

II. FRAME OF THEORIES

This chapter described about the concept of vocabulary, the concept of vocabulary mastery, concept of teaching vocabulary, concept of whispering game, concept of teaching vocabulary through game, the procedure of teaching vocabulary through whispering game and the advantages and disadvantages of teaching vocabulary by using Whispering game technique.

2.1 Concept of Vocabulary

Vocabulary is a component of language that cannot be separated when learning the language. Harmer (1993: 153) states that if the language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs. Vocabulary is a set of lexis including a single words, compound words, and idioms. Lamb (1963: 19) defines a single words that may or may not have a prefix and/or suffix, for example; car, floor, house, school, etc. While a compound word is a word joined from two or more other words.

Trask (1999: 120) also states that compound words are two or more existing words which are simply combined. Compound words may be written as one word, two words, or hyphenate words. For example classroom, policemen, textbook, etc. Napa (1991:6) States that vocabulary is one of the language components and that no language exists without words. This means that to communicate well, we need

some stock of words to convey our thought. It is states by Wallace (1987: 30) that vocabulary defined as a stock of words used by people, a particular class, or even a person. Vocabulary such a crucial thing for everyone that needs to be learned it in order to understand someone else's utterances. In more specific word, Fries (1974: 4) classifies the vocabulary into four types as follow:

1. Content Words. They constitute the bulk of vocabulary of the language, In other word, content words represent the name of subject or things, those are;

a. Noun

Nouns are the name of subject or things which have a part of speech inflected for case signifying a concrete or abstract entity. Nouns also change form to show number and possession (*boy, boys, boys, boys'*)

Such as:

The boy sitting on the chair is my brother.

The boy is a handsome student.

The boys are visiting the zoo.

Those are the boys' car.

b. Verb

Verb is action done by those things which have a part of speech without case inflection, but inflected for tense, person and number, signifying an activity or process performed or undergone. Verb typically has four or five forms (*walk, walks, walked, walking*), such as in:

They walk to the canteen on the corner of the street.

She walks out from the market.

The man walked into the bank.

The lady is walking in a catwalk.

c. Adjective

Qualities of the things, that is adjectives. Most short adjective has three forms to show degree (*pretty, prettier, and pretties*) for example;

Fatya is a pretty girl.

Nadya is prettier than Fatya.

Aisha is the prettiest of all girls in my class.

Such words as *beautiful* and *terrible* have no inflection. Adjective is used to modify nouns and pronouns. Frank (1972:109) categories the types of adjectives into three determiners articles (the, a, an), such as:

We will visit the museum today.

He buys a gold ring for his wife.

She gave me an expensive bracelet.

d. Adverb

How the action done, that is adverb. Adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change form, but has characteristic forms of it own. It is used to modify anything but noun and pronouns. Frank (1972: 148) summarizes the category of a adverb into five adverb of manner (slowly, silently) adverb of place (inside, there)

He works slowly.

We will visit an orphanage tomorrow.

e. Pronoun

The pronouns are *I, you, he, she, it, they, we, and who* with their compounds.

Pronoun has a part of speech substitutable for a noun and marked for person. It is also used as substantives, and they might be considered sub-class of noun, but their inflections are quite different, and their use does not exactly parallel those of nouns.

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

The examples of sentence are;

1) Conjunction:

Nida and Faty go to school together everyday.

He falls in love with me but I do not.

We did not buy the shoes because it was so expensive.

2). Articles

My neighbor bought a new beautiful yesterday

I fry an egg for you.

The Building was built by a famous architecture.

3). Auxiliry

Bahri does not see the traffic lamp so he gets the accident.

Dian does not bring his notebook today.

3. Substitute words, those which represent the individual things or specific action as substitutes for whole form classes of words, that is identifies (anybody, anyone). The example of sentences;

Anybody would think he is crazy.

Anyone can pass the exam if he studies hard.

4. Distributed Words, those are distributed words in use according to grammatical master as the presence or absence of a negative, such as: *some, any, other, etc*

The example of sentences:

We will find some other solutions as soon as possible.

You can come any day you like.

Turn it over on the other side.

This Classroom Action Research focused on vocabulary which is classified into content words because to be able to communicate in written form and orally well, at least the students should have mastered content words namely noun, pronoun, verb adjective and, adverb. According to Burton (1982: 98) a large number of vocabularies help the learners express idea vividly, precisely, and without repetition of words and larger vocabulary they can perform in aspects of English language better.

2.2 Concept of Vocabulary Mastery

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, writing, reading and speaking), vocabulary is one basic component to be mastered. It is reasonable, because of mastering the four skills need knowledge of words and someone would get nothing without vocabulary. The larger the students master vocabulary the better they perform their language. By having too limited vocabulary, the students would find difficulties in mastering speaking or other skills. Vocabulary mastery means the students had ability in understanding and using the vocabulary. Vocabulary mastery deals with words and meaning. That is why the teacher is hoped to select what words are suitable to be taught to the students, so the student will learn more easily.

There are several criteria that learner can master vocabulary, the learner:

1. are able to recognize it in its spoken and written form.
2. are able to re call it at will
3. are able to relate it to appropriate objects or concept
4. can use it in the grammatical form.
5. can spell it correctly
6. can pronounce it in a recognizable way
7. know in what way it can combine with other way
8. are aware of their connotations and associations, and

9. can use it on appropriate level of formality and appropriate situations.

(Modified from Wallace 1982: 27)

Dealing with the nine criteria of vocabulary mastery stated above by Wallace (1982: 27), she focused the research on three criteria: 1. the learners are able to recognize it in spoken and written form. 2. The learner can pronounce it in recognizable way and 3. The learner can use it in grammatical form to improve students ability to communicate well.

2.3 Concept of Teaching Vocabulary

Teaching vocabulary is making and helping the students to know, to understand, and to use it in written and spoken communication. As Brown cited (1987: 7)

that teaching is showing and helping the students to learn how to do something providing with knowledge, causing to know or to understand. Relating to the vocabulary teaching, the teacher provides the vocabulary that can make the students grasp the language in written and spoken form. One important thing in teaching vocabulary is that the teacher should realize that learning a language always deals with large numbers of words and it is difficult for the students to memorize a large number of words. Giving and asking students to memorize a large number of vocabularies is not an effective way in teaching vocabulary.

As stated by Allen (1983: 68) 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 technique that he or she will use to achieve the goal of teaching-learning process. Besides the technique that should be considered, the teacher also should consider the vocabulary will be taught. The teacher must select the vocabulary based on the curriculum.

Bismoko (1976: 64) states that the teacher must select the words which can be learnt once in time, which words should be chosen for teaching and which words should be left out. The selection of the words should be taken into account and should be related to the curriculum, student's level and age as well as their needs.

The best way to teach another language to anyone is not by translating, but by almost responding the process in which person learn the first language. It means that to make the students learn a new language optimally the teacher should use the method and technique that provide activity.

Nation (1990: 68) states that there are three things that the teacher should know when he or she teaches vocabulary, he /she teaches words, the meaning of words and the form of words together, However, the teaching process of vocabulary need a good technique in order to help the students to get the meaning and the use the words easily. He also states that one technique of teaching of vocabulary is by using a game.

2.4 Concept of Whispering Game

Whispering game is the game which is played by the group of students, their job is to whisper words or sentence to the other students. Whispering is one of such a form that sounds produced in certain a part of it is concentrated by reflection from the walls to another part, so that whispers or feeble sounds are audible at a much greater distance than under ordinary circumstances.

There are sixteen definitions of Whispering, they are: to speak or say (something) very softly, using the breath instead of the vocal cords, to make a low soft rustling sound: the leaf whispered, to speak softly, quietly and privately, as by way of gossip, slander, or intrigue, to make a soft rustling sound, To say or tell privately or secretly, to make a low, sibilant sound or noise, to speak with suspicion, or timorous caution; to converse in whispers, as in secret plotting, To utter in a low and no vocal tone; to say under the breath; hence, to mention privately and confidentially, or in a whisper, to address in a whisper, or low voice, To prompt secretly or cautiously; to inform privately, Something communicated in secret or by whispering; a suggestion or insinuation, a low, sibilant sound, Speaking softly without vibration of the vocal cords, The light noise like the noise of silk clothing or leaves blowing in the wind, Speak softly; in a low voice objectives in some limiting context. As in most elementary level when we can define game as an exercise of voluntary control systems in which there is an opposition between forces, confined by a procedure and rule in order to produce

an outcome. In other words game can be defined as a form of play with goal and structure.

The role of games in teaching and learning vocabulary can not be denied. However in order to achieve the success from vocabulary games, it is important that suitable game is chosen. In this case, the writer chooses “Whispering Game” because not only for more Fun but also more importantly, for the useful presenting, practice and review of vocabulary to improve the learner communicative competences.

2.4 Concept of Teaching Learning Vocabulary through Game

Students usually feel bored in vocabulary lesson because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher explanations. To help the students find language classes, especially vocabulary lesson more interesting, and to achieve more from game. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of writing, speaking, reading and listening all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Wallace (1988: 104) puts forward the objective of using language game in vocabulary Instruction as follow; the basic aim of vocabulary games and vocabulary exercise are usually very similar; to develop students' vocabulary, perhaps by extending his vocabulary or perhaps by giving him practice in using what they already know receptively. In vocabulary game there will be the additional aim of adding an element of fun, relax, and enjoyment to the lesson. Sometimes the fun element will be the main aim, and the teacher is not fussy about which language is being practiced.

Based on the statement above, the writer assumes that vocabulary game is a great technique for this purpose. The fact is with vocabulary game that the teacher cannot teach the same amount of new words as say translated text or other method that deal with Improving your vocabulary, but they can be fun alternative to take during those study breaks. Also remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

Wallace (1982: 105) puts two reasons of using language game in language interaction as follow: language game has become more widely used recently, probably for two main: First, an increasing emphasis on the importance of motivation, and of the appropriate kind of positive effective atmosphere in the classroom. Secondly, and increasing emphasis on the importance of "real" communication; if game is working properly; it is very often supplies a genuine desire to communicate in target language, even within the artificial confines of the classroom.

There are various teaching techniques for teaching vocabulary one of them is using language game. Allen (1983: 52) states the importance of game in teaching vocabulary as follow:

Game is helpful because they can make the students feel that certain words are Important and necessary because without those words, the object of game cannot be Achieve, guessing game for example, create condition in which use of the target Language is necessary for leading the player to correct guess.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Ghada Sari (2006) Mentioned games has proven to have the advantages and effectiveness in learning Vocabulary in various ways;

1. Game brings in relaxation and fun for students, thus help them learn and retain new words more easily.
2. Game usually involve friendly competition and it keeps learners interested
3. Vocabulary game bring real world context into the classroom and enhance the student uses English in a flexible communicative way.
4. Game is highly motivating and gives the students more opportunity to express their opinions and feelings.
5. Game adds diversion to the regular classroom activities, "break the ice", but they are also use to introduce new ideas.

It is supported by Lee (1995: 35) and Lewis (1999), several main advantages when game is used in the classroom, including “a welcome break from the usual routine of the language class”, “motivating and challenging” “effort of learning”, and “language practice in the various skill”.

Based on the explanation above, the writer assumes that game is useful and effective technique that should be applied in vocabulary classes. The use of vocabulary is a way to make the lesson more interesting, enjoyable, and effective.

2.6 Procedures of Teaching Learning Vocabulary through Whispering Game

There are three steps in teaching vocabulary by using Whispering game. They are; pre activity or motivating strategy, while activities or presentation and skill practice and post activities or review and assessment.

1. Pre Activity

In pre activity or motivating strategy, the teacher puts the students at the ease so they will not feel threaten in following the lesson and ready to learn. In this stage the teacher the teacher can ask some questions, telling some jokes or humor and also can touch the lesson a bit so the students know what they are going to learn

2.While Activities

In this stage the teacher explains the students about the steps for playing whispering game and presents the material of vocabulary by using whispering game with the procedure as follow;

1. The teacher divides the students into six groups, line up the player

2. The teacher is at one end of each group whispering some words to the ear of four Group members
3. When the teacher says 'Go' the first player of each group whisper a word to the next player
4. Each player successively whispers what that the player believes he or she heard to the next player
5. The last player announces the words or sentence to the entire group. Error typically Accumulate in the retelling, so the statement announced by the last player different significantly, and often amusingly, from the one uttered by the first.
6. Who could pronounce words correctly and firstly, their group becomes the winner.

In this case, the game is successful if the message transmitted accurately with each student.

3.Post Activity

In this stage the teacher asked the students about the difficulties of the lesson to be explained a bit more before they had assessment and the last stage was the teacher asks the students to do the written test or evaluation

2.7. Advantages and Disadvantages of Teaching Vocabulary by Using Whispering Game

1. Advantages

According to Allen (1983; 52) there are some the advantages of teaching by using Whispering game, namely:

1. Game is helpful, it brings in relaxation and fun for the students, thus help them to learn and retain new words more easily
2. Game is highly motivating and gives the students more opportunity to express their opinion and feeling.
3. Game brings real world context into the classroom and enhance the students use English in flexible communication way.
4. Games usually involves friendly competition and keep learner interested
5. Game adds diversion to the regular classroom activities, “break ice” but they also use to introduce new ideas.

2. Disadvantages

1. It needs a lot of time to practice whispering game for the students to achieve more vocabulary
2. It needs a good listening capability and a good pronunciation to be able to transform the words correctly but the students do not practice pronunciation frequently in this class.
3. The class becomes noisy