

II. FRAME OF THEORIES

This chapter discusses about notion of teaching English to young learners, concept of vocabulary, concept of teaching learning vocabulary, concept of game in language teaching, concept of guessing game, teaching vocabulary through guessing game and procedure of teaching vocabulary through guessing game.

2.1 Notion of Teaching English to Young Learners

Young learners can be anybody from the age of three to the age of fifteen. There is a big difference between what a three-year old can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time. Teaching young learners requires the knowledge of knowing all the development differences. Understanding these differences can help teacher to develop method and system of work that teacher will use in the process of teaching.

In elementary education, young learners are typically those younger than eleven or twelve years old. Additionally this group is divided into young learners (ages 7-12) and very young learners (ages 2-6). On the other hand, Thornbury (2002: 250)

state that young learner is used to describe children of pre-primary and primary school age, although it is sometimes used to include adolescents as well.

In the same way, “young learners” as defined by Phillips (1993: 4) are “Children of formal schooling (five or six years old) to eleven or twelve years old”.

It is generally known that the Indonesia system officially allows children to start learning a foreign language in the fourth grade. In the Indonesia Republic, children have started learning a foreign language in the fourth grade so far. Now, the children start learning English earlier than before and in some schools, the English introduce from the first grade. It is better for children to start English earlier, because their brain and memory is ready for learning and most of them can learn quite well.

Teaching English to young learners is different from teaching English to adults. Young learners have different characteristic from adults. They are learners who are typically easy to get bored and lose their interest in several minutes. Young learners, specifically refer to children, were claimed by Brown (2001: 87) are not effortless learners as popular tradition often believed. They can be far superior to adults in their eventual success. Their fluency and naturalness, indicated by Brown can often be the envy of adults struggling with second language. The special characteristics of young learners and those that distinguish them from other learners, as mentioned by Thornbury (2002) can be grouped under three headings namely cognitive, affective and social.

In his theory, Thornbury (2002:250-251) indicated that the most relevant cognitive factors could be seen in children's relatively limited world knowledge. The fact that they are still developing concepts and language simultaneously and that their memory is still developing. Their inability, particularly at a very young age to conceive of language as an abstract system, which means they have a limited understanding of metalanguage, and do not recognize error correction as such; a difficulty in sustaining attention for extended periods of time; a preference for holistic as opposed to analytic learning, and a related preference for remembering "episodes" (things that happened) rather than facts; a greater tolerance for ambiguity – in the sense that children don't have to know what every word means: they are predisposed to understand messages, even when they don't recognize the code."

Affective factors as further explained include "a lack of self-consciousness about expressing themselves inaccurately or through minimal means, and the need for encouragement and support. In addition, young learners are more likely to be motivated by intrinsic factors, such as the inherent interest of an engaging task or game, than by extrinsic factors, such as the need to pass a test. They are particularly predisposed to learning through play."

Last but far from least, social differences include a lack of social skills, especially where peer collaboration is required, and consequently a greater dependency on the teacher for direction and support. Their socialization into classroom life is

helped when they can recognize and rely on regular routine. Preferably, as young learners are subject to rapid mood changes and often find it difficult to sit quietly, they can learn at best when they are involved in a large variety of activities.

Moreover, Scott and Ytreberg (1990:1-4) divided young learners into two main groups; the five to seven year olds and eight to ten year olds. The characteristics are:

A. Five to seven years old

General characteristics are they; (1) they can talk about what they are doing. (2) They can tell you about what they have done or heard. (3) They can plan activities. (4) They can argue for something and tell you why they think. (5) They can use logical reasoning. (6) They can use their vivid imagination. (7) They can use a wide range of intonation patterns in their mother tongue. (8) They can understand direct human interaction.

In terms of language development, basically: (1) they know the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed and the rules help to nurture a feeling of security. (2) They use language skills long before they are aware of them. (3) Their own understanding comes through hands, eyes and ears. The physical world is dominant at all times. (4) They have a very short attention and concentration span. (5) Young children cannot decide for themselves what to learn. (6) Young children love to play and learn best when they enjoying themselves. (7) Young children are enthusiastic and positive about learning.

B. Eight to ten year olds

General characteristics include: (1) their basic concepts are formed. They have very decided views of the world. (2) They ask questions all the time. (3) They rely on the spoken word as well as the physical word to convey and understand meaning. (4) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions. (5) They are able to work with others and learn from others.

In terms of language development; naturally (1) they have a language with all basic elements in place. (2) They can understand abstracts and symbol (beginning with words) and they can generalize and systemize.

It is very important for teacher to choose the right way of teaching for elementary students. The teacher definitely has to be very sensitive to the elementary students needs and has to prepare the lesson well. The lessons have to be creative and lively.

Based on the explanation above, the researcher was used guessing game as a technique to improving vocabulary mastery of elementary students' at class three Bilal bin Rabbah in SDIT Baitul Muslim. It was because guessing game suitable with elementary students who love play and active in learning process.

1.2 Concept of Vocabulary

Generally, vocabulary is a set of lexim including single word, compound word and idiom. Lamb (1963:19) defines a simple as a single word that may or may not have a prefix/or a suffix. For instance: book, chair, pale, etc. while a compound word is a word coined from two or more other words. Trask (1999:120) also says that compound word may be written as one word, two words or as hyphenate word, for instance: policeman, classroom, textbook, 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 instance: look up, for good, look at, etc.

For students' elementary school, vocabulary mastery is the basic knowledge to learn more about English. For young learners, vocabulary is central to language and words are of the critical important to language learning. It cannot be separated from the other language elements in the teaching and learning process, because it influences the students' ability in learning English.

Vocabulary is such a crucial thing for everyone that needs to be learned in order to understand someone else's utterance. 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 stated by Wallace (1988: 30) that vocabulary defined as a stock of words used by people, a particular class, or even a person. Meanwhile, Harimurti (1999: 6) states that vocabulary is a component of language containing information about the meaning and the using of word in language. On the other

hands, Ur (2003: 60) states that, “vocabulary can be defined, roughly, as the words we teach in the foreign language. A specifically point out that vocabulary is a set of lexeme including single words, compound words and idiom. However, a new item of vocabulary may be more than just single word: for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary,, item” rather than, words”. In this study, vocabulary is particularly dealt with single word, which will be elaborated in the next section.

Learning vocabulary plays an important contribution in learning a language, which must be considered by the teacher in order to be careful in selecting vocabulary that will be taught. Teacher must decide which word to be taught since there are many kinds of words that belong to types of vocabulary.

Although vocabulary is the one that emphasize, it does not mean other kinds of language components grammar and pronunciation are less important. All of these aspects are learn together, because they are attached one to another. Vocabulary is extremely large and varies. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. Larger vocabulary the students have can help them in many ways. Students’ reading ability and writing ability will improve as they learn new words, and the more words the know the better their chance will be to do well on the vocabulary questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

In any activity of learning language, students are trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas. Wilkin (1983: 3) says that without grammar little thing can be conveyed, without vocabulary nothing can be conveyed. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary.

In teaching vocabulary for elementary students, teacher have important task in introduce new words. 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 decided which words should be taught since there are many kinds of words that belong to types on vocabulary.

Broadly, according to Ur (2003: 60) single words including the followings. Fries (1974: 4), classifies English words into four groups, namely:

1. Content words which are classified into four types,

a) noun (*pencil, book, bird, etc*). Here are the examples in the sentences:

1) *I have two pencils.*

2) *There is a book on the table.*

3) *There is a bird in the cage.*

b) Verb (*eat, play, walk, etc*). Here are the examples in the sentences:

1) *They are eating at the restaurant.*

2) *They are playing a slide.*

3) *She is walking.*

c) Adjective (*beautiful, good, big, etc*). The examples are:

1) *She is a beautiful girl.*

2) *He gets a good score in mathematic.*

3) *I have two big eyes.*

d) Adverb for instance: adverb of frequency (*seldom, always, sometimes*), adverb of degree (*too, fairly, quite*), adverb of manner (*carefully, beautifully*), adverb of place (*here, there*), adverb of time (*now, yesterday, last week*). Here are the examples in the sentences:

1) *They are always in the library every Sunday.*

2) *He is studying English now.*

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

Here are the examples in the sentences:

1) *My friends and I will visit Way Kambas next month.*

2) *The sun will arise in the east.*

3) *Do you go to bed early last night?*

3. Substitute words are those, which represent to individual things or specific action as substitutes for whole from-classes of words, that is, indefinite article (*anyone, somebody, someone*). Here are the example:

1) *Anyone who has never made a mistake has never tried anything new.*

2) *Someone who wearing a red dress is my sister.*

4. Distributed words are those distributed in use according to grammatical matter as the presence or absence of a negative, such as, *any, either, too*. Here are the example:

1) *Do you have any money in your pocket?*

The explanation below shows the classifications of content words:

1. Noun

It is the words which represent the name of objects or things. There are some types of noun.

a. Adjectival Noun

Adjectival noun is an adjective that function as a noun. The examples of adjectival noun are:

1) *The other is still on the way.*

2) *The poor is asking any food from the rich.*

b. Animate Noun

Animate noun refer to a person, animal, or other creature. This animate

Noun sometimes has different noun endings which make the gender clear.

The examples of the animate noun are:

1). *The princess dances on the stage.*

2). *The actor is greeting his fans.*

3). *We meet the manager.*

c. Collective Noun

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or other thing. It is the noun that refers to things or people as a unit. The examples of collective noun are:

- 1). *The jury is collecting the score to decide the winner.*
- 2). *The team joins the match.*
- 3). *The audience gives their applause to the singer.*

d. Compound Noun

Compound noun is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjective. Here are the examples of compound noun:

- 1). *My mother buys toothpaste.*
- 2). *The teacher is writing her notes on the whiteboard.*

e. Concrete Noun

Concrete noun refers to entities which can be observed and measured.

Here are the examples of concrete noun:

- 1). *She holds many books.*
- 2). *My parents buy a house.*
- 3). *They drive the car quickly.*

f. Abstract Noun

Abstract noun refers to unobservable notions, such as difficulty, idea, etc.

Here are the examples of abstract noun:

- (1). *It is difficult to understand what they are thinking.*

(2). *I like his idea about study together.*

g. Countable Noun

Countable nouns refers to individual, countable entities, such as books, houses, flowers and others, for example:

(1). *There are five books in my bag.*

(2). *He has three houses in Bandar Lampung.*

(3). *There are many flowers in my garden.*

h. Uncountable Noun

Uncountable nouns refer to an undifferentiated mass or notion, such as butter, water, sugar, and others. Here are the example of uncountable noun:

(1). *My mother is buying a jar of butter in the market now.*

(2). *She is drinking a glass of water now.*

(3). *Can you give me a spoon of sugar, please?*

i. Proper Noun

Proper nouns are names of specific people, place, time, occasions, events, publications and so on. Proper nouns are not usually used with the determiners. It is also written with an initial of capital letter. The example of proper nouns are:

1). *I love Indonesia.*

2). *I went to museum on Sunday.*

3). *They watch the FIFA World Cup Championship.*

2. Verb

It is the word which expresses an action or help to make statement. The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood.

There are several types of verbs. Those are:

a. Auxiliary Verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class. Auxiliaries can be used before the word 'not'. It is also put before the subject in order to ask a question. Here are the examples of auxiliary verb:

- 1) *They do not need any help to finish their homework.*
- 2) *Does she come late every Monday?*
- 3) *Marry does not want to attend her friend's birthday party.*

b. Inchoative Verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are freeze, dry, burn, rise, etc.

The examples in sentence are:

- 1) *The refrigerator freezes everything in it.*
- 2) *The fire burns the wood.*

c. Modals

Modal verbs convey a range of judgments about the likelihood of events; they function only as auxiliary verbs, expressing meaning which are much less definable, focused, and independent than those of lexical verbs.

There are nine verbs in this class: *can, could, may, will, would, shall, should,* and *must,* with *dare, need, ought to* and *used to* having a very similar function.

Here are the examples of using modals in sentence:

- 1) *I will visit the museum in the weekend.*
- 2) *She can finish her homework without any help.*

d. Phrasal Verb

Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle. Here are the example of phrasal verb.

- 1) *The plane took off.*
- 2) *My father looks for money every day.*

e. Regular and Irregular Verb

A regular verb is the verb that follows the pattern of taking *-ed* for the past tense and past participle or *-d* if the word ends in *e*, such as *smoke – smoked*. An irregular verb is the verb that does not take the *-ed* ending for the past tense and past participle forms. Some irregular verbs do not change: *put-put-put*, while others change completely: *buy-bought-bought*.

Here are the examples of regular and irregular use in sentence:

1) *He walked alone to the school.*

2) *She drunk a cup of milk.*

3. Adjective

It is the word used to qualify noun or pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying the words. An adjective usually precedes the noun or the pronoun which it modifies. Here are the examples of adjective in sentences:

1) *The small boat foundered on the wine dark sea,*

2) *The back room was filled with large, yellow rain boots.*

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentences, for example: *My husband knits intricately patterned mittens.*

Here are several types of adjective:

a. Possessive Adjectives

A possessive adjective (*my, your, his, her, its, our, her*) is similar or identical to a possessive pronoun; however it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

1) *I can't complete my assignment because I don't have the textbook.*

2) *What is your phone number?*

b. Demonstrative Adjectives

The demonstrative adjectives *this, these, that, those,* and *what* are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences:

- 1) *When the librarian tripped over that cord, she dropped a pile of books.*
- 2) *This apartment needs to be fumigated.*

4. Adverb

It is used for qualifying the meaning of a verb, adjective, or another adverb. An adverb can modify a verb, an adjective, another verb, a phrase, or a clause.

An adverb indicates manner, time, place, cause, or degree and answers questions such as *how, when, where, how much.*

While some adverbs can be identified by their characteristic by suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective, an adverb can be found in various places within the sentence. Here are the examples of adverb in sentences:

- 1) *The seamstress quickly made the morning clothes.*
- 2) *The midwives waited patiently through a long labor.*

One example of adverbs is conjunctive adverb. You can use conjunctive adverb to join two clauses together. Some of the most common conjunctive adverb are *also, consequently, finally, furthermore, hence, however, incidentally, indeed, instead, likewise, meanwhile, nevertheless, next, nonetheless, otherwise, still, then, therefore, and thus.* A conjunctive adverb is not enough to join two independent clauses without the aid of semicolon. Here are the examples of conjunctive adverbs in the sentences:

- 1) *The government has cut university budgets; consequently, class sized have been increased.*

2) *He did not have all the ingredients the recipe called for; therefore, he decided to make something else.*

3) *The report recommended several changes to the ways the corporation accounted for donations; furthermore, it suggested that a new auditor be appointed immediately.*

Meanwhile, Aeborsold and Field (1997) classified vocabulary into active and passive vocabulary.

a. Active vocabulary refers to put items, which the learner can use appropriately in speaking, or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.

b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

Passive vocabulary or comprehensions consist of the words comprehended by people, when they read or listen.

From the explanation above, we know that every expert is different in classifying of vocabulary, because every person has different ways in showing and telling

their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

From those types of English vocabulary, the content word especially noun and verb forms were taken as the material in this research since they are appropriate with guessing game.

1.3 Concept of Teaching Learning Vocabulary

Mastering English vocabulary is very important in order that we can communicate with others. Vocabulary is also an important factor in all languages. There are some important points to be considered, in teaching vocabulary. These are spelling, meaning, pronunciation, use and number of word. In this research, the aspects that the researcher will take are about spelling and meaning.

In teaching vocabulary, the teacher must teach tree things. First, teacher must teach the shape, or form of the word. Second, the teacher must teach the meaning of the word. Third, the teacher must teach that the form and the meaning of the word go together. According to Nation (1974: 18), there are some techniques to teach vocabulary as follow:

1. Teaching the form of a word

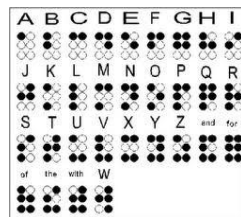
We can teach the form of a word in many different ways. Here are some ways in which we can help the students perceive the word by means of three separate senses, they are:

A. Visually:

1. By showing the written form of the word, e.g., *bird* (noun).
2. By showing the mouth movements involved in saying the word e.g.,
(*bɜrd*).
3. By showing hand movements that draw the letters of the word in the air, e.g., *letter* (*L*).
4. By showing wooden or plastic letters that spell the word, e.g., *drink*.

B. Tactilely (meaning the students use their sense of touch)

1. By using letters made of wood, cardboard, sandpaper, and so on, so the students can feel the shapes of the letters that make up the word, e.g., *lion* (noun).
2. By using a system of writing like Braille (the writing for the blind), e.g.,



3. By writing the word, letter by letter, on the student's hand, e.g., *ear* (noun).


C. Aurally

1. By saying the word, e.g., *cat* (*cæt*).
2. By producing the word in morse code or some other aural code, e.g.,
.- = c, --- = o, .-- = w

2. Teaching the Meaning of a Word

Here are ways in which we can help the student's understand the meaning of a word by using different approaches, such as:

A. Demonstration :

1. By showing an object or a cut out figure, e.g.,  (*Rabbit*)
2. By gesture, e.g., (*teacher stretch her hand like bird fly*).
3. By performing an action, e.g., (*teacher performing the word "jump"*).

B. Pictures

1. By using photographs, blackboard drawings, illustrations cut from magazines or newspaper, e.g., (*horse*).



C. Explanation

1. By description, e.g. *that animal has wings, feathers, two legs, and two beaks. (It is bird).*
2. By giving synonym, e.g., *big = large.*
3. By putting the word into a defining context, e.g., *Most basketball players are **lanky**, well over 6'5" tall.*
4. By translating, e.g., *I have two ears = saya mempunyai dua telinga.*

3. Teaching the form and the meaning of a word together

In teaching form and meaning of a word together the teacher can asking the students to match the form and the meaning from several possible choices by:

A. Guessing

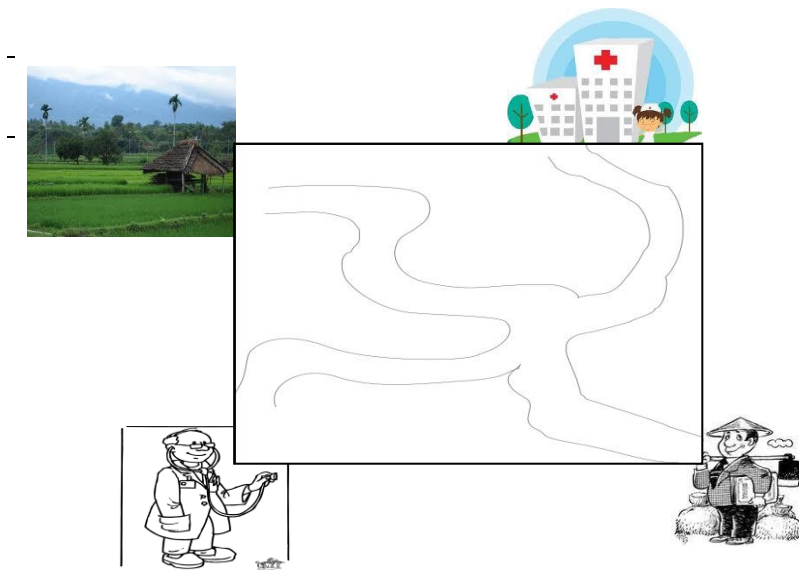
The teacher can show about object or pictures, he then say the name of one of the objects, and students points to the objects one by one until he points

to the correct one, e.g., the teacher shows family picture, then he say
“Father”.

B. Following clues

The teacher provides the students with a list of words and a list of meanings. Each word on the list is connected to its meaning by a wiggly line. But the wiggly lines cross each other in such a way that it is not easy to follow a line from the word to the meaning, but it can be done, e.g.

Find the place of work from this picture of jobs.



C. Using Their Memory

In using this process, of course the teacher will be reviewing and reinforcing words that the students have had before. She can use multiple-choice test, or she can ask the students to match the meaning in one column with words in another column, e.g.

<i>No</i>	<i>Column A</i>	<i>Column B</i>	<i>Answer</i>
1.	<i>Someone who drives a car for somebody else is called a...</i>	<i>A. Farmer</i>	
2.	<i>Someone who teaches you at school is called a....</i>	<i>B. Driver</i>	
3.	<i>Someone who plant rice in the rice field is called a.....</i>	<i>C. Teacher</i>	

Teaching English vocabulary to children's is challenging. Teacher needs some creativity in teaching learning process. Allen and Vallete (1983:116-117) state that teaching vocabulary can be meaning full if the teacher can conduct the teaching process by combining the available technique of teaching. It's hoped that a good technique will be more enjoyable, interesting and motivating. So, that the student will not be bored in the teaching learning process. It will help them to get the material stay longer. It means that the teacher has to be aware with the kinds of teaching technique that she or he will use to come to her goal.

Sutarjo (1988:24) classifies there are five possible ways in teaching vocabulary, among others, are:

1. Teaching vocabulary through creativity

By using this technique, the teacher allows the students to decide what they want to learn. The teacher can make such a technique. Which enables the students to be creative in producing vocabulary, such as showing picture, puzzle, providing key words, game, etc.

2. Teaching vocabulary through context clues

In this technique, 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, for example by giving the antonym, synonym, etc.

3. Teaching vocabulary through translation

This method is considered as ancient one. Here, the teacher teaches the meaning of the word through translation. For example, the word 'clean' in Indonesian means 'bersih'.

4. Teaching vocabulary through guessing

In this case, the teacher can encourage the students to guess the word first and then consult it. To guess the right word, a student should have a good rationale.

The teacher can draw five pictures on the board, and then the teacher pronounces a word and asks one of students to point the picture meant.

5. Teaching vocabulary through derivation

This technique requires the teacher to involve the four classes of words on the basis of their position of occurrences in English sentence pattern. The teacher can give noun, verbs, adjectives, and adverbs.

According to five possible ways of teaching vocabulary above, guessing game will be applied as a technique to teach English vocabulary in this research. One of techniques in teaching vocabulary through creativity is game, so guessing game is included in teaching vocabulary through creativity.

2.4 Concept of Games in Language Teaching

Learning a foreign language is a hard work, one must make an effort to understand and repeat words accurately. English teacher has to have a good plan to motivate the children, to enrich vocabulary mastery by using drills and exercise. However, in reality the children fell bored with these techniques because the process is monotonous. If teacher keep using these techniques, the children cannot improve their English to solve this problem, the English teacher has to create his teaching with certain technique that enables him to avoid the technique, which is boring.

Since English subject in elementary school is still new, English teacher needs to find out good techniques that can make the children interested in learning English. In this case, Khan (1992) stated: “Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting, they develop language skills. Games provide context for play, reason for playing and routine for playing.”

Through games, children are stimulated to know more vocabulary in order to win the game. If they do not understand the meaning of the words, even only a word they will lose a chance. By this technique, the children will learn as many words as they can.

The teacher has to plan some activities that make their children enjoy learning foreign language by using games .This technique makes teaching learning foreign language more creative, relaxed, and fun.

The advantages of games will help the teacher to facilitate learning without putting an awareness of losing her class. Games lead the students to a condition where they feel fun, comfort, enjoyable without leaving the purpose of learning.

Teaching English by using game is obviously a positive solution for the teacher to improve the monotonous and boring class of English. Thus, the teacher task is to select a game that is suitable for students' level and abilities.

What the expected for every language teacher in the whole world is becomes making the transfer of knowledge become easier and more comfortable for the students by using any kinds of teaching aids, including games. Hadfield (1999) stated that a game is an activity with rules, a goal and an element of fun. Meanwhile Harmer (1991) said that games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.

In addition, the teacher can use language games to introduce new items, to practice recently learnt language items, to introduce or practice certain themes, or to relax or energize the class. Some can be used for all of these. One of the best ways to get children interested in a game is to have them participate actively in its creation. Producing a game gives the students a sense of achievement while integrating the game into other areas of the language class and the children's general education. Unfortunately, many teachers still feel that game is only for a short time, to give a class break from the monotony of drilling, and some teacher consider games merely frivolous activity.

Savignon (1987) has three reasons why games have to be used in learning foreign language, they are:

1. The very structure of games provides an opportunity for learners to practice vocabulary and grammar, specific function and other language art skills. The task orientation of the games requires that the students “use rather than merely practice language for real and immediate communicative goals” on the other hands require constant, meaningful interaction among the players.
2. They created relaxed atmosphere. This lowers the anxiety level or “effective filter” that often keeps students from learning. Games accomplish this in two ways. First, games focus the learner’s attention on the immediate goal that is succeeding at the same itself, rather than in the responsibility of language teaching. Second, whether the Game is competitive or not, it requires cooperation. This contributes to the development of a sense group that lend in turn to feeling of support and security among the group members. As the result, the learners are less anxious and more open and able to communicate.
3. Games offer strategy for dealing with problems that may arise from code implication. Teacher to provide communication at a level the learners can understand often uses code implication.

Moreover, according to Crookal and Oxford (1990) game can encourage good strategy in learning foreign language. They are:

- a. Games embody the communicative approach; they provide active involvement of the whole person (intellectual, physical, social and emotional).
- b. Games change the roles and relations of learners to take more active role in their own learning process. This has eight effects:
 1. It gives learners much more opportunity to communicate in the language.
 2. It places more responsibility on learning to direct their own learning.
 3. Game provides language quantities of input, which can be understood because of meaningful and engaging context the activity.
 4. Game allows attention to be given to language form as well as to content.
 5. Game has additional effective advantages, such as education of anxiety increased in positive feelings and improves self-confidence.
 6. Game can make the participant encourage to communicative even when their knowledge and competence in the language is less than they would wish.
 7. Games have the learners to identify more closely with the target culture'
 8. Game encourages adolescents and adult to once again play with symbols.

From the explanation above, we know that game is from of play and can be used as a vital part of a teacher's equipment in English teaching. Games can also use for motivation the students. Thus, by using game in teaching English, the students will motivate eagerly and the students' ability will be better too. The games make use of a variety of techniques, variety being important in language teaching.

Hadfield (1999) classifies language games into some types, namely:

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 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.

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

6. Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game go fish.
7. Board games. Scrabble is one of the most popular board games that specifically highlights language.
8. 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.

Language learning is a hard task, which can sometimes be frustrating. It needs some consideration before choosing the game. It is supported by Tyson (2000:4) who states that there are some factors that should be considered before choosing the games; they are (a) a game must be more than just fun. (b) A game should involve "friendly" competition. (c) A game should keep all of the students involved and interested. (d) A game should encourage students to focus on the use

of language rather than on the language itself. (e) A game should give students a chance to learn, practice, or review specific language material.

Those factors are very important in selecting the games since there are so many kinds of game that are sometimes overlap. As stated by Hadfield (1999), classifying games into categories can be difficult, because categories often overlap.

Based on the statement above, by applying language game in teaching English vocabulary the students will interest in learning, because game make students enjoyable and fun in learning process and the students get many new vocabularies.

2.5 Concept of Guessing Game

One of type from language game is guessing game. Guessing game make students challenging to guess the vocabulary in teaching learning process. Learning English by guessing game makes students work together to solve the problem by guessing.

A guessing game is game in which the aim is to guess the answer to a certain question or problem. Hadfield (1999: 4) states that a guessing game is a variation on an information gap games. One of the best-known examples of guessing game is 20 questions, in which one person or group thinks of a famous person, ideas, place, or thing and the other participants can ask 20 Yes/No questions to find

clues in order to guess who or what the person or group thinking of. The students are forced to think before guessing. It needs a process that will make the vocabularies stay longer in their mind.

Furthermore, Wikipedia (2008: 1) states that a guessing game is a game in which the objective is to guess some kinds of information, such as a word, a phrase, a title or the location of an object. Guessing game is played cooperatively. Some player(s) know the answer, but cannot tell the other(s), instead they must help them to guess it.

For elementary students guessing game is interesting especially guess the word. Guessing word can be used for concrete nouns. The teacher can choose five words or more relating to recent conversational themes. Write sets of clues to help students guess the words. This guessing word can play with whole class or teams. It use one word per lesson over five lessons or use all words in one session as a longer game, e.g.

Teacher : (*The teacher has a 'Teacher' word from the chosen word of group A. After that teacher read some clues.*
This is a name of job. I am beginning with the letter 'T'. I work in school. My task is teaching students. Who am I?)

Group A : *I am a teacher.*

Teacher : *Yes you are right. How do you spell it?*

Group A : *ti,i,ei,si,eits,i,r.*

Teacher : *Good. What does the teacher do?*

Group A : *She teaches the students lesson materials.*

Teacher : *Yes you are right.*

The group receives four points to be guessed correctly after hearing the second sentence. Two point for the third sentence and one point after the fourth sentence. Group who has most points is the winner.

Referring to those statements, it is more enjoyable, interesting, and motivating in learning vocabulary by using guessing game since guessing game is appropriate with the characteristics of elementary students who love playing and active in learning. Guessing game can be created by scoring and grouping them in the game. Therefore, it is suitable that guessing game can apply for elementary students'.

2.6 Teaching Vocabulary through Guessing Game

Teaching Vocabulary through Guessing Game is possible to apply in teaching English for elementary students, because guessing game can play in individually or groups. However, according to McCallun (1980: 4) It is not an easy task to introduce guessing game into the classroom and many factors have to take into account.

We need to consider the learners' age, the number of students in the class, then 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.

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

The Advantages are:

1. Guessing game is used for learning some new materials or revising the old one, for example vocabulary.
2. Guessing game played in pair or group. The students have a chance to be more active in the teaching learning process.
3. Guessing game can be used in any language-teaching situation and with any skill are whether reading, writing, speaking, or listening.
4. Guessing game can be one of highest motivating techniques in teaching learning vocabulary. So that it can enlarge students' vocabulary.
5. Guessing game is interesting and challenging in teaching vocabulary.
6. Guessing game makes students comfortable and enjoyable in learning vocabulary.
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. The teacher often find difficulties in controlling the class.
3. The teacher cannot monitor all groups at once.
4. Problem related to students' quarrels. Students who lose a game often start such conflicts. They do not want to accept they have lost. It takes maturity and responsibility to deal with problem of this kind and against it is a thing students can teach while playing a guessing game.

2.7 Procedures of Teaching Vocabulary through Guessing Game

In this opportunity, the lesson materials was taken from English Book Three entitled Profession and the procedures of teaching English vocabulary through guessing game are:

a) Pre activity

1. The teacher greets the students, e.g.

Teacher : “ *Assalammualaikum, good morning students, how are you?*”

Students : “*Walaikumsalam, I am fine miss. And how are you?*”

Teacher : “*I am fine too, thank you.*”

2. The teacher checks the attendance list
3. The teacher asks some question to students related to the material.

For example:

Teacher : “ *ayo anak-anak, coba bu guru mau bertanya, ada yang tahu apa pekerjaan ayah atau ibu kalian? Ayo, coba sebutkan! Apa pekerjaan ayahmu?*”

(Alright, students. Now I want to ask you. You know what your father job is? Can you tell us now?)

Students : “ *Ya ,Bu.Pedagang bu,.....petani bu,.....guru,..... Polisi,....Tukang bengkel bu....*

(Yes, Miss. My father is a merchant,My father is a Farmer,My father is a teacher, ...My father is a Policeman,My father is a mechanic, Miss....)

Teacher : “*Yes, good. Your father is a merchant, ...Your father is a Farmer, ...Your father is a teacher,Your father is a Policeman,Your father is a mechanic. Good students.*”

b) Whilst activity

1. Teacher divided students into 5 groups, one group consisted of four or five students, e.g.

Teacher : “*Now, I would like to divided you into five groups. One group consists of four or five students. Before you make a group, please count number one until five in English. The student who get number one is the first group, number two is second group and so on until fifth group.*”

Students : *Are you ready?* ”
: *“Yes, we are, Miss.”*

2. The students are showed pictures of jobs, like doctor, nurse, police and etc.
3. The teacher says the picture of jobs in English and the students must follow it.
4. After that the teacher puts the pictures on the floor. It's mean that, when the teacher says “doctor”, the students look for “doctor picture” on the floor and take it up.
5. After that, it is continued with another vocabulary until ten nouns and five verbs.
6. The next is, teacher invite all of groups to play guessing game. Teacher asks each group to choose jobs picture and teacher read the clues, e.g.

Teacher : (*The teacher has a ‘Teacher’ word from the chosen word of group A. After that teacher read some clues. This is a name of job. I am beginning with the letter ‘T’. I work in school. My task is teaches students. Who am I?*)

Group A : *I am a teacher.*

Teacher : *Yes you are right. How do you spell it?*

Group A : *ti,i,ei,si,eits,i,r.*

Teacher : *Good. What does the teacher do?*

Group A : *She teaches the students the lessons.*

Teacher : *Yes, you are right.*

The group receives four points to be guessed correctly after hearing the second sentence. Two point for the third sentence and one point after the fourth sentence. A group who has most points is the winner.

7. After finished in play guessing game, teacher wrote all vocabularies that had been learnt in the whiteboard and pronounced them one by one.

8. Finally, teacher gives students vocabulary test.

c) Post activity

1. Teacher does a reflection by asking the students what they have learnt,

e.g.

Teacher : *“Good students, do you know what topic we have learnt today?”*

Students : *“Yes, we do. We have studied about jobs”.*

Teacher : *“How many jobs that we studied today?”*

Students : *“These are ten jobs, Miss.”*

Teacher : *“Alright, that is great. All of you are good students.”*

2. Teacher closes the meeting, e.g.

Teacher : *“Students, I think that is all for today. We will meet again on Thursday. Good bye!”*

Students : *“ Good bye, thank you Miss.”*

The researcher used this procedure in teaching vocabulary through guessing game.

The writer assumed that guessing game could create good atmosphere in the classroom that might motivate the students to sustain their interest and work in learning language. So, the students paid more attention and could master more vocabulary in teaching learning activity.