

II. FRAME OF THE THEORIES

2.1. Concept of Vocabulary

Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process, Since English as foreign language becomes an international language. No wonder, it becomes so important for foreign language learners to learn and master on it that it is a basic element of a language used before learning more about the foreign language. It happens when one who is learning a language has a great mastery on vocabulary, he will succeed in using the language being studied either in comprehending the meaning of a word in the context of spoken or written language.

Mifflin (2000:1) says “vocabulary as: 1) all of the words of a language; 2) the sum of words used by, understood by, or at command of a particular person or group; 3) a list of words and often phrase usually arranged alphabetically and defined or translated: a lexicon glossary; 4) a supply of expressive means: a repertoire of communication”. While national institute for literacy defines vocabulary as words that people must know to communicate effectively. These ideas might led to the assumption that vocabulary is viewed as amounts of words of a language that people must have in order to have communication understandable.

In the line with the theories above, it is clear that 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 will be taught.

Teacher must decide which words should be taught since there are many kinds of words that belong to types of vocabulary.

Mcfayden (2007:1-21) divides content words into some categories: verb, noun, adjective and adverb. Verb is perhaps the most important part of the sentence. A verb assert the most important part of the sentence and expresses actions, events, or state of being. The second category is noun. Heather Macfayden says that a noun is a word used to name a person, animal, place, thing and abstract idea.

Noun fall into five categories: proper nouns (Sunday, Soeharto, Indonesia, etc.), common nouns (boy, chair, description, etc), material nouns (fish, stone, sand, etc),collective nouns (family, people, etc.), abstract nouns (beauty, honesty, kindness, etc).

The next category is adjectives. Adjective fall into two categories: descriptive and limiting. Descriptive adjective are those, which describe the colour, size, or quality of person or things (noun or pronoun). For example: beautiful, large, red, interesting, etc. It means that an adjective modifies noun or pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or pronoun, which it modifies.

The last category is adverb. Heather Mcfayden says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answer questions such as how, when,

where, how much. Many descriptive adjectives can be changed to adverbs by adding-ly suffix to the adjective base.

According to Burton (1982:98) a large number of vocabularies help the learners to express idea vividly, precisely, and without repetition of word and with larger vocabulary they can better perform in all aspects of English language work. It means that by having a lot of vocabulary the learner can express their mind, make a sentences, interact and also chat the meaning form the sentences or from speakers.

From explanation above, it can be summarized that vocabulary is one of the most important elements of the language that make the language meaningful and the total number of vocabulary that students' master influence toward the ability to communicate and share the idea. Besides, by mastering vocabulary, people may be able to comprehend what someone say and write. It means that the more words students have learnt, the more ideas students have and the more actively students can communicate.

This research focuses on the vocabulary which is classified into content word (noun, verb, adjective, and adverb) since the researcher assumes that is appropriate with senior high school.

2.2. Concept of Teaching Vocabulary

There are many techniques can help the teacher in teaching in order to keep the students interested and motivated in learning English. The teacher should present a proper teaching technique that is required. It is useful for both teacher and

students. Allen and Vellete (1977:149) state that teaching vocabulary is an important factor; so that teaching vocabulary should be taken into account and the technique that is used must be considered.

In the line with the statement above, it is true that among many techniques available, which can be applied in teaching language especially vocabulary. Teacher should choose one or more techniques that appropriate to teach vocabulary by considering the students' condition.

Duke and Moses (2003) state that the effectiveness of raising word consciousness by playing with words through games, songs and humour, and encouraging students to recognise when they have encountered new words and notice special characteristics of words.

In line with statement above, one way to make the students interested in learning vocabulary is that the teacher can use games as the technique in language teaching. According to Wallace (1982:105) teaching vocabulary through game has two main reasons; first, to increase an emphasis on the importance of motivation and of positive affective atmosphere in the classroom, Second, to increase an emphasis on the importance of real communication. If a game works properly, it very often supplies a genuine desire to communicate in the target language, even with the artificial confines of room. So by those reasons explained above, it is clear that teaching vocabulary through games can motivate the students to learn. By teaching through the games, the teacher creates a good atmosphere in the classroom so that the students are tense to learn. This enjoyable situation unconsciously also makes the students eager to speak. If the students talk

much, it means that they have a number of vocabulary. The researcher hopes that by applying this technique, the students will be interested in learning English.

2.3. Concept of Game

Teaching should not always be based on one or two strategies, they can be various, where teacher asked to be creative so that the class will not be passive and students will be stimulated to be more interested in learning and the result expected from the process of teaching and learning will be well transferred to students. Game is one of many teaching strategies can be engaged to foreign language learners, it is believed that it can give an elements of fun to learners. It has been the reason why I have been motivated to present a teaching strategy which involves a game as a media for teaching on vocabulary.

According to Rodger (1961) states that a game is a kind of teaching aids that can be applied to a class. A game has such component, such as, it should involve form 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. Moreover Rodger (1981:1) states that the use of game can develop activities to make students forget that they are in class that is to relax the students by engaging them in stress. In this case the students learn the vocabularies through the activities that they play in the game. In this case the student will learning vocabulary without realize that they are still learning vocabulary. It means while playing a game the students might not realize that they are studying. This kind of condition makes the words that they have learnt will be long lasted. So by applying a game the presentation of vocabulary will be more interesting and challenging since the students have to

compete with each other. By this way, each group tries to be competitive participant in the game.

Nation (1974:19) points out the importance of challenge in attracting the students' interest in learning vocabulary will give them attention and enthusiasm to the assignment. Further Nation (1990:24) adds the characteristic of good game, as follows:

1. Game should be suitable to the students' level.
2. Game should motivate the students to enlarge their vocabulary.
3. The materials of the game should be challenging for the students.

Those ideas above, it is clear game can be used in language teaching, in order to make the students interested in learning and make the lesson more enjoyable and interesting. According to Dorry (1966:3) states that games can be introduced in three different stages during the lesson. They can be played at the beginning as the revision of material taught previously or as a kind of warm-up activity preparing for learning new material. Games can also be introduced during the main phase of the lesson. Then are used to practice material being covered. Another option is to introduce games at the end of the class, it is for summary or verification of the material, and make the students remember what they have learn before.

Before choosing the game, the teacher should consider some factors of good game in english teaching, it is supported by Tyson in Mei and Jang (2000:4) who states that there are some factors that should be considered before choosing the game as follows:

1. A game must be more than just fun.

2. A game should involve “friendly competition”.
3. A game should keep all of the students involve and interested.
4. A game should encourage students to focus on the use of language rather than on the language itself.
5. A game should give students a chance to learn, practice, or review a specific language material.

Five factors above are so important in the selecting game, because there are so many kinds of game that are sometimes overlap. According Hadfield and Jill (1999:4) state that classifying game into categories can be difficult, because categories often overlap. She classifies language games into two types: linguistic games and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focused on successful exchange of information ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Concerning with the explanation above, the researcher conclude that game is activity that can be used in the language learning process. Besides that, it can create students' creativity, motivating, a competitive, challenging circumstances.

2.4. Concept of Parlour Games

The young learners have a high curiosity in learning something new. But they will be able to get bored easily if there is the same method in teaching. So the various

kinds of fun activities are needed to attract them and increase their attention in learning English.

They need activities which are exciting and stimulating their curiosity: They need to be involved in something active (They will usually not sit and listen). One of the fun activities which can be used in teaching English to the young learners is by using parlour games.

According to Hadfield and Jill (1995), Parlour Games are games played indoors which is played by the average or intermediate level of Victorian era. These games were played to amuse themselves at that time. It is a game in which the object is to guess some kinds of information and instruction such as a word, a phrase, a thing, a title, or the location of an object. By using these games, the researcher assumes that it can make the students interested in learning vocabulary, besides make the learning process more enjoyable and interesting.

Teaching vocabulary through Parlour games is possible to be applied in English teaching since this game can be used individually or in groups. There are many kinds of parlour games that can be applying in English teaching, but the researcher choose two games, they are:

1. Sentence in the cup (charades)

Charades means something that is acted out, something pretend. In the game one person uses gestures to o act out the name of things, song, etc. They must not speak. They act out the tittle word by word. One word at a time.

The clue is used when it is a difficult word to describe. Then do a gesture for a word from the title of word.

Example:

“Mechanic”

So the player must act like a “Mechanic”.

Then use gesture to describe a “Mechanic”

When the other players guess “Mechanic” nod yes and they will get the point.

Player 1 : act like “Mechanic”

Players : “*guess*”

Player 1 : does another act or gestures of Mechanic

Players : Mechanic!

Player 1 : nods yes

Etc.

2. Who am I (Botticelli)

In this game the player Pick a Chooser from the group; everybody else will be Guessers. The Chooser picks a title, a thing, and a famous person (or a non-famous one all of the players are familiar with) known as an Identity. It's important that the Chooser be familiar with the details of this person's life. The Chooser then tells the Guessers the first letter of the Identity.

Decide which Guesser will go first and let them ask a yes/no question relating to any famous person that has the same first letter in their last name. If the Chooser is able to answer the question, play goes to the next Guesser. If the Chooser can't answer it then the Guesser can ask a specific yes/no question about the subject. Play continues in this manner until the person is guessed or the Guessers give up.

Example:

The Chooser picks the person and tells the Guessers that the letter is "B." The first Guesser asks "Is the person a musician?" and the Chooser says "No, it's not Count Basie" and play moves to the next Guesser. The next Guesser asks "Is the person a famous inventor?" but the Chooser can't think of an inventor whose name begins with a "B" so his gives up. The Guesser then says "I was

thinking of Laszlo Biro" and asks their specific question about the Identity, such as "Is the person male?" Play then goes to the next Guesser. If a guesser thinks he knows who the person is, he will say "Is the person Tony Blair?" If he is correct then he becomes the next Chooser; if not, then play moves to the next Guesser.

Answer the Guessers with any person that you can think of when you are the Chooser, even if it isn't what they are thinking of. As long as your answer fits the question then play can continue, the Guesser can always ask the question again, forcing you to come up with a new name.

From the explanations above, the researcher assumes that parlour games can be applied for teaching English, especially English vocabulary.

2.5. Teaching Vocabulary through Parlour Games

Learning a foreign language is a complex task that teacher should be aware of good classes are the outcome of careful planning. Planning is closely related to motivational concerns. As far as possible, we must encourage students to feel positive about language learning. Whatever takes place in the classroom may provide this encouragement and good planning can ensure that it does, without adequate preparation, even the advanced skill class will fall flat on its face.

However many teachers still consider game for teaching language as a frivolous activity and they think that games are used only for a short time. They do not realize that in using games, the real learning takes place when students in relaxed atmosphere, participate in activities that require them to use what they have drilled on.

Teaching vocabulary through parlour games is possible to be applied since this game can be used individually or in groups. There are some considerations that

should be taken into account by the English teacher in applying this game they are:

1. The learners' age

The learners age should be noticed by the teacher in applying this game since the students who can join this game is in the average or in intermediate level especially in the age of up to 14th. Hopefully by knowing this the teacher can select the material that suitable for the students.

2. The number of the students in the class

This term is used as the consideration for the teacher to decide whether the students in the class are divided individually or in groups. If the number of students in the class is more the teacher can group them.

3. Their ability to cooperate in a team

In this case the teacher has to evaluate or observe whether the students can work in a team or not since in the team work the students try to share their idea to other students. If the students can not work in a team (they just keep silent) the teacher may ask them to work in individually.

4. Their language ability and the language level they present

Language ability and language level is very important to select the material that should be taught to the students. For example we want to teach vocabulary so the vocabulary that should be taught must be in their level.

5. Their interest to take part in the activity

Students' interest also plays an important role because if the students do not interested in the game activity the learning process cannot be achieved.

Hadfield (1995) states that the teacher should consider the things such as; the learners' age, the number of students in the class, their ability to cooperate in a team, their language ability and their interest to take part in the activity in order to come to the teacher's goal. He assumes that if parlour games applied in a good way, it can help the students to improve their vocabularies. It is proved in his research result that the students who learn vocabulary through parlour games (Who Am I) could retain the words longer than the students who learn vocabulary through word list. Vocabulary learning is done through the information given by the players in the game. From those information students should guess the intended vocabulary. For example, one player has a word "mechanic" she/he should give information that lead other players to the correct guess. If the other players can guess the word correctly, it means that the purpose of the game to increase the students' vocabulary can be achieved.

In contrast with Hadfield, Davidoff (1986) in his research result, states that parlour game (sentence in the cup), can help the students to enlarge the words effectively by considering the instruction and the action given by the players in the game. The players in this game should give instruction, action to other players in order to lead the right guess. He adds the game has been widely used to a language class since it can make the students amuse themselves. Moreover he

adds, students like acting by doing so they will easy to get knowledge of a language.

Concerning with the explanation above, the researcher conclude that there is a difference assumption both of them about rule in playing parlour game. Therefore in this researcher, the researcher would like to combine two assumptions (game) in order to give more variation in the class. The students learn the vocabulary not only through guessing from information but also from the instruction or action given in the game. Hopefully, by doing so, the students will find it easy to learn the language.

2.6. Advantages and Disadvantages of Parlour Games

the researcher believes that there are some advantages and disadvantages of Parlour Games.

2.6.1 Advantages of Parlour Games

- Parlour Games could make the students more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.
- Teacher didn't need to explain too many materials to the students. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. Parlour games could

give the students more chance to understand the materials given because through playing they can learn something without realizing that.

- Parlour games increase students' talking time. Using parlour games quite simply substantially increases the opportunities the students get to speak English.
- Parlour games more secure and positive classroom atmosphere. For the most students, being called on by the teacher to answer a question in front of their peers can be a frightening experience. Even if they think they have an idea about the answer, they are often not sure if it is correct. If they do not know the answer, panic can occur and usually dead silence is the result. Making errors is all part of effective language learning. However, by using parlour games there is a sense of security because they are working with their classmates to come up with an answer or accomplish a task.
- Parlour games are more fun. This final advantage highlights the need to engage the students fully in their language acquisition. It can do this by making the classroom an entertaining and lively environment. Parlour games give the students more speaking time and allow them to use a greater variety of English to express what they really want to communicate. This type of work usually motivates students because it is quite simply more fun to work and talk with their classmates than it is to do tasks individually. By making lessons and activities more fun we can stimulate students not just to come to class but also enthusiastically contribute to their own learning.

2.6.2 Disadvantages of Parlour Games

- the teacher may feel like they are losing control of the class. Applying this game in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.
- Students would speak only in their L1. The workshop participants came up with several reasons why this may occur. These included the activity may be too difficult, it may be too easy or it may be just plain boring for the students. So the solution the participants offered was to choose activities that are relevant, interesting and fun for the students. Another occasion when students may use too much L1 when they do not understand the instructions. So the instructions must be very clear to the students, so they know exactly how to complete the task successfully. Some participants felt that giving instructions in the L1 was appropriate, especially for their level of the lower students.

2.7. Procedure of Teaching Vocabulary through Parlour Games

There are many types of Parlour Games that can be applied in language learning. According to Hadfield (1995) Parlour Games material and the Procedures as follows:

1. Who Am I (Botticeli) Game

Who Am I (botticeli) game is a game in which the players have to choose a well-known avatar (for example; doctor, mechanic, etc.), then the other

players may ask a question. The first player should answer the other players' question.

The procedures are as follows:

- a. The teacher greets the students.
- b. The teacher encourages their attention by asking some questions related to the topic. For example by asking “ who wants to be a doctor”.
- c. The teacher introduces “Who Am I” game to the students.
- d. The teacher asks them to play the game. It will be started from the first group. A representative of the first group should answer the question given by the other groups. For example, they may ask a question “ Am I a person who work in the hospital?” or “Am I a person who work to repair a machine?” then the first group should answer yes or no based on the right or wrong guess or answer by the other groups. Each groups has the same chance to give their question.
- e. The teacher allows the groups who give a right question to guess what word the first group thinks of. But if they get the wrong guess they have no chance to give more questions. If other groups can not guess the right question the first group should give clues. And if other groups still can not answer, the first group should tell the word. The right answer will be given 10 score and 0 for the wrong answer.
- f. At the end of the game, the scores are tallied. The group with the most points is the winner.
- g. The teacher reviews the target vocabulary by asking them some words that they have learnt in the game.

2. Sentence in the Cup (Charades)

To play the game in which the students take one paper in the cup; then he or she must act like what he or she reads on the paper. Then, the member of the group should guess what she or he is doing.

The procedure as follows:

- a. The teacher greets to the students.
- b. The teacher encourages their attention by asking some questions related to the topic.
- c. The teacher introduces “Sentence in the Cup” game to the students.
- d. The teacher divides the students into several groups and each group consists of 4-6 students.
- e. The teacher tells the rules and gives the example. The representative of the groups will take one paper in the cup and he or she must pantomime like what they read on the paper. After that the member of the group should guess what he or she is doing. If the group has correct answer the group will be given 10 points. And the other groups chance to take and act. But if the group has wrong answer other groups have a chance to answer it.
- f. At the end of the game, the scores are tallied. The group with the most points is the winner.
- g. The teacher reviews the target vocabularies by asking them some words that they have learnt in the game.

2.8. Theoretical Assumption

Vocabulary is important element of the language; it consist of total number of word to make a language. Therefore to master a language students should master the element of the language that is vocabulary. In teaching vocabulary the teacher should choose the appropriate materials that will be taught for students and it should be based on the need of the students. Beside that the teacher should also select the appropriate technique that can make students interest in learning vocabulary.

There is the technique that can be used in teaching vocabulary; there is Parlour games. By using Parlour games the students will do the learning activities through such rules. They have a good experience or something happen to their life and it is impressed to their mind. It makes the vocabulary what they have learnt will stay longer in their mind.

Finally, the writer assumes that parlour games can be applied in English teaching.

Besides parlour games can influence the students' vocabulary achievement.

2.9. Hypothesis

In the line with the theoretical assumption above, the writer formulated the hypothesis as follow: there is anydifference of the students' vocabulary achievement significantly.