CHAPTER II
LITERATURE REVIEW

2.1 Concept of Vocabulary

Vocabulary is one of the important factors that can support the students to communicate. It has an important role in language learning because it is a basic element of language that will make the language meaningful. Vocabulary is also a list of words found in a particular language. Webster (1988: 110) states that vocabulary is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language referring to the definition of vocabulary, it is understood that vocabulary is the basic element of language which will make human communication passive.

One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the others hand, those who lack of vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language- teaching objectives that is, the mastery of language skills.

If the learners want to communicate with others in certain language, they must master enough the vocabulary of that language. Without vocabulary, the learners

cannot communicate effectively or express their idea. Harimurti as cited in Suprapto (1999: 6) states that vocabulary is a component of language containing information about the meaning and using of words in language. If learners have the vocabulary they need, it is usually possible to communicate after a fashion. An adequate vocabulary may enable the message to be expressed clearly.

Dealing with the ideas above, the researcher assumes that the learners have to learn vocabulary in order to express their idea. One needs to understand an adequate number of words. It is supported by Rivers (1970:462) who says that it would be impossible to learn a language without words or vocabulary. The statement suggests that people do nothing to communicate if they do not know the words or vocabulary. In other words, vocabulary is important for the students to learn in order that they can express their minds, make sentences, speak and get knowledge from the context. Learning vocabulary plays an important contribution in learning a language which must be considered by the teacher in order to be careful in selecting the vocabulary that would be taught. Teacher must decide which words should be taught since there are many kinds of words that belong to types of vocabulary.

There are some types of vocabulary, Fries (1974: 4) classified English words into four groups as follows:

1. Content words represent the name of object or thing that is concrete nouns (ball, field, winner, etc), action done by or with these things, that is verb (hit, kick, push, run, etc) and the qualities of these things that are adjectives (fast, good, bad, heavy, etc) and adverb (quickly and slowly).

2. Function words are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but, however, etc) article (a, an, the), and auxiliaries (do, does, did).

3. Substitute words are those which represent to individual things or specific action as substitutes for whole form classes, that is indefinites articles (anybody, nobody, someone, somebody, etc)

4. Distributed words are those that are distributed in use according to grammatical matters as the presence or absence of negative, such as, any, either, neither, too, or yet.

In this research, the material of teaching English vocabulary will be taken from the content words (noun, verb, and adjective) since the researcher assumes that it is appropriate with guessing game. The researcher will choose them as the material because they are often used as a satisfactory means of communication. Finally, it is better to teach vocabulary by taking the students into account, so that teaching vocabulary can more meaningful and useful. Therefore, the students will be easier to understand the meaning of words taught and their vocabulary increase well.

2.2 Concept of Teaching Vocabulary

Traditionally, the teaching of vocabulary above elementary levels (Junior High School until University) was mostly incidental, limited to presenting new items as

they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion.

Teaching vocabulary should be taken into account and the technique that is used by the teacher must be considered. He should search for better ways of teaching vocabulary so that it will be meaningful and useful and the students will find it easier to understand the words which are taught and they can also increase them well. So, in teaching vocabulary, the teachers have responsibility to make their teaching successful. There are very strong reasons for systematic and principle approach to vocabulary by both teacher and learner. The teacher should be able to teach vocabulary or words as much as possible to the students by using certain technique of course. Nation (1974: 18) says that when we teach a word, we must teach three things:

1. We must teach the shape of form of the word.
2. We must teach the meaning of the word.
3. We must teach that form and the meaning of the word go together.

Allen & Vallete (1983: 116-117) in Gnainoska (1998: 12) state that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in the teaching and learning process. It will help them to get the materials stay longer. It means that the teacher has to be aware with the kind of teaching technique that she will use to come to her goal.

2.3 The ways of Learning Vocabulary

Ideally, the teacher needs to take into account of teaching vocabulary. He/she

should search for better ways of teaching vocabulary so that it will be meaningful

and useful and the students will find it easier to understand the words which are

taught and they can also increase them well. According to Kustarjo (1988: 24),

there are five ways of teaching vocabulary, they are:

1)   Teaching vocabulary through creativity

By using this technique, the teacher should provide many choices to the

students as they want to learn. The teacher can apply some techniques which

enable the students to be creative in producing vocabulary, such as giving

pictures, game, drama, providing key words, etc.

2)   Teaching vocabulary through translation

This method considered as ancient one. Here, the teacher teaches the

meaning of the words through translation. For example. the word "lovely"

in Indonesian means "indah"

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3)   Teaching vocabulary through guessing

This technique needs the teachers' ability to encourage students to guess

first the consult their dictionary. To guess right, students should have a good

rational. The teacher can draw five pictures on board. Then teacher

pronounce a word and ask one of students to point at one of the pictures,

students think relevant to the word pronounced by teacher.

4)   Teaching vocabulary through context clues

In this case, the teacher can use the context clues on word recognition by figuring out the meaning of a word based on the clues in the surrounding context, for example by giving the antonym, synonym, etc.

5)   Teaching vocabulary through derivation

This technique requires the teacher to involve the four classes of words on the basis of their position of occurrences in English sentence pattern. The teacher can use the noun, verb, adjective, and adverb then asks the students to mention the derivation of the words. For example: to jump (verb), jumper (noun), and jumping (noun).

From those five possible ways of teaching vocabulary above, the researcher is going to apply game especially guessing game as a technique in this research, so the techniques is included in teaching vocabulary through creativity. By teaching through the games, the researcher will create a good atmosphere in the classroom so that the students will be tense to learn. The researcher hopes the by applying this technique, the students will be interested in learning English.

2.4 Concept of Game

A game is an activity that can be used as a teaching technique in order to make the lesson more enjoyable, interesting, and motivating. It is supported by Waldman (1979: 53) as cited in Sartika (2003: 10), who says that games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more. Moreover, Rodger (1961) states that a game is a kind of teaching aids that can be applied to a class. A game has such components, such as,

it should involve from a play to be performed or activity to be done, it should has particular objective to be achieved and it also has particular rules to be followed because students not only enjoy the game but also compete among others.

In addition, Rodger (1981: 1) also states that the use of game can develop activities to make students forget that they are in the class that is to relax the students by engaging them in stress. It means games offer a variety of interesting activities in which the students may explore many enjoyable aspects of learning. Games help the students to keep on concentrating to what have been discussed during the hours. This statement is supported by Wright (1989: 1) who says that games help and encourage learners to sustain their interest and work. In this case, the students learn the vocabularies through the activities that they play in the games. It can be guessing from the instruction, action or information played in the games. This technique will make the students learn the vocabularies without realizing that they are learning. So by applying a game the presentation of vocabulary will be more interesting and challenging since the students have to compete with each other. Games also help the teacher to create context in which the language is useful and meaningful.

It is obviously that games can be used as teaching techniques in order to make a lesson more interesting and exciting. Thus, games motivate and encourage students in learning English actively. Games are a great technique to pick up new vocabulary and play with the vocabulary that has already familiar. Games consist of fantasy, ritual, competition, and luck that are interesting for students. These things make games enjoyable. It means games reduce boredom. When games are used, the situations of classroom become life and natural.

Games create situations that make students need and want to use English. Lee (1994) explained it occurs because in games language is linked by action. Thus, games are appropriate to the principle of language accompanying action. As a technique of teaching games involve students actively. Through games all students can get opportunity to succeed. Besides, they will enjoy and relax in learning. As stated by Paul (2003:49), they will take what they learn through game and use it in daily life. Besides that, games have comfortable environment, so that they will be able to take a risk and try something new.

But, in choosing the game, the teacher should consider several things. Well-chosen games are invaluable as they give students a break and the same time allows students to practice language skill. The teachers need to use the games that students like and do not use too many or too few kinds of games. Too many kinds of game will make them focus on games, not English. Too few games will make the game too predictable so that the games are not challenging. In using that technique, teachers should not to play games for too long because children will begin to lose interest. Even though games have advantages, using games must consider other factors. Tyson in Mei and Jang (2000: 4) state that there are some factors that should be considered before choosing the games:

- A game must be more than just fun
- A game should involve "friendly" competition
- A game should keep all students involved and interested
- A game should encourage students to focus on the use of language rather than on the language itself

- A game should give students a chance to learn, practice, or review specific language material.

Those points are very important in selecting the game since there are so many kinds of game that there are sometimes overlap. As stated by Hadfield (1999), he classifies language games into some types, they are:

a. *Sorting, ordering, or arranging games*

For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

b. *Information gap games*

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information.

c. *Guessing games*

These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

d. *Searching games*

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid, and help classmates complete theirs.

e. *Matching games*

As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

f. *Labeling games*

These are a form of matching, in that participants match labels and pictures.

g. *Exchanging games*

In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.

h. *Board games*

Scrabble4 is one of the most popular board games that specifically highlight language.

i. *Role-plays games*

The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

From the type of games which has explained above, to obtain more sufficient results in teaching, the researcher wants to apply guessing game as one of the techniques which is predicted to be good to reach the goals in teaching vocabulary.

2.5 Concept of Guessing Game

Essentially, in guessing and speculating games, someone knows something and the others must find out what it is. It is supported by Merriam Webster (1988) who says that. "Guessing game is game in which the participants compete individually or team in the identification of something indicated obscurely (as in riddles or charades). Based on the definitions above, it can be concluded that guessing game is a game in which a person knows something and the others who do not know competes individually, pairs or in a team to find out.

In this case, the students have to solve the problem by guessing. Guessing game emphasizes the students working together upon the problem. As stated by Klippel (1984: 155), a guessing game is a game where the students in each group have to

solve the problem by guessing. Each student is equally importance no matter their abilities, they are trying to listen to all viewpoints. Then they finally try to weigh or consider the alternative solution of the problem. That is why this game is said to improve cooperation and mutual acceptance within the group.

Furthermore, Wikipedia (2011: 1) states that a guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. Guessing game is played co-operatively. Some player(s) know the answer, but cannot tell the other(s), instead they must help them to guess it.

A guessing game is a game in which the aim is to guess the answer to a certain question or a problem. Hadfield (1999: 4) states that a guessing game is a variation on an information gap games. One of the best known examples of a guessing game is, in which one person thinks of a famous person, ideas, place, or thing and then the other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of. The students are forced to think before the guessing. It needs a process that will make the vocabularies stay longer in their mind.

Based on the statements above, it is clear that by applying guessing game in learning vocabulary, the teaching and learning will be more interesting, enjoyable, and motivating the students because it is the combination between language practice and fun and excitement. Besides that guessing games are liked by students. It will arouse considerable interest and encourages the students since

guessing game is appropriate with the characteristics of Junior High School students who love competitive activity and group work.

2.6 Teaching Vocabulary through Guessing Game

This game will be the activity that students naturally and universally engage in. Besides it is possible to be applied since this game can be used individual or in group, however according to McCallum (1980: 4) "It is not an easy task to introduce guessing game into the classroom and many factors have to be taken into account. We need to consider the learners age, the number of students in the class, their ability to cooperate in a team, their language ability and the language level they present and first and foremost the simple fact if they are willing to take part in the activity.

Moreover, naturally when playing guessing game, students will try to win or to beat other teams for themselves or on the behalf of their team. They will be so competitive while playing since they want to have a turn to play, to score points and to win. In the class, the students will participate in the activities. Therefore, in groups or in pairs, they will be more willing to ask questions, to communicate and to discuss with their partners and think creatively about how to use English to achieve the goal. The competition in this game gives students a natural opportunity to work together and communicate in English with each other a lot. So that the students will be forced get the new vocabularies.

McCallum (1980: 4) also states that there are some advantages and disadvantages of using guessing game in the classroom activity.

The advantages are:

a. Guessing game is used for learning some new material or revising the old one. For example; vocabulary.

b. Guessing game is interesting and challenging in teaching learning vocabulary.

c. Guessing game can be one of the highest motivating techniques in teaching learning vocabulary.

d. Guessing game can be played in pair or group. So that, the students have a chance to be more active in the teaching learning process.

e. Guessing game can be used in any language teaching situation and with any skill area whether reading, writing, speaking or listening is concerned.

f. Guessing game makes the students comfortable and enjoyable in learning vocabulary so they are not bored in the classroom.

g. The students will play and learn attractively.

It is clear that guessing games are highly motivating since they are amusing, interesting and at the same time challenging. The activities in this game get all the students to move around and activate their mental capacities, thus motivating learners in learning and retention. At that time, students who are shy also attend the activities with fun, forgetting their shyness and feeling of fear. Besides that, in this kind of games the learners interact a lot with one another.

The disadvantages are:

a. Guessing game sometimes can cause a lot of noise in the classroom. Students who are too noisy may interrupt other learners and teacher as well. The noisy behavior can be minimized with a simple rule which says that it makes them lose points.

b. Problem related to students' quarrels. Such conflicts are often started by students who lose a game. They do not want to accept they have lost. It takes maturity and responsibility to deal with the problem of this kind and again it is a thing students can be taught while playing a guessing game.

c. The teacher often finds difficulties in controlling the class.

d. The teacher cannot monitor all groups at once.

2.7 Procedures of teaching English Vocabulary through Guessing Game

To do the research, the researcher proposes the steps in teaching vocabulary through guessing game as follows:

1) The researcher greets the students. For example: "How is your life today?"

2) The researcher tries to attract their attention by asking some question related to the topic of material, that is sport. For example: "Do you like sport? How many kinds of sport do you know? Which one is your favorite?"

3) The teacher tells the students that they are going to study about the vocabulary of sports through guessing game.

4) The teacher divides them into 6 groups randomly and each group consists of 5-6 students.

5) The teacher explains the rules of the activity and gives the example.

T : We usually find this person in a football game!

S : Does he play in the middle of the field?

T : No, he does not.

S : Is he a main player in the game?

      T : Yes, he is.

      S : Does he save a goal post?

      T : Yes, he does.

      S : Ehm, I guess he is a goalkeeper. It is right?

      T : Yes, that's right. The answer is 'a goalkeeper'.

6) The researcher asks them to play the game. It will be started from the first group. A representative of the first should come to the front of the classroom and tell the clue of the first word. For example, "It is an equipment of sport".

7) The researcher will allow the other group to ask some Yes/No questions to lead them guessing the word.

    7.1) The number of questions should not more than 20 yes/no questions.

    7.2) The right answer will be given 10 score and the wrong answer will be given -5. It will continue until the last group. But if they cannot answer, the answer will be given to the group coming in front.

8) After finishing their guessing game using their words given, the teacher calculates the score and announces the winner which has the highest points.

9) The teacher reviews the lesson by asking them randomly the meaning of vocabularies target that they have learnt in their games.

10) The teacher asks the students to discuss the words, which one is noun, verb, and adjective.

11) At the end, the teacher gives the evaluation.

2.8 Theoretical Assumption

According to frame theories above, vocabulary is important for the students to learn in order that they can express their minds, make sentences, get knowledge from the context, and practice the language as a means of communication. So, without mastering vocabulary the students cannot communicate effectively or express their idea.

Teaching vocabulary needs taking into account by an English teacher. She should search for better ways of teaching vocabulary so that it will be meaningful and useful and the students will find it easier to understand the words which are taught and they can also increase them well.

There are many kinds of techniques in teaching vocabulary and the teacher should be able to teach vocabulary or words as much as possible to the students by using an appropriate technique of course. It means that the teacher has to be aware with the kind of teaching technique that she will use to come to her goal.

This research was focused on teaching English vocabulary especially content words at the ninth grade of Junior High School by using guessing game.

Based on the frame of theories by teaching through this game the researcher believes that it will create a good atmosphere in the classroom so that the students do not think that they are studying but they are playing game. However, it is done to enrich their vocabulary. The researcher hopes by applying this technique, the students will be interested in learning English.

2.9 Hypothesis

Based on the problem, theories, and theoretical assumption above, the researcher formulates the hypothesis as follow:

"There is a significant increase of student's vocabulary achievement after being taught through guessing game."