

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Vocabulary is the set of words within a language that are familiar to that person. According to Napa (1991: 6), vocabulary is the basic elements of language and that is why no language exists without words. Words are signs or symbols for ideas. Vocabulary refers to list or a set word a particular language, that individual speaker or language might use (Nunan, 1991: 6)

In line with the opinion, Hornby (1974: 559) defines vocabulary as the total number of word, which makes up language. It implies that vocabulary is very essential in language learning. Vocabulary is one of important language elements to be learnt by the students in order to be able to communicate both orally and in written.

From the definitions above, it can be inferred that vocabulary is words or list of word with their meaning, and they are known by their speaker and vocabulary is used to communicate among those speakers, and employed by language, group or individual.

2. Learning Vocabulary

Learning vocabulary is important because of vocabulary; people can communicate with each other and share ideas. According to Hatch & Brown (1995:368) said that: "discussions of vocabulary

learning are often divided between defined intentional learning and incidental learning “. It means that learners defined intentional learning as being designed, planned for, or intended by teacher or students. The learners define incidental learning as the type of learning that is by product of doing or learning something else. Most of the work with incidental learning has focused on the vocabulary. This is learned through reading.

Besides the division between intentional learning and incidental learning often discussed with regard to vocabulary learning, there is also the division between receptive vocabulary and productive vocabulary. Some people say the division is between “Passive “and “Active”, vocabulary rather than between receptive and productive vocabulary. Belyayer (1963) in Hatch & Brown book criticizes the passive or active terms, arguing that reading and listening should not be considered passive skills and that, therefore the vocabulary needed for those skills should not be considered passive, either.

Haycraft (1978) in Hatch & Brown book (1995 : 370) says that: “receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which learners cannot produce correctly, “ and productive vocabulary is words which the student understand, can pronounce correctly and use constructively in speaking and writing. The most important point of the receptive/productive discussion is that it suggests that there are different ways to “ Know “ a word, that what is considered sufficient

knowledge under one circumstance will probably not be sufficient under others.

Brown and Payne in Hatch & Brown book (1994:373) did an analysis that resulted in a very clear model there the strategies fall into five essential steps in vocabulary learning, namely :

a. Encountering new words, that is having a source for words. The students' strategies here included learning new words by reading books, listening to TV and Radio, and reading newspaper and Magazine (Payne. 1988:33). It means that reading doesn't the one way in which learners encounter words, but in watching television and listening to the radio as good ways to learn vocabulary.

b. Getting the word form. That is appear to be the getting of a clear image, visual or auditory or both of the form of the vocabulary item. This step was shown in Brown and Payne comments such as “ associating new words that sound similar in native language, writing the sounds of words using sounds symbols from my native language, associating words that are similar to words in other languages have studied, associating a word with a similar sounding English word I know. And seeing a word that looks like another word I already know”.

c. Getting the word meaning, this step includes such strategies as “ asking native English speakers what words mean, asking people who speak my native language the meaning of new words, making pictures of word meanings in my mind, and explaining what the meaning and asking someone to tell me the English word.

d. Consolidating word form and meaning in memory, many kinds of vocabulary learning drills, such as flashcard, matching exercises, crossword puzzles, etc. Oxford divides these strategies into four general categories: (1) creating mental linkages, (2) applying images and sounds, (3) reviewing well, and (4) employing actions.

e. Using the word, the use of a word tests the learners' Understanding of the word; learners feel more confident about their word knowledge once they have used a word without undesired consequences. Use of the word may simply be a form of hypothesis testing, allowing learners to see if the knowledge gained in the other steps is correct.

Every day the students hear or read many new English words. The students also find them in students' dictionary when the students are translating from students' language. The student can possibly learn all these new words, so your first problem is to decide which ones to concentrate on.

Here are some suggestions; as follows:

1. Learn the words that are important to the subject you are studying
2. Learn the words that you read or hear again and again
3. Learn the words that you know you will often want to use yourself
4. Do not learn words that are rare or not useful

Here are a few ideas to learn:

- a. Write the words many times (with the translation or definition)
- b. Say the words many times
- c. Put the words into differences groups
- d. Write them in a file for use with a computer program

- e. Make association
- f. Ask someone to test you
- g. Use the words in your own speaking or writing

(<http://esl.fis.edu/learners/advice/vocab.htm>)

Suyanto (2007) states an analysis that resulted in a very clear model where the strategies full into 4 steps, as follows:

1. Introducing
 2. Modeling
 3. Practicing
 4. Applying
2. Teaching Vocabulary

Many ways the teachers can explain meaning, and when teaching vocabulary this is a major part of teacher's art. Students need to see the words in context to see how they are used. Accordingly, the best way, perhaps, of introducing new words is for students to read text or listen to audio tracks and see or hear those words in action.

Basically, the aim of teaching English is to make students have four skills namely reading, writing, listening and speaking. If the student realize thoroughly, the student can also understand. How important of function of language as communications tool either verbally or written.

Finochiaro (1974: 73-74) draws some premises and comment related to the vocabulary teaching, such as:

1. Not all of the word a student hears during any lesson becomes a part of his “active” vocabulary during that lesson or even in later lesson. Some words in the new language will remain “passive” that is students understand them when students hear them but students don’t use vocabulary in speaking or writing.
2. New vocabulary items should always be introduced in known structures so that it is easy for students to understand them.
3. Vocabulary should always be taught in normal speech utterances.
4. Whenever a familiar word is met a new context it should be taught again and practiced. If possible, only one context should be taught at one time.
5. Whenever possible, the vocabulary items should be centered about one topic.
6. Vocabulary items should be taught in the same way which teacher teach everything else.
7. Vocabulary should be practiced as structures are practiced may be in substitution drill, question and answer, etc.
8. Vocabulary items should be introduced many times with all the structures and in all the situations in which they can logically be used.
9. Students should be encouraged to learn and use noun, verb, adjectives and adverb, which contain the same roots. We can help the learners prepare four column word charts. e. g:

Noun	Verb	Adj	Adv
Difference	(to) differ	different	differently

To develop vocabulary in Junior High School, the teacher should use appropriate technique to help the students in mastering vocabulary.

The technique as follows:

1) Using reality

Its mean the use of real object that can be seen by the students,

2) Showing the picture

Picture is one of media for language teaching. They can be wall pictures, blackboard, posters, photograph, etc.

3) Mime, action and gesture

Frequently, using reality and picture is difficult to explain the meaning of words, so the teacher can use mime, action or gesture.

4) Contrast

Teacher can use contrast to explain the meaning of words. For example: the meaning of “big” is better understood on the context of “small”

5) Enumeration

If the teacher finds difficult in explaining words, she can enumerates of words.

6) Word association

The teacher mentions the things connected words.

7) Explanation

The teacher gives the definition of words.

8) Translation

The teacher translates the words into students' language.

9) Games

Games are technique which helps and encourage many learners to sustain their interest and work.

3. Aspect of Vocabulary

According to Nurgiyantoro (2001:213), aspect of vocabulary which can be evaluated, as follows;

1) Pronunciation

It is to know the students can pronounce the vocabularies that have been learned.

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 vocabulary, and the use of vocabulary in appropriate sentence.

4) Structure

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

4. Problem of Teaching English Vocabulary

There are some problems indirectly faced by students in learning vocabulary items such as in pronouncing, spelling, memorizing, and also in using words in sentences, or in oral communication, as follows:

a. Pronouncing

- 1) Sequences of sound in one word
- 2) Similar sound in the two words which have different variant
- 3) Clasification of sound

b. Spelling

- 1) Misunderstanding between speaker and hearer.
- 2) The students do not know the spelling of word.

c. Memorizing

The students have difficulty to recall the words when the teacher asks them.

5. The Nature of Game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright, 2006: 1). Games help and encourage many learners to sustain their interest and work. Games is an activity with rules, a goal and an element of fun (Hadfield, 1994: 4). Yu (2005: 33) states that games defined as an enjoyable diversion in which test our skill, strengt or chance, according by roles and procedure.

Games also help the teacher to create contexts in which the language is useful and meaningful . The learners want to take part and in order to do so must understand what others are saying or have written , and the learners must speak or write in order to express their own point of view or give information.

Many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however, is the quality of practice.

The contribution of drilling lies in the concentration on a language form and its frequent use during a limited period of time. Many games provide this repeated use of language form. By making a language convey information and opinion, games provide the key feature of “drill” with the opportunity to sense the working of language as living communication. Games are found to give practice in all the skills (reading, writing, listening, speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

Enjoyment of games is not restricted by age. Some individuals, regardless of age, may be less fond of games than others. But so much depends on the appropriateness of the games and the role of player. It is generally accepted that young learners and adults are very willing to play games. (This partly depends on the learners' socio-cultural background). Early teenagers tend to be more self-conscious and one must take into account their reticence when selecting games for them. Games which can be played in pairs or group may be particularly useful in this case. It is clear to all observers of classroom practice that the teachers own belief in this usefulness and appropriateness of a game affects the learners response. In conclusion, Games is one of the techniques that can be used in teaching vocabulary to the students.

Through playing games, students can learn vocabulary in fun and interesting ways.

B. Matching Words Game

1. Definition

Matching can be replaced with the term equalize, pairing, or to match. Matching consists of a series questions and answers. Each question has the answer listed in the series answers. Matching word game is the student match something related to the topic. (Arikunto, 2010: 172).

2. The Procedure of Matching word Game

- a. Series of questions in a matching should be 10 questions, because if the teachers give many questions, the teacher will confuse and reduce the homogeneity of the test.
- b. The answers should be more than the questions that the question that students are exposed a lot more choice and students are forced to use their mind.
- c. Among the questions of the series matching should be homogenous.

3. The Evaluation

$$S = R$$

Finally score is the right answer

4. The Material

The theories are used by the writer as follows:

a. Word matching based on synonym

A synonym is a word which is same meaning to another word.

For example: Blank = empty

Catch = capture

Choose = select

b. Word matching based on antonym

An antonym is a word which is opposite in meaning to another word.

For example: Open x close

Cheap x expensive

The antonym of many words can be formed by using prefixes such as un-, dis-, in-, ir-, il-, im-, non-, etc. the antonym of words with the suffix -ful are formed by changing -ful to -less.

Using prefixes *un-* : aware x unaware

Using prefixes *dis-* : advantage x disadvantage

Using prefixes *ir-* : correct x incorrect

Using prefixes *il-* : legal x illegal

Using prefixes *im-* : polite x impolite

Using prefixes *non-* : sense x nonsense

Changing *-ful* to *-less* : careful x careless

c. Word matching based on the definition

For example: Ability = skill or power

d. Word matching based on the picture



She is typing a letter

she is eating a hamburger

e. Word matching based on connection

For example: rice field = rice plant

Pen = write

Restaurant = food

f. Word matching based on word substitution

For example: Hungry = to eat

Tired = to take a rest

C. The Previous Relevant Research

Actually, there is a previous research relevant research of *matching games* that was conducted by Ningsih (2001: v), entitled Improving Students' Understanding on Question Tag through Matching Game (A classroom Action Research at the Second Grade of MTs Al Asror Gunung Pati in Academic Year of 2010/2011).

Fitriyanti (2010) states that the study is effective. She concludes that learning vocabulary is effective using Matching. The vocabulary students' can increase and effective in a classroom. She did the research in Indonesia Language or teaching Indonesian Language.

One more previous research was done by Arisa in 2010. She did research about matching entitled “The Use of Matching Game to Improve Students’ Understanding on Irregular Verb of Simple Past Tense”. She found the result that matching games is effective to improve students’ understanding on irregular verb of simple past tense.

D. Basic Assumption

Vocabulary has to be learnt and taught using an interesting technique that is used to teach Vocabulary. Introducing the Matching Word Game for teaching vocabulary, the study believed that using Matching Word Game can present a new way for learning English vocabulary in the school, the students can motivate, interest and attention in learning activity, especially vocabulary and make them more active in teaching learning process. Matching Words Game is simple way in teaching learning vocabulary; the student just match the question with the answer. the students can learn vocabulary through matching word game that will make them enjoy but still be able to achieve their goal. It is proved by the research which was done by the teacher of Mts Al Asror Gunung Pati, Semarang. The students of this school were excited in joining the teaching and learning process. Moreover, the English ability in this school was better after applying Matching Word Game as technique to teach vocabulary. Thus, Matching Word Game can be effective way to teach vocabulary and it can improve students’ vocabulary.

E. Hypothesis

From the assumption and explanation above, the hypothesis of this experiment can be formulated as: “the use of word matching games in teaching vocabulary at first year students of SMP Muhammadiyah Sumbang is effective.

