CHAPTER II
THEORETICAL FRAMEWORK

This chapter presents some literature reviews; concepts of vocabulary, importance of learning vocabulary, concepts of teaching learning vocabulary, games in language teaching, types of language games, concepts of jumbled letters technique, teaching vocabulary through jumbled letters, advantages and disadvantages of jumbled letters technique, and theoretical assumption.

2.1 Concepts of Vocabulary

Vocabulary is the total number of words that make up a language (Hornby, 1995:1425) and Longman (1987:4) state that vocabulary is a list of words used in alphabetical order and with the explanation of their meaning. In learning a Foreign Language, vocabulary plays an important role. Vocabulary is an element that links the four skills of listening, speaking, reading and writing all together. In order to communicate well in a foreign language, student should acquire an adequate number of words and should know how to use them accurately.

According to Krakowian (1984) and Mackey (1964) in Widayati (2008), for those who are learning English as a foreign language, vocabulary is needed, and it is to comprehend a lot of vocabulary before they are able to form the grammatical sentence of English. Moreover, in the process of the language
learning itself, a good vocabulary is really require in order can make easier for the learner to comprehend their mastery smoothly.

Nunan (1991:117) stated that Vocabulary is a list or collection of words to a person both actively and passively in speaking. By active vocabulary, it is related to person’s knowledge of words used actively in speaking and writing. By passive, it deals with the use in this passive language, that is listening and reading.

According to Thesaurus (2007:901) Vocabulary is a list or collection of words and phrases, usually alphabetically arranged and explained or defined. Furthermore, River (1970) in Nunan (1991:117) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use. Because without an extensive vocabulary we will unable to use the structure and function we may have learnt for comprehensible communication. Mackey (1964:10) stated that vocabulary needed in reading text (so called comprehending all words and low and high frequency words) as follows:

“One of the systems with makes up a language that vocabulary is the less stable. It is continuously changing in new words, from the other language, loosing words adopting others to changing the condition. It is voluminous in any language”.

From the references mentioned above we can say that vocabulary is a total number of words that build a language. In other words, it is clear that learning vocabulary plays an important contribution in learning language which must be considered by the teacher in order to choose the suitable strategy in teaching vocabulary and must be careful in selecting the vocabulary that will be taught.
2.1.1 Types of Vocabulary

As stated by Fries (1975:45), vocabulary can be classified into some types, namely:

1. Content Words represent the name of subject or things, that is: noun (teacher, farmer, and football), action done by those things, that is: verbs (teach, plant, and kick), and the qualities of those things, that is: adjectives (handsome, careful, strong, etc).

   Example:

   - I kick the **ball**.
     \[\text{N}\]

   - They **plant** beautiful flowers.
     \[\text{V}\]

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

   Example:

   - Tamzil and Ika are at home, they **do** not go to the beach.
     \[\text{Conj} \quad \text{Aux}\]

3. Substitute words, those represent not to the individual things or specific action, but function as substitutes for whole form classes of words. In this group, there are personal pronoun (me, you, etc), infinitive (somebody, everybody, anybody, etc), negative expression (nobody, nothing, etc), and quantity of number (each, both, etc).
Example:
- Give it to me!
- Somebody should give me advice.

4. Distributed words, those are distributed in use according to grammatical matter as the presence of a negative. Such as: any, either, etc.

Example:
- John does not drink milk either.

2.1.2 Categories of Content Words

Heather Macfadyen (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 asserts the most important part of the sentence and expresses actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence. Verb fall into three categories: transitive verbs, intransitive verbs, and linking verbs. Transitive verb is a verb, which needs direct objects, e.g. police caught the man (“the man” is the direct object of the verb “caught”). For example: answer, buy, continue, borrow, call, meet, bring, etc. meanwhile intransitive verb is a verb, which does not direct object. For example: arrive, come, go, stay, cry, etc. while linking verbs, e.g. my elder brother become an engineer. This verb does not show action, for example: be (am, is are, was, and were), become, seem, etc.

The next category is a noun. Heather Macfadyen 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 (Indonesia, Monday, Soekarno, etc), common nouns
(boy, chair, description, etc), material nouns (fish, stone, send, etc), collective nouns (people, family, couple, etc), abstract nouns (beauty, honesty, kindness, etc). Beside that noun has other category: count and noun-count nouns. A count noun is one that can be counted, book-one book, two books, person-one person, two people, etc. Meanwhile a non-count is one that cannot be counted, e.g. milk-you cannot say: one-milk or two milks. It is possible, however, to count some non-count nouns if the substance is placed in a countable container, e.g. glass of milk, two glasses of milk, etc.

For example:
- This is one of the foods that my doctor has forbidden me to eat. (Non-countable)
- We painted the window blue and the door red. (Countable noun)

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 thing (noun or pronoun). For example: beautiful, large, red, interesting, important, colorful, etc. It means that an adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun, which it modifies. Limiting adjectives place restriction on these and those are plural form. For example: cardinal numbers (one, two), ordinal numbers (first, second) possessives (my, your, his), demonstratives (this, that, these, those), quantity (few, many, much), articles (a, an, the). All others remain the same whether the noun is singular or plural.
For example:

- Nopri is a handsome boy
- Lisa is the most beautiful girl in the class

The last category is adverb. Heather Macfadyen 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 answers questions such as how, when, where, how much. Many descriptive adjectives can be changed to adverbs by adding-ly suffix to the adjective base. Unlike an adjective, an adverb can be found in various places within the sentence.

For example:

- She walks **slowly**
  \[
  \text{Adv} \\
  \]
- He was driving **carefully**
  \[
  \text{Adv} \\
  \]

In this research, the material of teaching English vocabulary was taken from the content words (noun, verb and adjective). It is appropriate for first year of Junior High School since content words consist of words that can be well associated.

Moreover, other types of words such as function word, substitute word, and distribute word cannot be well associated since they were limited in meaning.

The researcher used three topics, there are *Occupations* (N), *Activities* (V) and *Describing Condition* (Adjective) since the researcher assumed that those three topics were appropriate with Junior high School students.
2.2 Importance of Learning Vocabulary

The program of vocabulary development exposes the students not only to get many new words but also help them to get vocabulary acquisition. Vocabulary development can lead students forward, as new concepts and related words are acquired. Learning to use new words and using them in varieties ways form a dynamic process.

The vocabulary knowledge is very important in four skills of English learning. All of these aspects will face the words in use. The vocabulary is very important to use in constructing the sentences and communicating. So to be able to use English, The teacher has to prepare the students to have plenty vocabularies knowledge as stated by Chastain (1975).

Vocabulary is central to language and of critical importance to the typical language learner. Lack of vocabulary knowledge will result in lack of meaningful communication. The main benefit that can be obtained from all learning strategies is autonomy; students can take charge of their own learning (Nation, 2001:222) and gain independence and self-direction. He believes that a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies proved useful for students of different language levels. Takes for example, students’ will get chance and opportunity to learn by himself when the cooperative learning strategy or language learning through game are implemented in the class room. So the students’ are left free without being afraid of correcting or judgment from the teacher.
2.3 Concept of Teaching Learning Vocabulary

Teaching vocabulary should be integrated to the language skills. The integrated teaching means to support the students’ ability in developing their language skills. Moreover, achievement or acquisition of vocabulary is essential for a success in second or foreign language by an extensive and enlargement of vocabulary in terms of meaning and using which the students may have learned for comprehensible communication society.

There are numerous techniques concerned with vocabulary presentation. However, a few things have to be remembered irrespective of the way new lexical item is presented. If teacher wants students to remember new vocabulary, it needs to be learned in practiced, and then revised to prevent students from forgetting, teachers must make sure students have understood the new words, which will be remembered if introduced in a memorable way (Hubbard, 1983) in Wirdayati, said that Bearing all this in mind, teacher have to remember to employ a variety of techniques for new vocabulary presentation and revision.

In order to increase the students’ vocabulary achievement teacher should use appropriate technique, teaching method, and teaching aid. By using them, it will be easy for the students into the real active and motivated learning process, which can be hope as the way to explore their interest and progress in addition it can use to overcome the monotonous teaching and learning process.

In teaching and learning process, it is better that students are actively engaged in deep learning of new word and applying vocabulary strategies as stated in
contextual teaching and learning (CTL). Students interact with each vocabulary word. They have been immersed in the targeted words and practiced important vocabulary development strategies, so students become independent learners as they work. In this case students considerate vocabulary each lesson is structured identically students can work through them with easy. Since they learn and practice applying vocabulary strategies, they can monitor and adjust their own learning.

Considering the importance of vocabulary in language teaching, teaching vocabulary should be taken into account. Schaefer (2002:1) states that good vocabulary teaching is the creation of context in which the students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Diamond and Gutthlon (2006:4) states teaching vocabulary should provide students with opportunities to encounter words repeatedly and in more than one context. Teacher also should be considered to the vocabulary that will be taught. The teacher must select the vocabulary based on the curriculum. Bismoko (1974:64) states that the teacher must select the words which can be learned once in time, which words should be chosen for teaching and which one should be left out. In teaching a vocabulary the teacher should be careful in selecting the words. According to Harmer (1991:145) a general principle of vocabulary selection has been that of frequency. Teacher can decide which word they should teach of how frequently the words that are used by speakers of the language. The words that are commonly used are the ones teacher should teach first.
However, the teaching process of vocabulary needs a good technique in order to help the students to get the meaning and to use the words. As stated by Allen and Vallete (1983:116-117) in Gnainoska (1998:12), teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available techniques 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 process of learning. It means that the teacher has to be aware with the kinds of teaching techniques that she will use to achieve the goal of teaching learning process.

In order to get an enjoyable atmosphere in the classroom, teacher should be creative in choosing techniques in teaching vocabulary. Since this research was conducted in Junior High School, an entertaining technique would be significantly influence the students’ enthusiasm and motivation in learning English, especially in vocabulary. And finally, the writer assumed that language game is the best way to achieve the goal of teaching vocabulary.

2.4 Games in Language Teaching

Games have long been advocated for assisting language learning. According to Lee (1995), here are some of the reasons why language game is useful:

1. Games add interest to what students might not find very interesting.

   Sustaining interest can mean sustaining effort. After all, learning a language involves long-term effort.

2. Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful
communication takes place as students seek to understand how to play the
game and as they communicate about the game: before, during, and after the
game.

3. This meaningful communication provides the basis for comprehensible
input, i.e., what students understand as they listen and read, interaction to
enhance comprehensibility, e.g., asking for repetition or giving examples
and comprehensible output, speaking and writing so that others can
understand.

4. The emotions aroused when playing games, games also add variety to the
sometimes dry, serious process of language instruction.

5. The variety and intensity that games offer may lower anxiety and encourage
shyer learners to take part, especially when games are played in small
groups.

6. Games can involve all the basic language skills, i.e., listening, speaking,
reading, and writing, and a number of skills are often involved in the same
game.

7. Games are student-centered in that students are active in playing the games,
and games can often be organized such that students have the leading roles,
with teachers as facilitators.

8. Many games can be played in small groups, thereby providing a venue for
students to develop their skills in working with others, such as the skill of
disagreeing politely and the skill of asking for help. Other advantages of
games played in groups include:
a. The team aspect of many games can encourage cooperation and build team spirit.

b. Although many games involve competition, this is not necessarily the case.

c. In most games, everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.

9. As many games can be played outside of class, they provide a means for students to use the language outside of class time.

10. Games can connect to a variety of intelligences, e.g.,

   a. Games played with others involve interpersonal intelligence
   b. Games involving drawing connect with visual/spatial intelligence
   c. Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence

2.5 Types of Language Games

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and 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 communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

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. This type include some kinds of Word Games such as Anagrams, Scrabble, Crossword Puzzles, Jumbled Letters (Word Puzzles) and word fill in puzzles.

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 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, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

3. 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.

4. Search 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.

5. 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.

6. Labeling games. These are a 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. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as
dentist, 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.

Based on Hadfield’s Classification of Language Games above, we can see that Jumbled Letter is included in the first type. The type requires students to use their mind in sorting, ordering, or arranging actions. In this research first year students of junior high school were expected to be able to arrange jumbled letters to produce words in order to increase their vocabulary achievement.

2.6 Concepts of Jumbled Letters Technique

According to Roth (2006) Jumbled Letters is a teaching method in which the letters of a word is put at random in a sheet of paper and makes meaningful word. Ask the student to arrange letters to make up words. By arranging jumbled Letters, the teacher gives the clue letters in the beginning and end of word. The students have to be smart and careful in arranging the letters. They are allowed to use dictionary to arrange the difficult word as they thing. The use of dictionary is effective to help students in getting new vocabulary and they have clue letters in the beginning and the end. The researchers from Cambridge University say that “It does not matter in what order the letters in a word is. The only thing is that the first and last letter is in the right position” (Roth, 2006).
Here the researcher used several words of content words as the material in conducting the research containing Noun, Verb and Adjectives. He taught the vocabularies by jumbling the order of letters in single word related to the topic within a sentence. Such as in teaching Noun, the examples of the jumbled letters were Hoseufwie, Nrsue, Pmatson, Sdenutt, Thecaer, Plioce and etc (Occupations). In teaching Verb, the examples were Wcat, Dnirk, Siwm, Calen, Wtrie, Lteisn, Rpaier, Paly and etc (Activities). And in teaching Adjective, the examples were Dferenfit, Dfuculfit, Esivpenxe, Dgenilit, Sighrat, Tsthiry, Slepey and etc.

Arranging jumble letters is an interaction that stimulates the creative and relaxes language – learning circumstance, to support the student’s involvement and participation to the whole classroom activities in such a way with the enjoyable and fashionable style of using language.

2.7 Teaching Vocabulary through Jumbled Letters

Arranging Jumbled Letters is a word puzzle in which a player is given a set of letters which, when arrange in the correct order (Martin, 1954). Puzzle is kind of various activities which is involved the capability in contracting and arranging the letter based on the clue, guidance, which reduces the leather anxiety, shame, stress, frightened condition during the activities (Schmidt, 1998).

According to Baker (2002), “arranging Jumbled Letters are usually made of heavy duty by using index card (small pieces of heavy paper). Arranging Jumble letters teach spatial concept and problem solving as the pieces are examined to
see how they fit together. Students learn to work cooperatively as they complete a puzzle”.

In teaching the vocabulary through Arranging Jumbles Letters, the writer will do steps by using Lida Bakers’ procedure (2002), the procedures are as follows:

1. Teacher prepares the index cards (each consists of a letter) and the Hanger (hanging on the board).
2. Teacher explains about learning topic to students, e.g., *Occupations* (N), *Activities* (V), and *Describing Conditions* (Adj).
3. Teacher asks students to state some words relevant to the topic as a brainstorming, e.g., for each topic:
   - **Occupations (N)**: *teacher, farmer, doctor* and etc.
   - **Activities (V)**: *repair, plant, drink* and etc.
   - **Describing Condition (Adj)**: *difficult, noisy, thirsty* and etc.
4. Teacher teaches the material by using card board and index card
5. Teacher introduces the jumbled letters technique
6. Teacher writes a sentence in which one word is jumbled on the board, e.g.,
   - The *f e a r m* goes to the field.
   - On holiday the *s t u d t n s* do not go to school.
   - The *p l o i t* will operate the plane.
   - Mr. *Bram w t a h c e s* television in the living room.
   - *I l s t e i n* the sound.
   - The weather on the mountain is *f r s e h*.
My father r - r - i - a - p - e - s his car.

I didn’t sleep well last night. Now I am s - p - e - e - l - y.

The c - e - a - r - m - a - m - a - n works in TRANS TV.

The n - s - r - u - e goes to the hospital.

7. Teacher firstly starts to hang two index cards which are the clues of the word to the hanger (the first letter and the last one).

8. Teacher asks several students to continue to arrange the rest of the letters in the correct order and hang them on the hanger. For example:

The f - ? - ? - ? - ? - r goes to the field. The rest letters that must be arranged are e - a - r - m.


The p - ? - ? - ? - t will operate the plane. The rest letters that must be arranged are l - o - i.

Mr. Bram w - ? - ? - ? - ? - s television in the living room. The rest letters that must be arranged are t - a - h - c - e.

I l - ? - ? - ? - n the sound. The rest letters that must be arranged are s - t - e - i.

The weather on the mountain is f - ? - ? - ? - h. The rest letters that must be arranged are r - s - e.

My father r - ? - ? - ? - s his car. The rest letters that must be arranged are r - i - a - p - e.

I didn’t sleep well last night. Now I am s - ? - ? - ? - y. The rest letters that must be arranged are p - e - e - l.

The $n - ? - ? - ? - e$ goes to the hospital. The rest letters that must be arranged are $s - r - u$.

9. The teacher asks the other students to discuss with their friends and take the context in a piece of paper, so the students expected to form the word based on the context. Teacher allows students to use dictionary.

10. At the end of the meeting, the teacher makes a language game through the jumbled letter technique as the exercise above but in different sentences. The students who could arrange the word correctly is given point 10 for each word.

2.8 Advantages and Disadvantages of Jumbled Letters Technique

There are several advantages of arranging jumbled letters, they are as follows:

1. Students get more opportunity to express their opinions and feeling through the index card;

2. Students get new words and easily memorize and understand them;

3. The atmosphere of the class is relax, so the students could enjoy the activities and unlikely to be bored while the teaching and learning process is going on. Feeling enjoyable make the material can be understand and easily by the students to get the word.
Additionally, according to Baker (2002) these are advantages of teaching vocabulary using Jumbled Letters Technique:

1. It supports the teaching of important general principles of words;
2. It provides a visual map to help students remember the connection among word characteristics that will help them by categorize; and
3. It attracts students’ attention because of it is an interesting activities and motivates them to participate in the classroom.

Based on the advantages of Jumbled Letters Technique above, it can be concluded that Jumbled Letter Technique is a good technique for students to be easier in learning vocabulary especially content words (Noun, Verb and Adjective). That, by the using of Jumbled Letters Technique, teacher can help students to memorize, understand and use English vocabulary easily.

These are some disadvantages of Jumbled Letters technique:

1. Jumbled Letters Technique is not suitable uses at all level. For those who already have a large number of vocabularies, this technique will be not effective.
2. It will take times to implement Jumbled Letters Technique since it use index cards, so the teacher will need several minutes to prepare the index cards.

Based on the disadvantages of Jumbled Letters technique above, it can be concluded that this technique only can be used for the beginners who are still studying English vocabulary and the teacher will spent much time to make index cards before teacher present the index cards.
2.9 Theoretical Assumption

Referring to the theories as explained previously, the writer assumed teaching English by using an interesting technique will influence the learners learning achievement. The Jumbled Letters Technique is different from teaching English vocabulary by using other methods or techniques. In this technique, teacher presented word puzzles that have to be solved by students.

Since Jumbled Letter Technique is one of a kind of Language Games, students will be more enthusiastic in learning language while language learning is a hard task which can sometimes be frustrating especially when learning English Vocabulary. Language Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

- Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- Games usually involve friendly competition, group discussion, mind exchanges between students and they keep learners interested.
- Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.
- Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- Etc.
By the implementation of Jumbled Letter Technique, students were expected to learn English vocabulary easily since this kind of activity is an effective way to help students in acquiring, memorizing and understanding English vocabularies in enjoyable situation in the classroom. And finally, this technique will help students in mastering many new vocabularies in order to increase their vocabulary achievement.