

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Vocabulary**

##### **1. The Definition of Vocabulary**

While people are living in this world, they need to communicate with others by using language. Every language has a massive number of vocabulary, so that it is needed to master adequate vocabulary of a language to be able to use the language in a communication. The one who masters sufficient number of vocabulary can enable them in expressing their ideas. Vocabulary is not only merely knowing about the words. It also deals with the way the idea can be expressed through the number of vocabulary mastered.

Vocabulary is a list of words for a particular language or a list or a set of words that individual speakers of a language might use (Hatch and Brown, 1995:1). Meanwhile Hiebert and Kamil (2005:3) as cited in Bakhri (2014:7) refers vocabulary as the knowledge of meaning words, knowledge of word comes in at two form: oral and print.

After knowing some definitions of vocabulary, it can be concluded that vocabulary is the knowledge of a set words that become an essential part of language that individual speaker might understand used to communicate in the form of oral and print. The communication occurred is in spoken and written form.

## 2. The Importance of Vocabulary

Acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. This means the vocabulary mastered by a language learner is very crucial for succeeding the use of a language (River, 1983:125) as cited in (Nunan, 1991: 117).

Furthermore, vocabulary is all the words in language. It can be said that a language is built by a number of vocabulary, and that also means a language cannot be separated from any words and cannot stand independently without the presence of vocabulary.

Besides that, the vocabulary is considered as the centre of a language, because without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. The more one's vocabulary develops, the easier it is to add new words. (Nunan, 1991: 117)

In addition, the sufficient number of vocabulary have to be mastered by English language learner, as it helps people communicate between one to another, and it also helps people in exchanging their idea both in written and oral form. The more vocabulary is mastered, the wider possibility of someone to skillfully use the language.

### 3. Types of Vocabulary

A language has so many vocabulary required by someone to be able to communicate. These all vocabulary are divided into two types, namely:

a) General vocabulary, which consist of everyday words widely acknowledge meaning in common usage.

Example: school, hospital, table, etc.

b) Special/technical vocabulary, which is made up words from everybody, general vocabulary which takes on specialized meanings when adapted to a particular content area or particular subject matter field.

Example: chlorophyll, stethoscope, etc (Zuraida, 2014:5).

Meanwhile, (Nunan, 1991: 118) in line with (Hatch and Brown, 1995:370) mentions that there are two kinds of vocabulary should be mastered by a language learner, namely:

a) Receptive or passive vocabulary is defined as words in which the readers recognize and understand, but they do not necessarily use.

b) Productive or active vocabulary is defined as as words in which the readers both understand and use them to communicate both spoken and written form.

By looking at former discussion about the divisions of vocabulary, it comes into a conclusion that vocabulary can be divided into two types based on the easiness to understand and produce. The first is the vocabulary that is easy to understand and produce. It is the

combination between general vocabulary and productive vocabulary. Then, the second is the vocabulary that is hard to produce both in spoken and written form. It is the combination between special/technical vocabulary and receptive vocabulary. the assumption is learners will learn receptive vocabulary first and then by knowing the vocabulary that is received the learners will produce some communications (Schmitt, 2000: 5)

#### **4. The Aspects of Teaching Vocabulary**

In teaching English vocabulary, there are some important aspects which should be known in learning English vocabulary (Nation, 2001: 3-4), namely:

a) **Word Meaning**

Word meaning refers to how the words give the language users meaning. This helps learners to know the context of the words. Since sometimes a word has various meanings so that it is important to know which meaning that fits to the context of a word.

b) **Word Use**

This word use extension refers to how the words can be used by the learners. They can be stretched and twisted to fit different context and uses based on the users intention in using the language. For instance, to say someone is in a black mood or someone is yellow, yet it is not actually describing color. In such context *black* and *yellow* mean something else.

c) Word Classes

Word classes are categories of word. Word class is an important feature in semantic feature analysis. There are grammatical pattern should be practised fluently to the students such as noun, verb complementation, phrasal verb, adjectives and adverb. The classification of the words of a language in this way depends on their function in communication.

d) Word Pronunciation

Word pronunciation means the way how the words are pronounced according to the international pronunciation system.

e) Word Spelling

Word spelling is the way how the words are spelt based on the regulation of phonetic-transcription.

Aspects of vocabulary that will be taught to the students are meaning and word classes. The reason for choosing those aspects is that it is suitable for Tic Tac Boom Game that will be implemented in the class. Meanwhile, the word classes which will be taught are nouns, adjectives, and verbs.

## **5. Teaching Vocabulary**

a) The Principles of Teaching Vocabulary

There are several principles of teaching vocabulary (Nation, 2001: 2):

- 1) Keep the teaching simple and clear. Do not give complicated explanations.

- 2) Relate the present teaching to past knowledge by showing a pattern or analogies.
- 3) Use both oral and written presentation – write on the blackboard as well as explaining.
- 4) Give more attention to words that are already partly known.
- 5) Tell the learners if it is a high frequency word that is worth noting for future attention.
- 6) Do not bring in other unknown or poorly known related words like near synonym, opposites, or members of the same lexical set.

Those principles of teaching vocabulary are to teach the target language. However, the teacher should consider the strategy of teaching vocabulary.

b) Vocabulary Learning Strategy

Vocabulary learning strategy means the action that is used by the learners to help themselves understand and remember vocabulary items. This vocabulary strategy is needed in teaching learning process because it can give an ease for the learner to understand the aspects of vocabulary. The action taken in the classroom will decide whether the teaching learning vocabulary process runs well or not (Cameron, 2001: 92).

In short, vocabulary learning strategy is very important for the learner to take the control of learning vocabulary from the

teacher, because vocabulary learning strategy is a set of technique or learning behaviour used by the learners in order to find out the meaning of a new word, or to retain the knowledge of the newly-learned words, and to expand their knowledge of vocabulary (Schmitt, 2000 : 132).

c) The Problems of Teaching Vocabulary

The failure of mastering foreign language is mainly determined by the lack of words mastered. Knowing the sufficient amount of words will create a meaningful communication. However, there are some obstacles stretching in front of the goal line of mastering the adequate amount of words, those are:

1) Pronunciation problem

The students face difficulties in pronouncing a foreign word is caused by a similar sound in the two language, mother tongue and the foreign language. Both languages have their own variants which involve in other language, because the learners are more familiar with mother tongue, then the mother tongue language will interfere the pronunciation of the foreign language words (Harmer, 1991:250).

2) Spelling problem

This problem is apparently appeared by the difficulty found in pronouncing a word. It can be solved by the repetition of pronouncing letters or words. The more the learners practise

to pronounce the words or letters the more they will master the target language (Harmer, 1991:250).

3) Memorizing problem

The ability to memorize something is different between one student to another. This also gives an impact in learning vocabulary since the learners in order to be able to communicate well need to remember a sufficient amount of English words (Harmer, 1991:250).

4) Meaning problem

Sometimes the learners find that it is so difficult to determine the meaning of word. It happens because sometimes a word has two or more meaning.

This is also a problem to explain to the learners about the depiction of concrete and abstract word. This will be one of the learning vocabulary problem since it gives difficulty for the teacher to select an appropriate word to give an understanding of the abstract word. The concrete words can be easily figured out by the learners because those words are appeared. To teach words such as books, bag, pen, table are much more easy than to teach words honesty, love, etc (Harmer: 1995: 154).

## **B. Tic Tac Boom game**

### **1. The Definition of Tic Tac Boom Game**

Tic Tac Boom Game is a new game proposed to make teaching learning process more interesting. Tic Tac Boom game is a competing game where the students have to work in group and to do the task given by the teacher. This game uses a checkerboard drawn on the whiteboard as a tool of this game (Purwani, 2014: 1). In conducting this game, there is a part when the students have to pay their attention to the checkerboard to find which number is the best to choose to beat their opponents. The number on the checkerboard represents the number on the task. The students will choose the number by considering the place of its number on the checkerboard to decide their movement. This is a competing game, so the students should use good strategy to be the winner. In completing the task the students are divided into some groups consisting 4-6 students. The question is in the form of multiple choice question.

### **2. Steps to Play Tic Tac Boom Game**

#### **a) Preparation**

The teacher should prepare texts containing some vocabulary that will be taught to the students before conducting the game. Then, the teacher also provides multiple choice questions on a sheet based on the material which is taught. After that, the teacher draws a checkerboard on the whiteboard completed with the numbers that represent the numbers in the question sheet.

## b) Procedure

Tic Tac Boom game is game that combines group discussion, strategy and competition among the students. Before playing this game, the students are demanded to understand the material which is taught by the teacher. Then, the question sheets are distributed 5 minutes before the game is started. The students are divided into some groups consisting 4-6 students ( the number of the students in a group can be adjusted based on the number of the students in a class).

The purpose of this game is at least the students can answer 50 question from the task given by the teacher. Thus, the students also have to think about the strategy that will be used to put their group's symbol next of their opponents' symbol so that they will be insisted to give their best effort in answering all the questions in the question sheet for they have to avoid their opponents to be successfully collect their symbol and be the winner. To make this competing game more challenging, the teacher and the students can also make an agreement before conducting this game that the lost group will give chocolate to the winner group. Hood as cited in Purwani (2014:172) studied the effects of four types of learning game on classroom environment and their best applications to education. Games can be organized based on material type, need for critical thinking, and learning target for maximum usefulness. By conducting Tic Tac Boom game in the classroom, the teacher

expects that she can fulfil her target because she has organized her lesson into a fun game which also can increase students' critical thinking.

There is no certain rules on when and how this game can be used in the classroom. It depends on the teachers when they will conduct this game because the advantage of the game can be achieved only by the consideration on how and when to use them. It can be used in pre activities, in the middle of the teaching learning vocabulary process, or in the post activities (Purwani, 2014: 172). Based on Niken Purwani research, this game is better applied on the post activities after the students get the material taught by the teacher.

The followings are the steps to do the game:

- 1) Dividing the class into 5-6 groups and give each group different symbols (e.g. ♠, ♣, ♥, ♦).
- 2) Sharing the question sheet to the groups. Each group gets one question sheet.
- 3) Asking each group to choose one spoke person to represent the group in answering the whole task. The other students can help by whispering the answer to the spoke person.
- 4) Drawing big checks at the white board. The amount of squares are based on the total amount of questions in the reading task. If there are 50 questions in the task, teacher should make 50 squares at the checks.

- 5) Giving the number to the squares from 1-50. Each number represents the number of the question on the question sheet.
- 6) Giving students 20 minutes to discuss and answer the task in group.
- 7) Asking the spoke person to raise his hand to pick the number at the checks.
- 8) Choosing the earliest spoke person who raises his hand to answer his chosen question. If the answer is right, the symbol of the group will be put at the checkerboard.
- 9) Doing steps no 7&8 repeatedly until one group can collect at least 5 symbols in sequence horizontally, vertically, or diagonally.
- 10) Asking students to say loudly, — Tic Tac Boom.....|| if they successfully collect 5 symbols in sequence.

Table 1.  
Tic Tac Boom Board

1 ♣	2 ♣	3 ♦	4	5	6	7	8	9	10
11	12	13	14 ♠	15 ♦	16	17	18	19	20
21	22	23 ♣	24 ♥	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44 ♥	45 ♠	46 ♥	47	48	49	50

Note:

Group 1 : ♣

Group 2 : ♦

Group 3 : ♥

Group 4 : ♠

### **3. Teaching Vocabulary Using Tic Tac Boom Game**

Teaching vocabulary has a goal that the students will understand about the new words which is taught by the teacher. By using a particular strategy in this case Tic Tac Boom Game, the students are expected to get an ease in learning those new words. Finally, it will help the students in mastering English vocabulary.

By using Tic Tac Boom game to teach English vocabulary, it will create a competitive atmosphere which is challenging and attractive to learn English vocabulary. The uses of this game also get rid of the students' boredom. This game will also improve the critical thinking of the students since they have to think of a strategy to be used in answering the question in order to win the game (Deesri, 2002: 3).

### **4. The Relevant Studies**

There is a previous relevant research related to the uses of Tic Tac Boom Game strategy. This is the research conducted by the promotor of this strategy Niken Purwani in 2014 with the title "Tic Tac Boom Game – An Alternative for Teaching Reading Task for Senior High School Students". After implementing this strategy, the researcher found a progress on her students in completing the task of reading text. This strategy has made her students her students more enthusiastic and motivated in doing

their task. Even the silent students give their best in participating in this game, so this strategy improves not only the learning process atmosphere but also the students' activeness in following the learning activity.

The other previous research is from Paul Nation in his journal entitled "Teaching Vocabulary". He explains that there are some aspects called as the learning burden that should be covered in teaching English vocabulary. Those aspects will be covered by conducting a prepared vocabulary exercise which contains many activities in learning vocabulary such as completion, rewording, matching etc. In his journal, those activities are able to gain learners attention in learning vocabulary and help them in understanding the learning burden.

These kind of activities can be combined with a competing game as the task that learners should be worked on. In conducting the competing game, the task should be well prepared by the teacher and has to cover the learning burden or aspects that should be mastered by the learners.

### **C. Basic Assumption**

It comes to a conclusion that Tic Tac Boom Game is a kind of strategy which is good to teach English vocabulary. Tic Tac Boom is a competing game which requires the students to understand well about the material (vocabulary). In this learning activity, the students will be able to use such a good group

discussion effectively and accurately in order to win their group. The activity of answering the question also demands the students to give the correct answer, so they have to know the exact meaning of the words in the question.

Tic Tac Boom game can enhance not only the meaning of the word but also the retention of word meanings. This game is also easy to be applied in learning activity and to be understood by the teacher to conduct this new game.

#### **D. Hypothesis**

Based on the basic assumption mentioned previously, Tic Tac Boom game is effective for teaching English vocabulary.

