: 15) states that elementary school students are children of six up to twelve years old. Teaching English as a foreign language to children is not an easy task because their attention span is limited. They learn best when they feel interested in lesson. Therefore, the lesson should be motivating, interesting, and the tasks should be short, fun, and varied. Vocabulary for the students of grade four that will be evaluated is about family, toys and games, and shopping.

4. The Procedures of Teaching Vocabulary Using O-Bingo game
 - a. First Step

Teacher greets students or says such expressions as: “how are you?”, “what day is it today?”. As a brainstorming, teacher asks to the students whether they have toys and games at home or not, what kinds of toys they have, and what games they usually play. Students will response the questions. It is done to give them more understanding about kinds of toys and games, then give them some new

vocabularies. After that, tell them that today we are going to learn about toys and games

b. Second Step

The teacher writes the vocabularies in the whiteboard by asking them. For example, It is a toy, girls like to play it. It is funny. What is it? After that, they read the vocabularies aloud.

c. Third Step

The teacher gives some tasks. The task can be like a jumble word or arranging the word. It is to make the students understand about the vocabulary.

d. Fourth Step

Teacher evaluates the material that has been delivered by playing O-Bingo game. The students prepare a piece of paper and their stationeries. Then, they must write five words about toys and games. The teacher as a leader says one word first. It can be done by saying the clue of it or the meaning of it. If the word is same with the student's word, the student should scratch the word. It is done until the fifth word. The student who scratches the more words, he/she is the winner of this game. It can produce some winners. The leader should have one winner in this game.

e. Fifth Step

As the assessment, teacher asks the students to write the vocabularies they remember during the teaching learning process.

Then, they should submit it. These five steps must be implemented orderly.

5. The Evaluation of Vocabulary

According to Burhan Nurgiyantoro, there are some aspects of vocabulary that can be evaluated:

a. Pronunciation

The writer wants to know how the students can pronounce the vocabularies that they learn. They still have not known how to pronounce the English vocabulary. So, the writer will evaluate their pronunciation after they get the material.

b. Spelling

Spelling is an important thing to memorize the letters of the vocabulary. The students of grade four need to know how to spell a word in order to understand the letter of the word. So, the writer wants to know how they can spell the vocabulary in English.

c. Meaning

As we know that to learn a foreign language, we need to know the meaning of it. It's to make us understand what the native speaker means. So, in this case the writer wants to evaluate how many vocabularies and the meanings of them that the students catch in teaching learning process.

d. Memorizing

The students of grade four should be given five to seven vocabularies in a meeting because they still have limited memorizing

stock. So, The writer wants to know how many vocabularies that the students can memorize in a meeting.

In this research, the aspects to be evaluated are spelling and meaning. As we know that the students of elementary school are visual and auditory learners. They will learn English by seeing the form of it first, and then they will know the meaning by listening and seeing the form.

6. Kinds of Test

In this research, the writer will use an objective test to measure students' English vocabulary mastery at grade four at SDN 2 Purbalingga Lor. The kinds of objective test are completion and matching. The total number of completion item is ten and for matching item is ten. The total item is twenty items. According to Burhan Nurgiyantoro (2001: 76-77), there are four advantages of objective test

- a. Objective test is possible to take all of the materials which will be evaluated in objective test than essay test. To make objective test is faster than essay test
- b. Objective test has only one correct answer. This condition makes high reliability of test result.
- c. It is easy to check the students' answer with the provided keyword.
- d. The result of objective test can be checked quickly and the result is believable.

Disadvantages of objective test are :

- a. To arrange the objective test needs long time, careful, precise, and specific skill of the teacher.

- b. It is tend to focus on the certain topic, so the test is not comprehensive.
- c. It is possible for the students to answer the test by guessing.
- d. Objective test is usually long format so it needs much cost to provide it and long time to type and copy it.

In this research, the writer uses completion and meaning test because they are more useful in encouraging the students to learn English vocabulary.

B. Games

1. The Introduction to the English Game

According to Ayu Rini (2008: 7), English is an important need that should not be ignored at this time. In the working world, English has become a common requirement for job-seekers. Recognizing the large role mastery of English is very promising future for a brighter future.

By mastering the English, children in the future and the general public will be able to relate in a broader range, to overcome language barriers in using the imported products from overseas and etc. However, there are still many people thinking that English is a difficult language to learn. Actually, learning English is not different from learning other subjects. The most important thing that must be owned by students is a sense of comfort and joy in learning the English. It means that materials should be provided with a fun way, where the students seem unaware that he is learning. Learning English through games is one effective method

of learning that can be done. English game is usually done in post activity session during English lessons, is after the teacher gives the material. The game can be a repetition of material already taught or simply as entertainment leisure time fillers, but should be able to make the students feel excited, while they learn to compete in a healthy, growing confidence and work in teams.

2. O-Bingo Game

a. The Definition of O-Bingo Game

According to Ayu Rini (2008: 67), O-Bingo is a modification of the Bingo game, where players will also select vocabulary that they want and then match with a vocabulary selected by the leader game. The leader of game stands up in front of the class, beside blackboard.

b. The Disadvantages and Advantages

There are some advantages in O-Bingo game:

- 1) Number of players in this game is unlimited.
- 2) This game is interesting for students because the procedure of this game is easy to understand especially for the students of grade four.
- 3) It can encourage all students to be active in the class.
- 4) It is a simple game and it doesn't need many equipments to play this game.

While for the disadvantages, there are only two disadvantages in this game:

- 1) Teacher is difficult to handle all of the students in playing this game.
- 2) Sometimes students only focus on some suitable vocabularies with the teacher's vocabularies
- 3) It can produce some winners. So it needs long time to get only one winner.

c. The Procedure of O-Bingo Game

There are some steps to play this game, such as:

1. In this game, each player must provide paper and writing instruments they will use to write the vocabulary later.
2. O-Bingo begins with a leader that asks players to mention the examples of vocabularies that they are learning. It is appropriate with the syllabus.
3. Then, the leader of this game or the teacher writes the vocabularies on the whiteboard. For example the theme is about profession.
4. The students will mention kinds of profession that they know. The kinds of professions will be “nurse, doctor, teacher, president, singer, etc”. The vocabularies are written by the teacher on the whiteboard.

5. Then, each students as players should write five kinds of profession in a piece of paper and the teacher also selects and writes five vocabularies.
6. After that, the leader will say five kinds of profession. The players listen to what professions the teacher says and they match their words with the leader's words. For the same words, the players should cross the words. The winner in this game is the player who crosses the most words.

C. Basic Assumption

Learning vocabulary has always been a difficult process for students and teacher. The classical problem is that students are bored and unmotivated in their learning process. Considering this problem, teacher should have a set of guiding principles that can be applied in a variety learning situation. Teacher also should be able to provide media that can attract students in their learning.

As we know that students in elementary school like playing so much as one of their characteristic. So, one of the media that can be used as a teaching aid is game. In choosing a game in teaching, teacher also should consider a good game that can make all of the students active in their activity. The use of O-Bingo game is assumed can make students fun, active and interested in learning vocabulary. This game is easy to do and attractive game in which students can play in the classroom. It is also very helpful to review

the students' vocabulary.

D. Hypothesis

From the explanation above and based on the problem mentioned, the writer draws a hypothesis "O-Bingo game is effective for teaching vocabulary in Elementary School."

