

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of vocabulary

There are various definitions of vocabulary. One of them is vocabulary is a total number of words in a language, list of words with their meanings¹. From these definitions, the writer concludes that vocabulary is number of word or phrases which has meaning that are used in spoken or written language. Richard and Renandya said that vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.² Vocabulary is part of language component and list of words that have been used by people to communicate. According to Hornby, vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express ones thought.

From explanation above, it can be argued that vocabulary not only contains list of words but also it become a basic for people to communicate,

¹ Oxford Learner's Pocket Dictionary (Oxford University Press 1991)

² Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002),225.

because without vocabulary an idea cannot be transmitted in communication.

2. Importance of vocabulary.

Vocabulary is the basic component to help the students in mastering language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary.

Developing a good vocabulary will help them to improve their ability in learning vocabulary. Many of the vocabulary in English textbook have to be learned. Without it no one can speak or understand the language³. It means that people cannot write a word or make a sentence well, when they do not master it.

There are some advantages when students can master the English vocabulary. According to Diana Bonet here some advantages:

- a. Students will be better improving their reading, writing, speaking and listening vocabulary.
- b. Students will think more clearly. Thoughts are limited by vocabulary.
- c. Students will experience personal growth and greater confidence.

³ Firginia French Allen. *Technique in Teaching Vocabulary* (New York: Oxford University Press, 1983).7.

- d. Students will understand other people idea and explanation easily.
- e. Students will gain important survival tools for the new millennium.
- f. Students' friend will think they are getting very smart⁴.

Those advantages show us how vocabulary determines on how students learn language and their capability to build communication with others. Moreover, mastery in vocabulary is more important than grammar. Like Thornburry stated that,

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”⁵

In other word, even without good grammar, people may able to speak and understand a language if they know a lot of vocabulary. It can be a basis to master the language. While vocabulary is largely a collection of words, grammar is a system.⁶ The more words we know, the easier for us to master the language. It shows us how vocabulary determines on how people learn language.

B. Teaching

In school activity, learning teaching process is the main activity which is cannot be separated each other. Brown defined teaching is an activity which helping someone to learn something, giving instructions, guiding in the study of

⁴ Diana Bonet, *Vocabulary Improvement*, (Boston:Thomson Course Technology,1991).iii.

⁵ Scott Thornburry, *How to teach vocabulary*, (England: Longman, Pearson Education limited, 2002).

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⁶ *Ibid.*, p.14

something, providing with knowledge, making someone to know or understand of something.⁷ Based on this definition, teaching is an activity when the teacher conveys information to the students with the purpose to make the students understand about something new.

1. Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. Before teaching the students, the teacher should consider how to present vocabulary in class, it is necessary in making lesson plan. Before presenting vocabulary, the teacher should consider the factors as the foundation in presenting vocabulary. The teacher should know how much vocabulary to present. The following factors are:

a. The level of the learners

The teacher should know the level of her/his students whether beginner, intermediate or advanced

b. The learner's likely familiarity with the words.

The learner may have known the words before even though the words not part of their active vocabulary.

c. The difficulty of items.

⁷ H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (New York, Pearson Education, Inc,2007).8.

The teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

d. Their 'teach ability'.

The teacher should know whether easy to demonstrate or explain the words.

e. Items are being learned for production or for recognition only.

The teacher should know whether the words for speaking and writing or listening and reading only.⁸

Based on the factors above, the teacher should consider that vocabulary item should be learned in context, teacher may use other different sources if it is necessary.

2. Presenting the Meaning

In teaching vocabulary process, after presenting vocabulary, there are some ways of getting the meaning of words. It will depend on the item which is presented. The techniques used to define are mentioned by Thornburry. They are:

a. Translation

This way doesn't need many times. The teacher only needs to translate the target language into the mother language of the students. Sometime this way is less memorable for the students, because they don't have to work hardly to access the meaning.

⁸ Scott Thornburry, *How to teach vocabulary*....75-76

b. Real things

In this way, the teacher shows the real thing of the words. Unfortunately, define the words by showing the real things are seldom to be done. It is because not all the words can be showed with its real things.

c. Picture

This way is almost same with shows the real thing. This is very useful for more concrete words (dog, rain, and tall) and for visual learners. In this way, the teacher shows the picture of the words.

d. Actions/ gesture

In this technique, the teachers express the words using action, expression and movement.

e. Definition

Using the words a student already knows can be effective for getting meaning.⁹

There are many ways to present the meaning. The teacher can choose one of them which are can help them to make sure her/his students already understand the meaning of the words.

⁹ Ibid., p.77

3. Types of Vocabulary

In teaching vocabulary, the teacher needs to know what the types of vocabulary. As described by Diana Bonet there are three so there are types of meaning, they are:

a. Reading and listening.

A students' reading and listening vocabulary is all the words he or she can recognize when reading and listening. This is the largest type of vocabulary simply because it includes the other two. When reading and listening, the students remind words which they may not used by themselves, but they recognize them by their context. When the students hear or read new words often and find them useful, the students usually adopt them.

b. Writing.

A students' writing vocabulary is all the words he or she can employ in writing. Compared to the previous two vocabulary types, the writing is stimulated by its user.

c. Speaking.

A students' speaking vocabulary is all the words he or she can use in speech. Students usually use word in spontaneous. It makes the words are

often misused. This misused can be compensated by facial expressions, tone of voice, or hand gestures.¹⁰

These statements prove that vocabulary plays an important role in everyday communication. Students can express their thoughts and emotions with words.

Teacher also should show the word class of those words. It is needed to make sure the students' will be applied those word appropriately. Further, according to Thornbury, the words divide into eight classes, those are:¹¹

- a. Nouns : reference to an object. Such as: bits, pieces, record, player.
- b. Pronouns : personal, possessive, reflexive, reciprocal, demonstrative, relative, interrogative, indefinite. Such as: I, them
- c. Verbs : predication of an action. Such as: like, looking, doing, to look.
- d. Adjective : modification by a property. Such as: old, second, new.
- e. Adverb : a word which modifies the meaning of a verb, an adjective or another verb. Such as: up, cheerfully.

¹⁰ Diana Bonet, *Vocabulary Improvement*, ..7

¹¹ Scott Thornbury, *How to teach vocabulary*,.. p.3

- f. Preposition : a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. Such as: for, like.
- g. Conjunction : a word which merely joins together sentences, and sometimes words. Such as: and, or.
- h. Determiner : a word that comes before a noun and points it out without describing it the way that an adjective does. Such as: in the phrase my boy friend, that strange woman. The word my and that is determiner.

The teacher can explain the word class of the difficult word in the end of the learning vocabulary process. It is caused usually the word class is not part of the main of teaching vocabulary.

C. Game

1. Definition of game

The definition of the games is based on the Oxford Advanced Dictionary of Current English the meaning of game is form of usually competitive play or sport with rules.¹² Another definition by Andrew Wirght, David Betteridge, Michael buckby, stated in *Games for Language Learning* book that,

¹² A. S. Hornby, *Oxford Dictionary* 486

“Game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others”¹³

It means that the game is a fun activity which has rules and must entertain. It is because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games and it is also entertaining because students fun and enjoy in playing and interacting each others. Games are a valuable activity for language learning, especially for very young learners. Games can decrease students’ anxiety.¹⁴ Children enjoy games and participate without anxiety. Then, games are social activities which enable the development of social skills.

Game has rules. The objective of the game must be clear that the students know what they expect to do in the activities. Goals and objectives of the game will decide who will be the winner¹⁵. From this definition, usually the game has a winner. The teacher can determine the winner with some criterion. This is done to motivate students to play the game while learning

¹³Andrew Wirght, et all *Games for Language Learning*...1

¹⁴ Gülin Yolageldili and Arda Arikan, *Effectiveness of Using Games in Teaching Grammar to Young Learners* (Elementary Education Online:2011) p.2.

¹⁵ Richard Blunt, *Does Game-Based Learning Work? Results from Three Recent Studies*, p. 3

2. Game-Based Learning

In mastering vocabulary, there are many games which are appropriate for use with the collections of vocabulary items. The games can be applied on the board to help the students to enrich their vocabulary well. Al Neyadi's research suggests that using games to practice vocabulary improves learners' ability to memorize the words effectively¹⁶. In addition, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms¹⁷. Therefore, the researcher believes that game is effective to apply in vocabulary class as a method to help the students in mastering vocabulary. Blunt's data analysis found classes using the game had significantly higher means than those classes that did not use the game¹⁸. It means the experimental class which uses game as a method in mastering vocabulary should have improvement than the control class.

Game is considered as an effective strategy to help the learners learn language. It is because game makes the students fun when learning language.¹⁹ Based on those statements, game is not only generally played by the children but also can be applied to language learning. Learning language should be fun.

¹⁶ Osha Saeed Al Neyadi, *The Effect of using Game to Reinforce Vocabulary Learning*..105

¹⁷ Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, *Learning Vocabulary Trough Game*,..14

¹⁸ Richard Blunt, *Does Game-Based Learning Work?* .. 10

¹⁹ Redjeki Agoestyowati. *102 English Games*,... xiii.

Commonly, students consider that games are competition that can be played between one person or more. Students' also often think that game just to make have fun. Here, it can be stated that games not only as a competition but also as a motivation for students to learn as well as possible. According to Andrew Wright, the reasons why game can be used as a method to learning language are represented as follow:

a. Language learning a hard work

Student has to understand language in conversation and in written composition. This effort is required in every moment. Game helps student to sustain their interest in learning.

b. Experiencing language

Games provide the student to experience language rather than merely study it.

c. Repeated use of language items.

Learning language through game is more interesting than based on mechanical drills.

d. Central to learning

If the game is considered be able to attract students' interest in learning, it can be used as an alternative to teach and not just a game as a warming up²⁰.

²⁰ Andrew Wirght, et all, *Games for Language Learning*,...2.

From the explanation above, it can be concluded that games are one a way to help students not only play games but also learn lessons through games. Beside that, it also can be concluded that learning through games is better than learning using traditional method.

3. Kind of game

According to Ioannou, there are three kinds of game which can be used with young language learners to teach English, they are:

- a. Flashcard games: these games are played with a set of flashcards which may be found from bookshops or prepared by the teacher and their students.
- b. Ball games : ball games require a soft ball which teacher can use in class.
- c. Action games : action games require body movement.²¹

“Slap the Word” game is belonging to action game. It is because in this game students need to run to slap the word. The students might excite the class so the teacher should carefully when make the students feel safe during the game.

²¹ Sophie Ioannou, *Teaching English to Very Young Learners: Using Games*.2010. p.2.

4. Guideline for game

In organizing the game, Brown stated that games involve:

- a. Rule must be followed.
- b. Competition between individuals or team.
- c. Determination of a winner if teams of players are part of the game plans, cooperative learning as well as competition can result²².

Game has rules in its application, in which two students who are representative of each group has to the word that is intended by the teacher. The first student, who slaps the right word, will become the winner. Here some general guidelines for setting up and using activities or game:

- a. Prepare the language that will use to set up activities. The researcher will use simple vocabulary that can be understood easily by seventh grade students.
- b. Use a familiar signal to get the children's attention. The researcher will use gesture to make sure that students understand the purpose of instruction.

²² H. Douglas Brown, *Principle of Language Learning and Teaching* ,..317.

- c. Wait until everyone is quite and attentive before starting to explain what to do. The researcher should be able to handle the class. Make sure every student can hear the instruction.
- d. Announce the general nature and purpose of the activity.
- e. Establish or create a context and use this as an opportunity to, for example, pre-teach vocabulary, elicit what children know, encourage them to predict or guess answer, etc. Here, the researcher will try to mention the vocabulary that is considered difficult by students without define it.
- f. Divide the class into pair, or groups or teams if this is relevant for the activity. The researcher will divide students in class into two groups.
- g. Give clear instructions appropriate to the language level of children. Keep instructions to short and chunked into stages. Use simple language patterns and accompany the instruction by gesture, mime or visual to clarify meaning. Like the previous point, the researcher will use the simple word in English that is easy to understand by seventh grade students which are accompanied by gesture. If possible, the researcher will repeat the instructions very slowly until the students really understand the rules of the game.
- h. Demonstrate how the activity works in practice. To make it easier to explain the rules of the game, the researcher will call representatives of each group to come forward as an example.

- i. Check that the children understand what to do before they start the activity.
- j. If appropriate, model aloud procedure or thinking processes that children will need to go through themselves in order to be able to carry out an activity or task successfully.
- k. As soon as the researcher is sure every student clearly understands what to do, the researcher will give a signal to start the activity. The researcher will countdown to start the game²³.

Those general guidelines explain how to set up the game clearly. By following those steps, the researcher can handle the class before starting the game. It is because those general guidelines help the researcher to make sure every student can understand the rule of the game.

D. “Slap the Word” Game

“Slap the Word” game is a one of many games in vocabulary learning. There are many another name of this game. Some of people called it “Card Slap”, “Flying Swatter” or “Slap that Word”. Actually “Slap the Word” game is name from Susie Hodges’ video.

²³ Kama Einhorn, *ESL Activities and Mini-Book* (New York: Woody Gutrie, 2006)p.17

This game is easy to do According to Walter, in this game, students play in small groups. Cards are laid on the desks in front of students. Teacher says a vocabulary word and students must slap the correct card.²⁴ In this study, the difficult words will be written on the whiteboard. When the student hears the word from the teacher, they have to look for the word on the wall and then slap it as fast as they can with their hand.

1. Using board

The researcher needs to explain about board. It is because this game needs board as a main media. The board, literally, is one of supporting media in learning process if it can be used well. In education, the board has many advantages when it is well applied. It can be applied in teaching vocabulary. In teaching and learning in the classroom, the board as an aid has a big influence.

In vocabulary learning process, Dobbs explained the use of board to:

- a. Illustrate how to break some words into analyzable parts.
- b. Write a definition or definitions of a word or provide example of its use in various context.
- c. Draw a representation of a word or provide opportunities and means for students to imagine or draw a representation of a word.

²⁴ Jeffrey Walter, *Games for the Elementary EFL Classroom*, ..4.

d. Display activities, games, and exercises for students to do using a new word – including those that link it to their previous knowledge and those that require that they generate the new word.²⁵

In this, the board is used to write down some difficult words and also to help the teacher to explain the definition of the difficult words which is written on the board.

2. Board Games

According to Harmer, one of the benefits of using board as media in teaching is game board.²⁶ There are a number of games that can be played using the board. Board games involve the right mix of luck, strategy and diplomacy. While playing board games the child develops the ability to focus on the game. This helps to increase the ability to concentrate.²⁷ This shows that board games are useful for students to develop their language skill. Dian also explained that board games used in the teaching learning vocabulary are also easy to apply.

Board has role in teaching learning process. The clear role and instruction on the board games will make the teaching and learning process

²⁵ Jeanmine Dobbs,.. p.25

²⁶ Jeremy Harmer,..137

²⁷ Sanika Mokashi and Manasi Lagare, *Designing for Children*. p.3

effective and students will get easiness to enrich the vocabulary.²⁸ The teacher should explain the role clearly and the students are demanded to do the game based on the instructions given before playing the game, In this situation, they can enrich vocabulary unconsciously as they play the game and hopefully it can be a media for learning vocabulary easily.

The game is made based on the topic that is used in the teaching and learning. It can help the students to understand vocabulary that is related to the material easily. So, through board work activities, students are expected to use vocabulary in their daily life.

3. The Advantageous of “Slap the Word” Game

As the researcher has explained in previous sub-chapter, there are many advantageous of game which can be applied as the strategy to teach vocabulary. In its application, “Slap the Word” game has advantageous.

The advantageous of “Slap the Word” game are easy to be held and the instruments can be got easily. The procedure only writes the difficult word on the board. Then, the students have divided in two teams in two lines facing board. First one in each line has to run after hearing the meaning of the difficult word and slap it. First team to slap correctly wins.

²⁸ Tenny Dian Indrayanti, *Developing A Board Game for Teaching Vocabulary of Descriptive Text to The Eight Grade Students of Junior High School* (Surabaya: UNESA, 2009) .21.

After the first student has done the game, then move to back of queue and replace to the next students.²⁹

The instruments can be got easily. This game only need whiteboard/blackboard and board maker. Usually these instruments have been available in the class. So that, without any preparations, this game can be held immediately.

In another side, “Slap the Word” game has disadvantages too. Based on the procedure to hold the game, students need to run as fast as possible to slap the word on the board. In this session, if the students careless, they will fall down when running or crashing their friend

E. Previous Studies

There are some researches previously held by some researchers related to this study. Here some previous studies from the strategies to increase students’ vocabulary.

1. *Peningkatan Penguasaan Kosakata Bahasa Inggris siswa SMPN 2 Jember Melalui Teknik Permainan Kata Berbasis Komputer* by Annur Rofiq. He uses this method to make seventh grade students at SMPN 2 Jember understand vocabulary easily. He explains that this method can be an alternative to learn English for children because technology becomes

²⁹ Ideas for Games for teaching English.1

trending method today. In the application of this method, he needs LCD to show the words. The result is the students easily understand the meaning of vocabulary and the students feel fun when they learn it.

Actually Roffiq's reason to do his research is good. But in another side, not all of the schools have LCD in each class. In some schools, LCD is available in multimedia room. Of course the using of LCD cannot be used all of the time. In this research, the instrument of "Slap the Word" is easy to find. It just need whiteboard/blackboard and board marker. So, the application of this game can be held anytime the teacher wants to do.

2. *Improving Students' Vocabulary by Using Riddle Game at the Second Grade Students of Mts. Miftahul Ulum, Bendung, Mojokerto* by Siska Yuliana. Yuliana said that riddle game can be used as a way to teach vocabulary because it requires ingenuity to solving the riddle words. She uses classroom action research to conduct her study. Students can improve their vocabulary as the result.

In this study, I use "Slap the Word" as one kind of action game. As an action game, "Slap the Word" can change the atmosphere of the class become active.³⁰ So, the students more enjoy in learning vocabulary.

³⁰ Nguyen Thi Thanh Huyen, *the Effectiveness of Learning Vocabulary Through Games*

3. *The Use of Authentic Reading Materials to Improve First Years Students' Vocabulary at SMPN 2 Surabaya* by Syinfatul Was'iyah. This research is reported in classroom action research which is conducted in vocabulary class at seventh grade. After opening the lesson, the researcher gives students discourse context before reading the magazine article. The result after implementation of extensive reading material is students' vocabulary mastery is getting better.

In this research is not easy to make students love reading. It will be bored class if the teacher cannot build the situation. In research that I will conduct, I use game to treat students' vocabulary. Game makes the students interest to learn vocabulary and also make learning vocabulary become fun activity. So, the students will pay the attention and stay focused on the subject.

4. *Using Comic to Increase Students' Vocabulary at SMP Bilingual Terpadu Krian-Sidoarjo* by Chusnul Fatimah. The research was done in 2011. She uses Collaborative Classroom Action Research (CCAR) to increase students' vocabulary. The result of the research shows that using comic is effective for increasing the students' vocabulary. They are very interested in learning vocabulary through comic. However, at the first meeting, the teacher could not manage the time effectively. Some students got sleepy during the lesson. It was because the situation and

students' condition were very crowded. Unfortunately, in the first meeting, the class is crowded and makes students get bored, because the story is long, and students have to remember many words in the same time.

In my research, I will use game as a strategy to teach vocabulary. It is like Al Neeyadi said in her journal that the game will make the students are interested in learning vocabulary. So, during this research, the students will be more attracted to learn through game than reading comic. It is because "Slap the Word" is one kind of action game where the students need to move their body which this action is useful for kinesthetic students.³¹

³¹ H. Douglas Brown, *Principles of Language*,...129