

## CHAPTER II

### THEORETICAL REVIEW

#### A. Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is one of the language components that should be mastered by the learners. It has important role in communication process in spoken and written forms. In other words, students will be able to master skills, if they master some vocabularies. Rivers in Nunan (1992: 11) writes that vocabulary is essential for successful study on the second language. It means that without a vocabulary, learner will be unable to use the language communicatively.

Vocabulary is one of the basic components of language because it is a sequence of words that makes a language. Napa (1991: 6) stated that vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. If students learn more words, more idea could be gotten, in which can communicate the ideas more effectively.

From the definition above, it can be concluded that vocabulary is some of words that are taught or learned in the foreign language for communicating. Therefore, vocabulary is one of the important elements especially in understanding English.

## 2. Teaching Vocabulary

Teaching vocabulary is one of the ways to develop English competence of person who are learning English, because vocabulary is one of the success keys in learning English. To raise the students' interest in learning vocabulary, the teacher should know the techniques of teaching vocabulary which are suitable for the students. The mastery of vocabulary teaching will be achieved if the vocabulary teaching is effective.

Finociaro (1974: 73-74) has explained about several premises and comment related to the teaching of vocabulary as follows:

- a. Not all of the words students hear during any lesson need to become a part of this “active” vocabulary during that or even in later. The active vocabulary should be used systematically presented and practiced, but some words in the new language will remain passive that is we understand them when we hear them but we don't use them in speaking and writing.
- b. New vocabulary items should always be introduced in known structures so that it is easy for students to understand.
- c. Whenever a familiar word is met in anew context, it should be taught again and practiced. It possible, only one context should be taught at one time.
- d. Whenever possible, the vocabulary items should be centered about one topic.

- e. Vocabulary items should be taught in the same way we teach everything else. We show a picture, puzzle, game, etc.
- f. Vocabulary items should be introduced many times with all the structures and in all the situation in which they can logically be used.

Harmer (1987: 85) supported that teaching vocabulary is as important as teaching structure and the following techniques perhaps can help the English teacher to teach vocabulary. They are:

a. Using Reality

Reality means the use of real object, which can be seen by students. The students are introduced to the words surrounding them. Thus the words a pen or a ball, etc., can be easily explained by showing students a pen or a ball directly. This method is effective and satisfactory but it is only certain single word. Using reality is limited to the things the students directly can find or see.

b. Showing Picture

Pictures are clearly indispensable for the language teacher since it can be used in so many ways. It can be blackboard drawings, wall pictures, charts, flash – card, table of statistic, and any other non-technical visual representation.

Teacher can use the picture to explain the meaning of vocabulary item. The teacher may draw a ruler, chair, etc. on the blackboard. Teacher may bring in a wall picture showing such as

picture of two people at school. It can be used to introduce the meaning of the word: teacher and student.

c. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of reality or picture. Action or mime are probably can be chosen as the aid, thus the action like crying, running, and smoking are easier to explain. If the teacher pretends to smoke, the teacher takes a pen or a pencil on an imaginary of the cigarette and act if he is smoking.

Gesture is useful for explaining words like “from”, “to” etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

d. Contrast

Sometime visual elements (e.g. reality, picture, etc.) may not be sufficient to explain the meaning of the word. In this case contrasting the meaning can be used. This word “full” is better understood in the context of “empty” “big” in the context of “small” etc.

e. Enumeration

Enumeration is things on a list one by one. We can use this to present meaning. The word “fruit” may be difficult to be explained visually. However the teacher rapidly list (enumerate) a number of fruits like: banana, mango, pineapple, etc. the meaning of fruit will be

more clearly understood. Another example: flower, grass, palm, for the word “plant”.

f. Word Association

In this method teacher will mention the thing connected to the intended word:

- a. Teacher, students, chair, table, chalk, blackboard. For the word “classroom”.
- b. Ticket, audience, film, for the word “movies”
- c. Driver, wheel, for the word “car”.

g. Explanation

In using this method teacher gives explanation or definition of a word again. Probably it will be better to give such explanation as the information about when the item can be used or what it is used for:

Example:

- 1) Illustration : the teacher wants to explain the word “cup”  
He explains : it is kind of glass. It is used when someone is drinking tea or coffee.
- 2) Illustration : the teacher wants to explain the word “toothbrush”

He explains : it is kind of tool what someone needs it when he wants to clean his teeth.

#### h. Translation

For many years translation went out of fashion and was considered as something of a sin. However, sometimes a teacher must do this when he cannot think how to explain the words that the students feel strange. Automatically, he will translate it in their natural language.

Example: The students ask the word “handsome”.

When he can not express it by using gesture, mime, picture, etc, he will directly say “tampan or gagah”. The big danger is that not all the words or phrases are easily translated from one language to another, and it takes a communicatively efficient speaker of both languages to translate well. It often occurs when the students want to know the meaning of a phrase or sentence.

#### i. Cartoon

Cartoon is media, which are easy to understand. In education field, cartoons also have power to attract the students’ attention. By cartoon will interest stay longer in the students mind, and it is so impressive.

#### j. Game

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

From the explanation above, it can be concluded that teaching English vocabulary in the beginning level needs a suitable technique. The teacher must choose appropriate ones which make the students easy to understand the material and enjoy their study. One of the techniques which can make students easy to understand the material and enjoy in their study is learning through game.

This research focuses on games in which students use language. Games are fun; therefore the students like to play them. Games bring fun situation in the classroom, and teaching and learning process will be more interesting.

### **3. Learning Vocabulary**

People always try any ways in learning language. According to Lado (1972: 1), there are some methods that can help the learners to learn and master vocabulary well:

#### **a. Dictionary**

Obviously, a language learner has to have at least a good vocabulary. Meanwhile when students has a trouble in catching the meaning of words, dictionaries can be used effectively if learners were aware of words limitation and consult them only to find a quick definition.

b. Note Book

One of the most effective ways to control the learning of new words to keep vocabulary is note book. Keep a small one in our pocket, so if there are new words, it can be written whenever it's heard and seen.

c. Guessing the Meaning

Often, especially in reading lesson, students will find words whose exact meaning is not absolutely necessary for the students to know in order to understand the sentence. Therefore, the students do not look at on the dictionary to translate the meaning, but they can see from the words as clue to know the meaning.

Based on the explanation above, it is gotten a conclusion that using different method in learning vocabulary can improve students' vocabulary mastery.

**4. Problem of Learning Vocabulary**

The problems of vocabulary are caused by lack of equivalence between lexical herms of different language. Beside that, the core failure of mastering a foreign language is mainly determined by the limited stock of words, which will built up the meaning of spoken or written form.

According to Harmer (1987: 250), there are some problems indirectly faced by students in learning vocabulary such as in



pronunciation, spelling, memorizing, and using words in sentences or in oral communication. There are briefly described below:

a. Pronunciation Problem

The following are aspects which cause problems in pronunciation:

- 1) Similar sound in the two words which have different variants.
- 2) Sequences of sound in one word.
- 3) Classification of sound.

b. Spelling Problem

Besides learning pronunciation, learning spelling is important as well as because it can improve the learner's ability of the language skills especially writing and reading. In learning English vocabulary, Indonesian learners have some spelling problems are follows:

- 1) Misunderstanding between speaker and hearer.

For example: if the teacher said "their" then the students wrote "there"

- 2) The students do not know the spelling of a word.

For example: the seventh grade students do not know how to spell the words correctly, like "blackboard" tends to spell

*/blackboard/* or */blekboard/*. The learner make mistake in spelling which is influenced by pronouncing the words.

It means if the students want to spell a word, he tends to write or spell like he pronounces it.

### c. Memorizing Problem

There are some memorizing problems e.g.:

- 1) The students have low motivation to learn vocabulary.
- 2) The students are reluctant to memorize the new words.
- 3) The students do not always use the words; they have known to communicate in daily activities. The longer they meet the words, the faster they forget them.

### d. Meaning Problem

It is reasonable that Indonesian learners are difficult to understand the meaning of English words. Sometimes, the meaning of the word changes because of its function in sentences, whether it is a noun, verb, adverb or adjective. Therefore, a word may have more one meaning.

Based on the explanation above, actually teaching vocabulary for the beginner needs many right ways. Teacher has to know how far their competence and what the right technique is. Reviewing and maintaining the known word should be made, so the students will understand the contrast.

## 5. Type of Vocabulary

Haycraft in Hatch (1995: 370) stated that there is the division between receptive vocabulary and productive vocabulary:

- a. Receptive vocabulary is “word that student recognizes, and understand when they occur in context, but which he can not produce correctly”.
- b. Productive vocabulary is words which the students understand the meaning, can pronounce correctly, and use contraction in speaking and writing.

## **6. Type of Evaluation**

### **a. Type of Vocabulary**

In this research, productive vocabulary is evaluated to measure the students' vocabulary mastery. Haycraft in Hatch (1995: 370) stated that is words which the students understand the meaning, pronounce correctly, and use constructively in speaking and writing.

### **b. Aspect to Asses**

According to Thornbury (1988: 130), there are some aspects to know the words:

- 1) The word's form
- 2) The word's meaning
- 3) The connotations of word
- 4) Whether the word is specific to a certain register or style
- 5) The word's grammatical characteristic (part of speech)
- 6) The word's common collocations
- 7) The word's derivation

#### 8) The word's relative frequency

All of those aspects of words knowledge can be realized receptively (in listening and reading) or productively (in speaking and writing).

This research used two aspects only to assess the students' vocabulary mastery because it is believed that the aspects are appropriate for students in junior high school. The aspects are the word's form and the word's meaning.

#### c. Evaluation of Vocabulary Mastery

In this research, test is used to evaluate the students' vocabulary mastery. The use of the test for the students' vocabulary mastery is to measure how far their competence before the action and after the action. According to Hughes (1989: 147), there are two kinds of evaluation in item writing: recognition and production.

##### 1) Recognition

This is kind of testing that could be recommended without many reservations. Items may involve a number of different operations:

##### a) Synonym

All of the options are words which the test-takers are expected to know.

##### b) Definition

This type has options with the same length.

c) Gap filling (Multiple Choices)

This type has the context. It should not contain words which the test-takers are unlikely to know.

2) Production

The testing of vocabulary productively is so difficult that it is practically never attempted in proficiency tests. Information on receptive ability is regarded sufficient.

a) Picture

This method of testing vocabulary is obviously restricted to concrete nouns that can be unambiguously drawn.

b) Definition

This type has words defined entirely in words more common or simpler than themselves.

c) Gap Filling

This type is an alternative word to the one we have in mind. It can be solved by giving the first letter of the words (possible more) and even an indication of the number of letters.

From the definition above, Gap Filling (multiple choices) and picture test would be used to evaluate the vocabulary test.

These are the examples of the test items:

Choose the best answer (A, B, C or D)!

1. He usually brings a stethoscope for his work. He is a.....
  - a. teacher

- b. soldier
  - c. policemen
  - d. doctor
2. etc.

Match the picture with the words on the box!

1.



2.



policemen	soldier	carpenter
doctor	nurse	mechanic

Those are the example of the test items. It included ten items for matching picture and twenty items for multiple choices. The topics were about describing animal, people, places and profession. Those topics were chosen in teaching vocabulary because it is not difficult item for the students at junior high school. The topics are quite familiar for them.

## B. Word Wall Game

### 1. Definition of Word Wall

Wagstaff, J.M. (1999:102) stated that word wall game is systematically organized of words displayed in large letters on a wall or other large display place in the classroom. It can be considered to give practice in all skill such as; reading, writing and speaking. Word wall is concerned primarily with developing skill, but some of them are more actively oral and give better situation where the teacher wants to provide the relief.

Furthermore, Cunningham, *et all* (1999:200) argued that word wall is a technique to reinforce the core vocabulary of a specific subject.

Based on the statements above, it can be concluded that word wall game is systematically organized collection of words displayed in large letters on a wall or a technique to reinforce.

### 2. The Advantages and Disadvantages of Word Wall

There are advantages and disadvantages of using *Word Wall Game* in teaching and learning English they are as follows:

The advantages of using word wall game are as follows:

- a. It makes teaching learning process more interesting for students, so it can wake up the students' motivation and enthusiasm in learning English vocabulary.
- b. It makes the student's enjoy and not bored with the materials.

- c. It helps the teacher to teach vocabulary easily.
- d. It helps students to memorize vocabulary well.
- e. It gives a good point for the teacher where the teacher can make the students active in teaching learning process.

The disadvantages of using word wall game are:

- a. usually Word Wall Game needs good preparation.
- b. sometimes using Word Wall Game needs long time.
- c. it will be noisy class.

### 3. Teaching and Learning Vocabulary using Word Wall Game

Wright (1984: 1-3) noted that, why are word wall game used in language learning? Because word wall game also can help the teacher create context in which the language is useful and meaningful. Students are interested in word wall game, if the word wall that the teacher plays are very suitable for them, and the teacher doesn't feel bored in giving the interesting materials, therefore the word wall game should be suitable with the language levels of the students.

Here is an example of the *Word Wall Game*: every week the students are given some words on the wall. The students must know the meaning of the words in the wall.

Theme: Animal

Word wall: bat, Camel, Giraffe, wild, wildlife reserve

Strategy: Guess the word

- It is on the wall



- It rhymes with cat
- It is an animal
- It likes to see for food at night
- What is the animal?
- What is the equivalent meaning in Indonesian?

There are some steps in teaching vocabulary through word wall game:

a. Preparation

- 1) Teacher prepares the word wall for teaching and learning activity.
- 2) Teacher stimulates the students by giving them question related to the material about describing animal.

b. Presentation

- 1) Teacher opens the lesson and asks the students to mention the kind of animals.
- 2) Teacher writes down the students' answer on the black board.
- 3) Teacher gives explanation about the animals that has been mentioned by the students.

c. Practice

- 1) Teacher divides the students into some groups, each group consist of 4 students.
- 2) Teacher gives some shuffle letters on the wall.
- 3) Teacher describes one of the words on the wall as the example and asks the students to guess the word.

- 4) Teacher asks the students to rearrange the shuffle letter on the wall and describes the word.
- 5) Teacher guides the students' activity.
- 6) Teacher asks the students to present their work in front of the class (representative group) and the other group guess the word.

### **C. Basic Assumption**

Students often face a lot of difficulties in learning English, especially in learning vocabulary. Many students say that English is very difficult subject. They get difficult to remember the word and the meaning of the word. Beside that, the low motivation in teaching learning process is a huge problem faced by the students since they become uninterested in learning English. So, to avoid those problems the teacher can use Word Wall Game to teach vocabulary because Word Wall Game can make the students more active and feel comfortable to study so that the students can understand the material easily.

Word Wall Game is an appropriate technique for the students especially in Junior High School students because most of students have been quite familiar with this game and they feel happy to learn English with this game.