

## **CHAPTER II**

### **FRAME OF THEORY**

Chapter two discusses related theoretical points: review of previous related research concept of vocabulary, teaching English at elementary school, classroom interaction in language teaching, pattern of classroom interaction, concept of game, concept of guessing game, teaching vocabulary by using game, and procedures teaching vocabulary through game. These theoretical concepts are presented in the following points.

#### **2.1. Review of Previous Related Research**

Guessing game is one of the effective techniques for teaching English vocabulary. In learning-teaching English language, the teacher must use the creative technique to attract the students' activities and participation so that they can familiarize using English word. In using guessing game as a technique, the students' vocabulary can increase. Based on the previous related researches, Hidayati's research concludes that guessing game can increase the students' vocabulary achievement at the ninth grade of SMP Muhammadiyah 1 Sendang Agung. Then, Purwanti (2012) concludes that the use of guessing game can increase students' vocabulary achievement at the eighth grade of SMPN 1 Adiluwih. It is proved by of the result from 20 students (52,63%)

who score 66 or more in cycle 1 to 30 students (78,94%) who scores 66 or more at cycle 2 and the use of Guessing Word game has also improved students' activities since it has stimulated and attracted students in learning English. Besides that, the researcher reviewed the related research from Hadhi Pribadi (2012) about an analysis of classroom interaction using Sinclair and Coulthard Initiation-Response-Feedback (IRF) at class XI science 8 of SMAN 2 Bandar Lampung. It concluded that the model consists of six teaching exchange patterns, namely: students Elicitation, Student Informing, Checking, Teacher Directing, Teacher Elicitation, and Teacher Informing.

## **2.2. Concept of Vocabulary**

Vocabulary is a basic knowledge which is mastered to communicate well because vocabulary is a part of important language aspect in learning a language. Wallace (1987:9) states that vocabulary is the vital aspect of language. He further says that there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. Other expert such Hombay in Ambarita (2012) says that vocabulary is a total number of words with rules for combining them to make up a language. It means that the students cannot communicate without vocabulary because vocabulary is part of chunk sentence. River (1978:462) says that it would be impossible to learn language without vocabulary.

Vocabulary is the important subject in English Learning and should be taught in elementary school. Vocabulary is a set of lexeme that includes a single word, compound word, and idiom. Lamb (1963:19) defines a single word as a word that

may or may not have a prefix and/or suffix, for examples: table, chair, book, etc. Compound word is a word joined from two or more other words. Trask (1999:120) also says that compound words may be written as one word, two words, or as hyphenated word, for example classroom, textbook, policeman, etc. Idiom is a group of words with a meaning which is different from the individual words and often difficult to understand from the individual words, for example: look up, for good, etc.

In more specific, Fries (1973: 45) in Hidayati classifies the vocabulary into four types as follow:

1. Function words, those words which, although some of them may have full words meaning content, primarily or largely operate as a means of expressing relation of grammatical structure, such as article (e.g. the, a , an), auxiliary (e.g. is, are, etc.), preposition (e.g. in, of, etc.)
2. Substitute words, those words which represent not to individual things or specific action, but function as substitute for whole from classes of words. In this group there are personal pronoun, (e.g. me, you, etc.), infinitive (e.g. somebody, everybody, etc)
3. Grammatically distributed words (e.g. some, any, etc.) show usually grammatical reaction on distributions.
4. Content words, they constitute the bulk of vocabulary of the language. Content word represent the name of subject or things that is concrete nouns (library, school, nurse), action done by with these things, that is verb (borrow,

buy, drive) and the qualities of these thing, that is adjectives (happy, sad, angry)

In this research, the material of teaching vocabulary is taken from the content words (noun, verb, adverb and adjective) since the researcher assumes that they are appropriate with guessing game. Concerning some concepts of vocabulary proposed by the experts above, that vocabulary is an important part in learning a language. Without mastering a large of vocabulary, it is difficult for a learner to study, to use the language. A large of vocabulary can help the students to express ideas. It also helps a learner to understand foreign language easily. It can be confirmed that vocabulary is basic things in language and has an important role in language learning and it will be said that no vocabulary, nothing could say.

### **2.3. Classroom Interaction in Language Teaching**

Classroom interaction is interaction activities involving two or more participants (students-teacher, teacher students and students-students). Classroom interaction is the form and content of behaviour or social interaction in the classroom (Marshall, 1998). Classroom Interaction is the form and content of behaviour or social interaction in the classroom (Marshall, 1998). In classroom interaction, students are expected not only to listen the teacher's explanation but also have to play some important roles in the classroom. Classroom interaction covers classroom behaviour such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron, 1988:10).

Shore in Irianto (2007) stated that types of student's interaction are teacher-students (T-S), students-teacher (S-T), and students-students (S-S). In teacher-students interaction, the interaction is determined by the teacher in the language lesson. It consists of turn being determined by the teacher as part of the formal practice normally found in the language class. Turns in such situations are determined by the teacher. Whereas students-teacher interaction happens when the students ask the teacher about the problem they get while doing the task in group of activity. In students-students interaction, the students have many opportunities to create themselves. In this case, the students are essentially creating the type of language interaction.

Interaction in language classroom will lead the learners to a better learning, and will activate their competence (Malamah-Thomas, 1987:45). As the students' interest is aroused, their anxiety, fear or even fatigue in the classroom will gradually diminish; if not completely disappear, and as a result they will actively involve in the classroom interaction. In addition, Rivers in Hamzah (2013) states through interaction students can increase their language store as they listen to or read authentic linguistic material or even the output of the fellow students in discussion, problem solving tasks or dialogues journals.

Wagner in Hamzah (2013) stated that foreign language acquisition occurs especially when learners are engaged in the use of the language for communication. Pica et al. in

Hamzah (2013) states that language is best learnt and taught through interaction. In this view, interaction is treated as one of the most important aspects that influence the success or failure foreign language learning.

Hamzah (2013) states educationalists believe that interactions between students and teacher are fundamental of the learning process. In order to have successful classroom interaction, there are three conditions that the teacher creates:

- a. Students should feel free to ask questions to the teacher and their peers.
- b. Students should feel free to answer questions.
- c. Students should not feel threatened by giving an incorrect response.

From some views about classroom interaction above, it can be inferred that being able to interact in a language is essential. Therefore, English teacher should provide learners with opportunities for meaningful communicative behaviour about relevant topic which can promote interaction as the key to the teaching language for communication. It is crucial that teachers plan ways of enabling students to understand and use more target language in classroom interaction. Teacher should design the activity with the modified interaction (tasks) so that the learners can naturally acquire language through the conversational interaction. In addition, the students should practice speaking in English class to develop their speaking competence.

## **2.4. Patterns of Classroom Interaction**

Historically, The British work has principally followed structure-linguistic criteria, on the basis of the isolation of units, and set of rules defining well-formed sequences of discourse (McCarthy, 2002:6). One important study was carried out at the University of Birmingham by Sinclair and Coulthard (1975), who developed a model for the description of teacher-pupil talk based on a hierarchically structured system of ranks by analogy with Halliday's (Chaudran, 1988:56) in Hadhi (2012) rank scale approach.

### **1. Lesson**

It is the highest unit of classroom discourse, consisting of one or more transactions.

### **2. Transaction**

It normally begins with a preliminary exchange and end with final exchange.

Within these boundaries a series of medial exchange occurs:

- a. Informing transaction: during a lengthy informing exchange from the teacher, learners do little but acknowledge.
- b. Directing transaction: the structure occurs where a Teacher-direct exchange stands at the head of transaction, rather than in a subordinate position.
- c. Eliciting transaction: when the teacher is asking the question, the learners contribute continually to the discourse by making verbal responses, but they have little opportunity to initiate exchanges.

### 3. Exchanges

There are two major classes of exchange: Boundary and teaching.

- a. Boundary: its function is to signal the beginning or end of what the teaching.
- b. Teaching: The individual steps by which the lesson progresses. There are six subcategories with specific functions and unique structures.
  1. Teacher inform: used when the teacher is passing on facts, opinion, ideas, and new information to students.
  2. Teacher direct: cover all exchanges designed to get learners to do but not to say something.
  3. Teacher elicit: includes all exchanges design to obtain verbal respond or contribution from students.
  4. Student elicit: used to elicit a verbal response from both teacher and students in the class.
  5. Student inform: occasionally learners offer information which they think is relevant or interesting to the class participants.
  6. Check: at some time in most lesson teacher feels the need to discover how well the learner are getting on and whether they can follow what is going on.



#### 4. Move

There are five types of move as follows.

- a. Framing Move: probably a feature all of spoken discourse, but they occur more frequently in classroom interaction because it is carefully structured or designed.
  - b. Focusing Move: have an optional marker and starter, a compulsory head, realized by a metastatement or a conclusion, and an optional comments.
  - c. Opening Move: functions to cause others to participate in an exchange. The purpose of giving opening move maybe passing on information or directing an action or eliciting a fact.
  - d. Answering Move: Opening and answering move are complementary moves. The type of answering move is predetermined because its function is to be an appropriate response in the term laid down by the opening move.
  - e. Follow-up Move: Follow up is an interesting category. Its function is to let the learners know how well he/she has performed. It is very significant that follow-up occurs not only after the learners answering the question, but also after the learners opening move when the head is realized by an informative.
- (Sinclair and Coulthard, 1992).

Table 2.1 below provides a summary of the various initiation exchanges at work in the classroom and their structure realized by predicted move sequences stipulated by Sinclair and Coulthard (1975).

**Table 2.1** Predicted Move Sequence for Teaching Exchange Patterns proposed by Sinclair and Coulthard (1975)

Teaching Exchange Patterns	Structure of Predicted Move Sequence	Abbreviations
Teacher Inform	Initiation – Response	I R
Teacher Direct	Initiation – Response- Follow-up	IRF
Teacher Elicit	Initiation – Response- Follow-up	IRF
Student Elicit	Initiation – Response	IR
Student Inform	Initiation – Follow-up	IF
Check	Initiation – Response- Follow-up	IRF

## 5. Acts

For the smallest unit, Sinclair et al. originally proposed twenty-two acts. Acts are basically defined according to their interactive function. For instance, the function of the act “*elicitation*” would be to request a linguistic response, while that of an “*informative*” would be to provide information. A detailed description of each act is in Table 2.2 below which shows us how each category of the acts is structured, and it is completed also by the example from each moves.

**Table 2.2** Classes of Acts of the System in Classroom Interaction Analysis Proposed by Sinclair and Coulthard (1992)

No.	Act	Abbr.	Function	Realization (example)
1	Accept	acc	Shows the teacher has heard correct information	‘Yes’, ‘No’, ‘Good’, ‘Fine’.
2	Acknowledge	ack	Shows the students has heard and understood the initiation	‘Yes’, ‘Cor’, ‘Ok’, “Wow”, ‘mm’.

<b>3</b>	Aside	z	Shows the teacher is talking to himself/herself	Statement/ Question/ Command
<b>4</b>	Bid	b	Signals a desire to contribute to the discourse	'Sir', 'Miss', teacher's name/ raised hand/ heavy breathing.
<b>5</b>	Check	ch	Enables the teacher to check progress	'Finished?', 'Ready?', / Question
<b>6</b>	Cue	c	Evokes an appropriate bid	'Hands up', 'Don't call out', 'Is (student's name) the only one?'
<b>7</b>	Clue	cl	Provides additional information to facilitate a correct response	Statement/ Question/ Command
<b>8</b>	Comment	com	Exemplifiers/ justifies/ provides additional information	Statement/ Tag question
<b>9</b>	Conclusion	con	Summaries	Anaphoric statement
<b>10</b>	Directive	dir	Requests a non-linguistic response	Command
<b>11</b>	Elicitation	el	Request a linguistic response	Question
<b>12</b>	Evaluation	e	Evaluates a response	'Good', 'Interesting', 'Yes'/ Statement/
<b>13</b>	Informative	i	Provides information	Statement

14	Loop	l	Returns the discourse to the stage it was at before the student responded	'Pardon', 'You what', 'Eh', 'Again', 'Pardon'
15	Marker	m	Marks boundaries in the discourse	'Well', 'Right', 'Ok', 'Now', 'Good'
16	Metastatement	ms	Refers explicitly to the development of the lesson	Cataphoric statement
17	Nomination	ri	Calls or gives permission to a student to contribute	'You', 'Yes', 'Anybody', 'John'
18	Prompt	p	Reinforces an elicitation or directive	'Go on, 'Come on', 'Hurry up'
19	React	rea	Provides a non-linguistic response to a directive	Non – linguistic action
20	Reply	rep	Provides a linguistic response to an elicitation	Statement/ question/ Nod
21	Silent Stress	^	Highlights a marker	Pause
22	Starter	s	Provides information to facilitate a response	Statement/ Question/ Command

## 2.5. Teaching English at Elementary School

Elementary school curriculum consists of national curriculum and local content curriculum. National curriculum is curriculum that arranged by education department. The content of curriculum has to learn by students in Indonesia and the Indonesians' school students in abroad. In curriculum there are standard competences and basic

competences. It uses to difference the level of learning achievement. One of the standard competences of English in Fifth grade in Elementary school is understand the simple instruction with action in school context. It means that students of elementary school were expected to be able to communicate with simple instruction by using English in the school context. Every standard competence has basic competence deals with the lesson that will learn.

Most countries consider that learning a first foreign language should start straight away at the beginning of the first years spent when the pupils are generally eleven or twelve years old. Teaching English in primary school is, of necessity, not as structured and rigid as in secondary school. The way in which the foreign language is taught will take account of the methods and the pace of primary school teaching. Before we know the methods, we have to know the characteristics of children in order to match with them. According to Scott and Lisbeth (Cited in Artika, 2005), the general characteristics of children whose ages are seven to twelve are:

1. Their basic concepts are formed.
2. They can tell the differences between the fact and fiction.
3. They ask the question all the time.
4. They rely on the spoken word as well as the physical world to convey and understand the meaning.
5. They are able to make some decision about their own learning.

6. They can determine their views about what they like and do not like to definitely.
7. They have developed a sense of fairness about what happens in the classroom and begin to question the teacher's decision.
8. They are able to work with other and learn from other.

Based on the characteristics above, the teacher should choose the appropriate technique or method to achieve the goals of teaching English at Elementary School. Setiyadi (2003:165) says that method for teaching children should maintain the characteristics of children in order that the students can learn target language optimally. It means that the method used by the teacher in teaching children should be appropriated to their characteristics.

For more explanation, the suitable method for children should fulfil the characteristics below (Halliwell, 1992):

1. Children are already very good at interpreting meaning without necessarily understanding and individual words;
2. Children already have great skill in using limited language creatively;
3. Children frequently learn indirectly rather than directly;
4. Children take great pleasure in finding and creating fun in what they do;
5. Children have already imagination;
6. Children above all take great delight in talking.

There is a characteristic which must have an underline type that is children's instinct for play and fun. Halliwell said in this way, through their sense of fun and play, the children are living the language for real. Yet again we can see why games have such a central role to play. But games are not the only way in which individual personality's surface in the language classroom. There is also the whole area of imaginative thinking.

Based on the explanation above, the researcher assumes that the children need a good condition in learning process. The good condition can be created from the fun situation and a good interaction between teacher-students, students-teacher and students-students.

Teaching is a process to give guidance the students to reach the goals. The process of teaching will influence the goal. The teacher have to select the ways of the teaching process, the teacher can use some references to find out the technique of teaching in the classroom. According to Brown (1995) that teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches, syllabus, technique, and exercise to adopt and maximize the learning of a class as well as of most of its individual members.

It can be confirmed that teaching is not just presenting the material, information or knowledge to the students, but it needs strategies and tactics. According to Particia

(2001), it is important for teacher to include as many techniques as possible to enhance student learning.

In elementary school, students are taught about the basic of English. They learnt about the simple subject such as things around them, the name of fruit, animals, sport, game and giving instruction, etc. In other words, they learnt a lot about vocabulary. Vocabulary is an important skill in the first level. Teaching vocabulary is facilitating the students to master a number of words and its meaning. Giving and asking the students to memorize a list of vocabulary is not an effective way in teaching vocabulary. It is impossible to teach all the vocabulary in one time. The useful way in teaching vocabulary is to teach the meaning of words and how they are used. In teaching vocabulary the teacher not only chose the appropriate method to the learners but also selects the material that would be taught.

The important task of the teacher in teaching vocabulary is the responsibility of the teacher to make their activities success. Sutarjo (1988:24) explains that there are five ways of teaching vocabulary:

1. Teaching vocabulary through creativity. Teacher has to analyse the condition of the students. Teacher should make the activity which enable to produce the vocabulary creatively.
2. Teaching vocabulary through derivation which involves verb, adjective, noun and adverb.



3. Teaching vocabulary through translation. The teacher can encourage as the ancient one and the teacher teaches the meaning of words through translation
4. Teaching vocabulary through guessing. The teacher can encourage the students to guess first and then consult.
5. Teaching vocabulary through context clues. The teacher can use a context clue in word recognition by figuring out the meaning of a word based on the clues in the surrounding context.

Learning new vocabulary through enjoyable and out of the ordinary ways may assist the children to learn vocabulary. For making students get enjoyable in learning, teacher has to provide the technique which gives them fun and interactive actively. It can be inferred that one of the technique that can fulfil the characteristics of suitable technique in teaching children is using a game. It makes language learners interested in learning target language because it provides creative activities that keep the children simulated to learn a target language. Wallace (1982:105) says that teaching vocabulary through game has two main reasons: first, an increasing emphasizes on the important of motivation and of the appropriate mind of positive effective atmosphere in the classroom; second, an increasing emphasizes on the importance of real communication. If a game is working properly, it is very often supplies a genuine desire to communicate in target language, even within the artificial confines of classroom.

The success of learning target language also depends on the process of acquiring the target language. Accordingly, teachers should employ new vocabulary games that stimulate the students and entice them to participate. Teacher should consider games which are appropriate to students' age, cultural background and interests, and teacher also should consider activities where students can experience success (Lightbown and Spada, 1999). To make the students interest in learning vocabulary is that the teacher uses a guessing game as a technique in teaching.

Based on the explanation above, teaching vocabulary through guessing game could motivate the students to learn. They would get the new atmosphere in learning. They would have fun but they got the target of the learning. The activity of the game demands the students to interact with other so that it would make a good interaction and create the comfortable situation. Besides that, students would be eager to speak. If students ever speak, they can increase their vocabulary.

## **2.6. Concept of Game**

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Rodger (1961) states that a game is a kind of teaching aids can be applied to a class. He also states that 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.

Brewster and Girard (1991: 180), there are many different kinds of games, which can be grouped under three heading.

1. The purpose of playing game

Games can be divided into 'code-control games' or 'communication games'. Communication games tend to move away from a focus on accuracy to the development of fluency and more purposeful 'communication'. These games often rely on an 'information gap', where one child has information that the other child needs in order to achieve something.

2. Resources required

They are often based on riddles or on providing an appropriate response involving activity.

3. Language Practiced

There are many games which focus on speaking only, such as practicing new vocabulary or specific tenses.

Another distinction among game is that between competitive games and cooperative ones (Jacobs, in preparation). The research suggests that learning, as well as affective variables are enhanced by a cooperative environment (Johnson and Stanne; Slavin, 1995). Millis (2005) outlines a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

As stated by Hadfield (1999), he classifies language games into some types, they are:

1. 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

2. 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 drawing.

3. Guessing games

These are a variation on information gap. One of the best known examples of 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.

4. Searching games

These games are yet another variant on two-way information gap games, with everyone giving and seeking information.

5. Matching games

As the name implies, participants need to find a match for a word, picture or card.

6. Labelling games

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

#### 7. Exchanging games

In these games, students barter cards, other objects or ideas. Similar are exchanging and collecting games.

#### 8. Board games

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

#### 9. Role play games

Role play can involve students playing roles that they do not play in real life.

In choosing the games, the teacher has to consider the goal of the learning itself, the students' need and the characteristics of the students. Using game should be a facilitator to practice the language especially in using vocabulary.

### **2.7. Concept of Guessing Game**

Guessing game is a game in which a person knows something and the other who do not know competes individually, pairs or in a team to find out something. Merriam Webster (1988) says that guessing game is a game in which the participants compete individually or team in the identification of something indicated obscurely (as in riddles or charades).

Guessing game emphasizes the students working together upon the problem. As stated by Kippel (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 important 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. In guessing game, the interaction will become the main focus because it include the interaction between students-students, teacher-students and students-teacher.

Wikipedia (2013:1) 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. Many of the games are played co-operatively. In some games some player(s) know the answer, but cannot tell the other(s), instead they must help them to guess it.

## **2.8. Teaching Vocabulary by Using Guessing Game**

This game will be the activity that student's naturally and universally engage in. Besides it is possible to be applied since thus game can be used individual, pairs 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 learner 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 guessing game is played, 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.

Therefore, in groups or in pairs, they will be more willing to ask questions, to communicate and to discuss with their partner and think creatively about how to use English to achieve the goal.

### **Advantages and Disadvantages**

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

The advantages are:

1. Guessing game is used for learning some new material or revising the old one.
2. Guessing game is interesting and challenging in teaching learning vocabulary.
3. Guessing game can be one of the highest motivating techniques in teaching learning vocabulary.
4. Guessing game can be played individual, pairs and group. So that, the students have a chance to be more active in the teaching learning process and create a good interaction in the classroom.
5. Guessing game can be used in any language teaching situation and with any skill area whether reading, writing, speaking or listening is concerned.
6. Guessing game makes the students comfortable and enjoyable in learning vocabulary so they are not bored in the classroom.
7. The students will play and learn attractively.

The disadvantages are:

1. Guessing game sometimes can cause a lot of noise in the classroom.

2. Problem related to students' quarrels.
3. The teacher often finds difficulties in controlling the class.

### **2.9. Procedure of Teaching Vocabulary through Guessing Game**

Procedure of guessing game can be played individually or in a team. Webster (1988) says that guessing game is game in which the participants compete individually or team in the identification of something indicates obscurely (as in riddles or charades). In this research, the researcher tried to conduct teaching English vocabulary using guessing game by teams. Every team consisted into two students so that all of the students could be involved.

To do the research, the researcher did the procedure in teaching vocabulary through guessing game as follows:

Pre-activities;

- a. The teacher greeted the students
- b. The teacher tried to attract their attention by asking some question related to the topic of material that is animal.

Whilst Activities:

- a. The teacher told the students that they were going to study about the vocabulary.
- b. The teacher explained the material.
- c. The teacher asked the students to memorize the name of the animal.



- d. The teacher told the students that they are going to study about the vocabulary of animal through guessing game.
- e. The teacher divided them into pairs randomly.
- f. The teacher invited 2 pairs to come in front to play game. The first student would guess and the second student would give the clues. The second student was allowed giving clues. The class gave support for the group who is playing.
- g. After finishing their guessing game using their word given, the teacher announced the winner.

Post-Activities:

- a. The teacher reviewed the lesson.
- b. The teacher gave the evaluation.