

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is the total number of words in a language or list of words with their meanings. Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to read, speak, write, and listen nicely. We have to know vocabulary first. According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with the definition.

2. Types of Vocabulary

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

- a. Receptive Vocabulary is “words that student recognizes and understands when they occur in context, but which he cannot produce correctly.”
- b. Productive Vocabulary is “words which the students understand, can pronounce correctly and use constructively in speaking and writing.”

3. The Principles of Teaching Vocabulary

Finocchiaro (1974: 73), states that there are several premises and comments related to the teaching vocabulary as follows:

- a. Not all of the words a student hears during any lesson need become a part of his “active” vocabulary during the lesson or in later lessons. The passive vocabulary will be understood by learners when they hear or read them. While, the “active” vocabulary should be systematically presented and practiced.
- b. Vocabulary should always be taught in normal speech utterances.
- c. New vocabulary items should always be introduced in known structures.
- d. Whenever possible, the vocabulary items should be centered on one topic.
- e. A familiar word is met in a new context, so it could be taught again and practiced.
- f. Vocabulary items should be taught in the same way the teacher teaches everything else.
- g. Vocabulary should be practiced as structured as practiced in substitution drills, transformation drills, question and answer, etc.
- h. Vocabulary items should be reintroduced many times with all the structures and in all the situations in which they can logically be used.
- i. Students should be encouraged to learn and use nouns, verbs, adjectives, and adverbs with certain rules.

4. The Problems of Teaching Vocabulary

The core failure of mastering a foreign language is mainly determined by the limited stock of words, which will build up the meaning of spoken or written form. According to William French in Neti Herawati's thesis (2006: 6), there are some problems in learning vocabulary items. Those are:

a. Pronunciation Problem

Many other students want to be able to speak English well with understandable pronunciation, so that they can communicate without hindrances. Because of good pronunciation make receiver easier to understand. The following aspects, which cause pronunciation problem is similar sound in two languages, which have different variants, sequences of sound in one word, classification of sound.

b. Spelling Problem

Learning spelling is very important because it can improve the learners to mastery of language skills especially reading and writing. In learning English Vocabulary, Indonesian learners have some spelling problem. For example, the letter (I) is not always pronouncing and spelling English word correctly.

c. Memorizing Problem

It is a fact that student target is to remember all the vocabularies that they have learned. The students have the problem to memorize several new words given. They have difficult to recall the word when the

teacher asks them. By using Stop the Bus Game the writer would like to solve memorizing problem, because the student learns in fun way.

d. Meaning Problem

It is reasonable that Indonesian learners find it difficult to master the meaning English words. Sometimes, the meanings of word change because of its function in sentences, whether it is a noun or a verb. So a word may be having more than meaning. There are four kinds of meaning:

- 1) Conceptual Meaning is the meaning of a word. It means that every word embodies concept.
- 2) Proportional Meaning is the meaning of the sentence which can have its own. Every sentence expresses the basic meaning. It means that clause or a sentence has a meaning although it is not being used in context.
- 3) Contextual Meaning is the meaning of sentence can have contextual meaning only when in a context. It means that a sentence has a certain meaning when it is used in given situation or context.
- 4) Pragmatic Meaning is the meaning of the sentence has only as apart of the interaction between the writer and reader.

5. Types of Vocabulary Learning

Brown (1995: 368) states that vocabulary learning is divided between intentional learning and incidental learning.

- a. Intentional learning as being designed, planned for, or intended by teacher or students. Intentional learning, in particular instruction, does aid in the learning of words. However, several studies have shown few words are learned or taught by direct instruction compared to how many students need to know.
- b. Incidental learning as the type of learning that is a byproduct of doing or learning something else. Most of work with incidental learning has focused on the vocabulary which is learned through reading.

6. How to Study Vocabulary

Studying vocabulary needs appropriate time, condition and strategy to make students enjoy to learn vocabulary and easy to remember.

Rubin (1990) suggests how to study vocabulary, and they are:

- a. Choosing a time best for us, so that we do not feel pressure.
- b. Trying to find a place free of thing that may disturb our studying.
- c. Trying not to do all exercises in one setting. Studies have shown that we will remember our material better if we space our studying over a period of time.
- d. Recalling which refers to how much we remember is very important in learning.

- e. Going over the words that we have learned. In addition, take a few minutes before a new exercise to review the previous exercise.
- f. Making some memory of the vocabulary kept in mind, try to use them daily in our written work or speech. In addition, see how many times we meet these words in our classroom lectures and reading.

7. Steps in Vocabulary Learning

Hatch and Brown (1995: 373) state that there are five steps in vocabulary learning, and those are:

a. Encountering New Words

That is having a source of words. The student strategies here included learning new words by reading books, listening to TV and radio, and reading newspaper and magazines. That may be more effective under some circumstances than others has been found in work with interactive video materials. When the students have seen an object or an action, their desire to know the word for it may increase so that, when the word is accoutered, it is learned very quickly.

Nagy and Herman in Hatch (1995: 375) have argued that even a single encounter with a word in context might help increase learner's knowledge about that word and its meaning.

b. Getting the Word Form

It appears to be getting of a clear image visual or auditory or both of the form of the vocabulary item. The importance of getting the word also appears when students are asked to give definitions for words.

c. Getting the Word Meaning

Learners may also need different kinds of definitions and distinction depending on the words being learned and the reasons for needing them.

d. Consolidating Word Form and Meaning in Memory

Many kinds of vocabulary learning drills, such as flashcards, matching exercises, and crossword puzzles. Oxford divides the strategies into four general categories:

- 1) Creating mental linkages,
- 2) Applying sounds and images,
- 3) Reviewing well,
- 4) Employing actions.

e. Using the Word

The goal is to help learners move as far along the continuum of word knowledge as they can.

8. The Vocabulary Teaching Technique

According to Harmer (1983: 86), teaching vocabulary is as important in teaching structure and the following technique perhaps can help the English teacher to teach vocabulary, and they are:

a. Realia

Realia means the use of real project which can be seen by students.

The teacher gives such a real thing in the classroom, so the word can be easily explained. This technique is effective and satisfying, but it is limited to a certain single thing or a word that can easily be taken into the classroom or easy to find to the student.

b. Picture

Pictures are indispensable media for the language teaching since they can be used in so many ways. They can be wall pictures, blackboard, drawing, charts, flashcard, and tables of statistic.

c. Mime, action, and gesture

Actions or mimes are probably can be chosen as the aid, thus the action like crying, running and writing are easier to explain.

d. Contrast

Sometimes, visual element (for example: realia, picture, etc) may not be sufficient to explain the meaning of the word. In this case, contrasting the meaning can be used. The word “full” is better understood in the context of “empty”, “big” in the context of “small”, etc.

e. Enumeration

When the teacher finds difficult in explaining word, for example when the teacher wants to teach the word “animal”, he or she can enumerate a number of animal like lion, tiger, horse, cow, cat, etc. The word animal will be clearly understood.

f. Word Association

In this method teacher mentions the thing connected to the intended word:

- Teacher, students, chair, table, chalk, blackboard, for the word “classroom.
- Ticket, audience, film, for the word “movies”
- Seller, buyer, vegetables, fruits, fish, meal for the word “market”.

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.

- Illustration: the teacher wants to explain the word “cup”
He or she explains: It is kind of glass. It is used when someone is drinking tea or coffee.
- Illustration: the teacher wants to explain the word “toothbrush”
He or she explains: It is kind of tool that someone needs it when he wants to clean his teeth.

h. Translation

When there is no other ways to explain a word, teacher sometimes has to translate the word into the students' language, for example" when the teacher wants to teach the word "nice", he or she cannot express it by using gesture, mime, action or pictures. So, he or she can say "baik".

9. Assessing Vocabulary

a. Type of Vocabulary

The writer wants to evaluate productive vocabulary. That is "words which the students understand, can pronounce correctly and use constructively in speaking and writing."

b. Aspects to Test

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

1) Pronunciation

It is to know how the students can pronounce the vocabulary that they have learnt.

2) Spelling

It is important to memorize the letter of vocabulary. The students need to know how to spell words.

3) Meaning

It is to give the meaning of vocabularies. It is used to use the vocabulary in appropriate sentence.

4) Structure

It is to know, identify and differentiate the form of vocabulary in appropriate sentence.

The writer wanted to know the students' vocabulary mastery especially in meaning.

c. Type of Test

The writer used objective test or short answer test. The writer used multiple choices. Both pre-test and pos-test consist of thirty items.

B. Stop the Bus Game

1. Definition of Stop the Bus Game

Stop the Bus Game is a game where the groups compete to fill the columns with the vocabularies based on the categories and letters. The groups which most fill the columns with as many words as possible correctly will win the game. The teacher revises a four or five different vocabulary sets which can be used with any age group and any level by changing the category heading.

2. The Purpose of Stop the Bus Game

The purpose of using Stop the Bus game for teaching vocabulary at Junior School is to give strategy to enable students, to learn better and to give more exercises in fun way or to check students' vocabulary mastery in the same time. It is hoped the students can remember the vocabulary easily, so they can listen, read, speak and write something easily. The use of Stop the Bus Game is not something strange for students, but teacher seldom uses this in her/his teaching process.

3. The Advantages of Stop the Bus Game

- a. It makes teaching and learning process more interesting for students, so it can increase the students' motivation and enthusiasm.
- b. It helps the students to memorize vocabularies well because this is a cooperative game, and there is a competition. It gives new experience for them. It will make the students feel happy and remember the vocabularies easily, then use them correctly.
- c. It activates students because they are not only listening to the teacher, but they also do the other activities, such as doing the game that makes them more active in the classroom activity

4. The Disadvantages of Stop the Bus Game

Sometimes, the students do not know the vocabulary that heading of certain category and certain letter. It makes missing vocabulary in certain column.

5. The Procedures of Stop the Bus Game

Before playing, consider carefully which vocabulary sets the students know well enough to be able to name 5-10 items all beginning with different letters. The examples of categories are: food, clothes, animals, profession, verbs, countries, etc.

Here are the steps of Stop the Bus Game:

- a. Putting the students into groups (bus groups),
- b. Asking each group to choose a name for themselves, may be suggested a few ideas to get them start, for example: name of buses, flower and planet,
- c. Drawing a table on the board with a different column for each vocabulary and get each group to copy it onto a piece of paper,
- d. Doing the first example together with the class to demonstrate the activity: write a letter in the first column and elicit a word for each column with that letter,
- e. Starting the game. Telling them that the teacher is going to write a letter at random on the board. The first group to finish shouts “Stop the Bus!”. When one student shouts “Stop the Bus!” everyone has stop writing,
- f. Checking their answer, spelling, pronunciation and meaning.

Example:

	Animals	Colors	Food	Clothes	Countries	Sports
T	Tiger	Turquoise	Tuna	Trousers	Tunisia	Tennis

C. Basic Assumption

The writer can take an assumption that Stop the Bus Game is effective in teaching vocabulary. This is a cooperative game, and there is a competition. It is the first time for them to do cooperative game. It also gives new experience for them. It will make the students feel fun and remember the vocabularies easily, then use them correctly. Besides that, the writer thinks that Stop the Bus Game is one way to make the situation in class interesting and enjoyable.

D. Hypothesis

Based on the basic assumption above the writer has hypothesis that “Stop the Bus Game” would be effective in teaching vocabulary.