

CHAPTER II

THEORETICAL REVIEW

A. VOCABULARY

1. General Concept of Vocabulary

Vocabulary is the most essential part of language. Without vocabulary, we cannot speak, read, listen, or write. As Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for learners to speak, listen, read and write.

Similar to the explanation of the expert above, according to Cameron (2001: 95), vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned from participating in discourse, and is essential to participating in it. Based on statement above vocabulary is a basic part in the language, the vocabulary is very needed to learn so we have to increase the vocabulary to facilitate the use of language. Through vocabulary learning, we can do good participation in the usage of language, whether we use vocabulary to make a good sentences to be spoken orally or to be written.

Students must have a lot of vocabularies to facilitate the interaction with others. It is based on definition of Linse (2005: 121) that vocabulary is the collection of words that an individual knows.

2. The Purpose of Vocabulary Learning

There are several reasons why we should learn vocabulary. Firstly because different vocabulary gives greatly different feedback for learning, it is important to make sure that learner have a good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching courses make

vocabulary learning more difficult such as antonyms, synonyms and so on. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the good design of vocabulary and other skill activities.

Vocabulary learning is an important thing to do in learning English language, because by learning, memorizing, and understanding a target language vocabulary the students suppose to apply their vocabulary in speaking and understanding the text and communication. Moreover, vocabulary learning is very important. It means to understand the language that relates with its context, both the Indonesian and English context. To achieve those students need ability to master vocabulary to make students communicate optimally.

3. Kind of Vocabulary

There are five kinds of vocabulary (Hatch and Brown, 1995: 181-243) :

a. Word Class

It is known well as part of speech such as noun, verb, adverb, adjective, conjunction, pronoun and preposition.

b. Word Families

It clarifies about affix and the shift or word.

Examples:

play-plays-played = inflected

play-replay-playful = derivatives

c. Word Formation

Word formation can denote either a state or process, and it can be viewed either diachronically or synchronically.

Examples:

1. Compounding

Two or more words joined together to form a new word.

Examples:

home + work = homework (N)
pick + pocket = pickpocket (N)
low + paid = low-paid (Adj)

2. Blending

Only parts of the words are combined.

Examples:

motor + hotel = motel

breakfast + lunch = brunch

smoke + fog = Smog

teleprinter + exchange = telex

3. Clipping

Shortening a word by deleting one or more syllables.

Examples:

facsimile - fax

hamburger - burger

gasoline - gas

advertisement - ad

d. Collocation

A collocation is two or more words that often go together.

Examples: this week, one more, once again, as well.

e. Hononyms

It has same form but has different meaning.

Example: - left (kiri) - left (berangkat)
 - well (baik) - well (sumur)

4. Teaching Vocabulary

Teaching vocabulary should be integrated with four skills in learning English, they are reading, writing, speaking and listening. It means that vocabulary is the main source in using language.

As an English teacher, we should know the appropriate techniques of teaching vocabulary for students.

According to Harmer (1987: 85), there are nine of techniques of teaching vocabulary. These are :

a. Using Realia

Realia means the real object that can be seen by the students in teaching learning process. The teacher will give a real thing in the classroom, so teacher can explain the word easily, and it will help the students to understand the word.

b. Showing Picture

Picture is a visual repetition or imaged painted, drawn, and photographed. Picture can be used as a tool to explain the meaning of vocabulary itself. The teacher draw things on the board or bring the real picture in the classroom, then explain it.

c. Word Association

In teaching new vocabulary, the teacher mentions the things that connected the words. For the example the words: lion, cat, birds,

elephant, ant, monkey and fish for the word “animal” and the word: car, bicycle, train, plane, boat and bus for the word “vehicle”.

d. Translation

Translation is quick and easy way to present the meaning of words, but it is not with problems. Sometimes in the first time it is not easy to translate the words and the second place, even.

When there is no other ways to explain the words, sometimes the teacher translates the words into students’ language. (Harmer, 1983 : 85-86)

e. Mime, Act-ion and Gesture

It is often difficult or even possible to explain the meaning words and grammar either taught by using reality or picture.

f. Contrast

People can see how word exist because of their sense relation, and this can be used to teach meaning. Somebody can present the meaning of “sick” by contrasting it with “health”.

Teacher may present the concepts the picture, mime, and by drawing attention on the contrast in meaning we ensure our students understanding.

Example:

Hot → Cool

Dirty → Clean

g. Enumeration

Enumeration is things on a list one by one. We can use this to present the meaning. We can say “fruit” and explain this by enumerating or listing the various items like mango, apple, banana, starfruit, watermelon, etc. The word fruit will be clearly understood by students.

Example:

Month → July

Day → Saturday

h. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially for beginner students of elementary school. Make sure that teacher should explain includes the information.

Example :

Male – Friend

Expert – Person

i. Cartoon

Cartoon are media, which are easy to understand by students’ and it is interesting. Using cartoon will attract students’ attention and will help them to memorize the word.

B. CHARADE

a. The Nature of Charade

Charade game is a kind of game in which words are represented in pantomime. The idea is using physical rather than verbal language to convey meaning. Physical language like mime and gestures will be able

to facilitate communication, understanding, and participation. Teare in Rafinggi (2006:76) states that “charade game is a technique miming the individual parts of a word”. It means that this game uses mime to know the meaning of words.

Charade game can be conducted in pair or in groups. When charade game is applied in groups, students are encouraged to think cooperatively, it makes them more comfortable in conducting activities in the classroom and outside. In other words, charade game can facilitate students to learn vocabulary. They can learn and play simultaneously so that they are easy to remember the word. Charade is a game in miming the individual parts of a word. It means that the game uses mime style to know the meaning of a word.

Charade game can help students in knowing meaning of words. The activities of this game uses pantomime style, where the students are involved in this game. This game allows students to engage themselves in physical activities. It also makes them more curious to find out the meaning of the words which the other students mean by acting one word. This game uses exciting ways to define a word, because the students have to guess a word by using their own thinking when the other doing gestures to act the word. It makes the guessing game more interesting, when one student has the different answer with the other student. It can cause classroom more fun and make them are not bored. Because usually all of students in the classroom shouted, everyone shouted so that there are no students who feel sleepy in the classroom. This game also helps students to define or remember the meaning of the word easier by using the different ways from usual.

b. The Advantages of Charade

Charade gives some advantages in increasing vocabulary. Layne (2007:150) states that this game having a mixed age team also has the advantage of helping a younger child learn how to act out words. This

helps students to define the word, and adjust the action with the spoken word. Furthermore Himmele (2011:72) states that this game takes them to activities of higher level thinking. It is also a lot of fun when students are asked to do this in a group. By using the game, students are encouraged to think that done in groups, it makes them more comfortable in conducting activities in the classroom and outside, and using this game will facilitate them to learn vocabulary.

The other advantages of using Charade as a game in teaching vocabulary are:

1. Make the students work in group and know the feeling of teamwork.
2. Make the students provide their own guessing, because everyone is curious when one player acts out the word.
3. Increase students' activeness, either their activeness in acting the words or their activeness in guessing the words which are played.
4. Increase students' confidence in acting the words.
5. Help the students to manage their emotions. They should not be nervous when act out the words.
6. Classroom activity is more interesting and fun.
7. Decrease the number of students who are lazy in the classroom.

c. The Steps of Using Charade to Teach Vocabulary

There are some steps in applying Charades according to some experts. According to Dayton (1990:151), there are some steps in teaching vocabulary by using Charades:

1. One player acts out something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on.
2. The other players try to guess who the acting player is or what they are doing.

3. You can have players working together in twos, threes or fours miming a situation or an activity while the others guess.

Moreover, Ellery (2009:149) states that the steps are as follow:

1. Writing some chosen vocabulary words or phrases from the text on note cards and have students take turns selecting a word card and acting out (role playing or pantomiming) the meaning of the word on the card while holding or moving related or symbolic objects. Suggested teacher talk could be “what part of the pantomime helped you to know the word?”
2. Having students give suggestions for what the word might be until the correct word is identified.
3. Returning the text, and highlight the words students acted out within the text.

In conclusion, teaching vocabulary by using Charades can be modified based on the level of students but the purposes are same to increase students' vocabulary well. Using Charades should be suitable with the materials and level of the students. Teacher should give more attention for them in learning process because the students need attention and reward to appreciate their effort. In this game the students more active because students use gestures such as playing cards, acting with pantomime interlocutors addressed to them, with this process students will be more active and increases students' enthusiasm for learning.

C. REVIEWS OF RELEVANT STUDIES

The previous study entitled The Effectiveness of Picture Crossword Puzzle Game in Teaching Vocabulary written by Wahyu Nugroho and Suprpto, (English Education Department, Faculty of Language and Art, Universitas Negeri Semarang, Semarang, 2017).

The researcher said that, the study was attempted to examine the effectiveness of picture crossword puzzle game in teaching vocabulary. The

main purposes of the study is to describe the difference in students' vocabulary mastery between those by using picture crossword puzzle game and conventional method at the first grade of SMPN 2 Patebon in the academic year of 2016/2017. After the research finished, they said the result of the research showed that there was an improvement on the students' vocabulary mastery, it can be seen from mean scores, for the pretest mean scores both control and experimental group have the same mean scores which is 68.44 and after the treatment was given by the researcher there was an increase of mean scores of both groups in post-test, which is 81.25 for the control group and 90.94 for the experimental group.

The second previous research was conducted by Retno Trihandayani and Ahmad Sofwan (English Education Department, Faculty of Language and Art, Universitas Negeri Semarang, Semarang, 2016) entitled *The Effectiveness of Using Computer Game "Fast Hands" to Improve Students' Vocabulary Master for Junior High School (A Quasi Experimental Research at the Eighth Grade Students of SMP Negeri 1 Muntilan in the Academic Year of 2014/2015)*.

The objective of the research is to find out whether computer game "Fast Hands" effectively improve students' vocabulary or not. The researcher used computer game "Fast Hands" in teaching vocabulary at eighth grade of SMP Negeri 1 Muntilan in the academic year 2014/2015. After the research was finished, it is shown that the students' progress in mastering vocabulary for both groups is good after they were given the treatment. It is shown from the different means result in the experimental group, that is from 66.46 in the pre-test to 84.79 in the posttest. In the control group the difference between the two means is 13.54. 65.83 in the pre-test and 79.37 in the posttest. The researcher suggested that the teachers may use computer game "Fast Hands" in their teaching practice especially in improving students' vocabulary.

The similarity between their research and this research is that the research focus on improving vocabulary mastery and the use of game in teaching vocabulary. Then the differences between their research and this

research are the first researcher used picture crossword puzzle game as the media, and the second researcher used computer game “Fast Hands” as the media.

