

II. THE FRAME OF THEORIES

2.1 Concept of Vocabulary

In this chapter the writer wants to explain definition of vocabulary in order to understand a language the learners have to understand the definition of vocabulary first. It is difficult to make one definition of vocabulary. So, the writer tries to take it from some references. Vocabulary is the “Everest of language.” For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Burton (1982) said that: .without a large vocabulary, it is impossible to use English language precisely and vividly. According to Collier (1971). When a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is

highly essential for English teachers to help their students in mastering vocabulary.

Schmitt (1997) gave the definition of vocabulary as follows. Vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

Vocabulary is considered as the most important part in learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understanding its meaning.

2.2 Concept of Teaching

Teaching is a process to give guidance the students to reach the goals. Teaching known as “Instruction” it means process that makes someone do learning.

Teaching is a media for learning process includes behavior individual changes through pre-planned.

Teaching is an exciting job. Today, many references help teachers to get some solutions of problems in teaching learning process. The teachers can use some references to find out some techniques of teaching in their classroom. On the other

hand, teaching is not easy to do. The teacher should do much of his work before entering the classroom. According to Brown (1995):

“Teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches, Syllabus, technique, and exercises to adopt and maximize the learning of a class as well as of most of its individual members.”

It can be stated from the definition above that teaching is not just presenting information or knowledge to students, but it needs strategies and tactics. The teacher must decide what goals it would be best to teach and what strategies and tactics are best suited for teaching these goals.

According to Patricia (2001), it is important for teacher to include as many techniques as possible to enhance student learning. The knowledge gives the intelligence concerning to import, as a knowledge before unknown, or rules for practice to inculcate as true or important to exhibits impressively as, to teach arithmetic, dancing, music, or the like to teach morals.

The objective of language is to encourage effective communication in daily life, by practicing effective expression, increasing vocabulary, give sample opportunities that use language to describe, to compare and relate experiences, thoughts and felling, creating stories dramas, song, poems, etc. Language should be embedded throughout all activities.

Moreover, young learner can learn easily many languages. Young learner are equipped by language acquisition device, therefore, they will not have any difficulty to learn two or three different language at the same time.

2.3 Concept of teaching Vocabulary

In teaching vocabulary, the teacher has responsibility to make their teaching successful. By making use of their experiences, teacher must be able to know what kinds of techniques they should use to come their goal.

Sutarjo (1988:24) says that there are five ways of teaching vocabulary.

1. Teaching vocabulary through creativity teacher should allow the students to decide what they want to learn. Teacher can make such technique which enable the students to be creative in producing the vocabulary such picture, puzzle, game, etc.
2. Teaching vocabulary through derivation which involve verb, adjective and adverb. For example, to work (verb), worker (noun), etc.
3. Teaching vocabulary through translation. This method is considered as ancient one. Here the teacher teaches the meaning of the words through translation. For example, the word “lovely” in Indonesian means “indah.”
4. Teaching vocabulary through guessing. Here the teacher can encourage the students to guess first and then consult their dictionary. To guess right, a student should have a good rationale. The teacher can draw five picture on the board. Teacher can pronounces a word and asks one of the students to point of one of the picture. Students think relevant to the word pronounced by the teacher.
5. Teaching vocabulary through context clues. Here 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 synonym, antonym, etc.

Referring to the five possible ways of teaching vocabulary above, one way to make the students interested in learning vocabulary is that the teacher can use spelling game as a technique in teaching. Wallace (1982:105) says that teaching vocabulary through game has two main reasons: first, an increasing emphasis on the importance of motivation and of the appropriate kind of positive effective atmosphere in the classroom; second, an increasing emphasis on the importance of real communication. If a game is working properly, it very often supplies a genuine desire to communicate in target language, even within the artificial confines of classroom.

Based on the statement above, it is clear that teaching vocabulary through spelling games can motivate the students to learn. By teaching through spelling games, the teacher creates a good atmosphere in the classroom so that the students are not tense to learn sometimes, students do not realize that they are learning.

This enjoyable situation unconsciously also makes students eager to speak. If students talk much, it means they can increase their vocabulary.

2.4 Concept of Spelling

Petty and Becking (1981) state that spelling requires two basic abilities: The ability to recall how words look and the ability to associate letters and patterns of letters with specific sounds.

Spelling is important to learn because spelling does not just include letters pattern of words but also how to associate them. Each word or letter has its specific sound. Before explaining spelling, the writer will give an example of the usage of spelling in a short dialogue.

- A : Good morning, my name is LIDYA.
Call me LIDYA (L-I-D-Y-A).
- B : Good morning my name is RACHEL.
Call me RACHEL (R-A-C-H-E-L).
- A : Nice to meet you Rachel.
- B : Nice to meet you to Lidya.

By observing the dialogue in the previous page, we knew the correct spelling is important to avoid misunderstanding in speaking and writing. A misspelled word could cause embarrassment and misunderstanding. To become a good speller, the student should be able to spell words automatically and correctly. In a simple way, spelling refers to the action or proper way of forming words from letters or symbols in a particular order. It is in line with Hornby (1984:322) who states that spelling is the sequence of letters or symbols, which build word; that is, a word formed by putting several letters after one another. A different way of sequencing those letters will form different word. English has difficult spelling system related to the consonant; involve consonant letters, like whether and when to double them.

Brawer and Sedley (1981:70) state that many problems in English spelling can be caused by the variety of vowel sounds in the language. David and Gloria (1998) state that English spelling is irregular, phonetic symbols is necessary because it

gives us a system that makes it possible to indicate pronunciation by using symbol to represent one sound.

Spelling is one of the required subjects in elementary school. Some children will struggle to spell, so finding ways to help them improve is important. Making spelling activities enjoyable can motivate students to practice and may also help them remember the correct spelling of words later. While your students may never participate in the National Spelling Bee, with a little work they can learn to spell basic vocabulary words.

2.5 English Words Spelling System

The problem in spelling is that most students could not distinguish the common spelling of word beginnings and commonly used secondary sounds. In order to address this problem a teacher of English should also have awareness of the basic spelling rules commonly used in English and a technique to deal with spelling errors. Stewart et.al. (1978:75) state that there are three steps in the process of spelling system: (1) memorizing, (2) reviewing important spelling rules, (3) learning the various spelling of word beginning and frequently used secondary sounds.

There are 3 rules and regularities of English spelling based on Kenworthy (1987:149): (1) it is about the notion of consonant and vowel. The learners must be able to distinguish between consonant and vowel letters, (2) learners need to be able to identify affixes; there are 2 types of affixes (prefixes which are units with a basic meaning which can be added to the beginning of a word and suffixes which can be added to the end of a word), (3) The learners must be aware of the notion

of syllable and must be able to identify how many syllables a word has. And some rules in English word spelling system are described below:

a. Double letter combinations

- 1) Some words are misspelled because one or more of their double-letter combinations are not written in their entirety. Example: succeed, occurred.
- 2) Some words are misspelled because they are written as separated words instead of as single word; other words are misspelled because the reverse is true. Example: Single words (cannot, nevertheless), separated words (all right, home owner).
- 3) Some words are misspelled because letters or syllables in the words are omitted. Example: interest (not intrest), column (not colum), knowledge (not knowledge).

b. Additional letters

- 1) Sometimes words are misspelled because letters are added. Example: similar (not similar), regarding (not reguarding).
- 2) Changed letters. Words are misspelled because one vowel is substituted for another or letters are transposed. Example: finally (not finely), grateful (not greatful), definite (not definite).

c. Double the final consonant

When adding an ending to a one-syllable word ending in a consonant, double the final consonant if it is preceded and followed by a single vowel.

Examples: shipped (ship + ed), planning (plan + ing), banned (ban + ed).

Exception the final consonant of a word ending in x or w is not doubled.

Examples: taxed (tax + ed), sawing (saw + ing), bowed (bow + ed).

d. Words ending c

- 1) Words that end in silent e usually drop the e before an ending that begins with a vowel (such as able or ing). Example: desirable (desire + able), decorator (decorate + or), advising (advise + Ing). Exceptions for: shoeing (shoe + ing), mileage (mile + age), judgment (judge + ment).
- 2) When adding an ending that begins with a consonant (such as -ful or -ment) retain the silent e. Example: ninety (nine + ty), useful (use + ful), statement (state + ment), barely (bare + ly). Exception for: wisdom (wise + dom), wholly (whole + ly), judgment (judge + ment)

e. Vowel variation

Words are misspelled because they are mispronounced. Word, beginnings that have identical consonant sounds but different vowel sounds. Examples: des/cribe, dis/tribute, dif/ferent, en/large, pur/sue.

From those spelling system, the write used double letter combination system and additional letters system. Students of elementary school often added the letter when they read or wrote the words. For example: /tie/ students' spelling /tea/, /books/ students' spelling /box/, /bag/ students' spelling /back/. And sometimes the students of elementary school misspelled the words because the words were written as separated words. For example: /school bus/, /musical book/, etc.

2.6 Concept of Spelling Games

A spelling word game than has been played a lot in classrooms is Sparkle. The basic game goes like this. The person in charge of calling out the words can be the teacher or a student. When the first word is called out, the first person starts spelling it, saying only the first letter. The second person says the second letter and so on down the line. Whoever says the last letter of the word turns to the next person and says “sparkle” or any other word of your choosing, like “Whoo-hoo” or “Gotcha.” The person who would have been next is out, because he or she got “sparkled”.

The game continues with the leader calling out another word. Any time a student misspells a word, that student is out. Some teachers have a student sit down if they are not paying attention and do not know it is their turn or do not remember the previous letter. This helps improve listening skills.

This next game could be called Kaboom or Sorry. The teacher writes the spelling word on Popsicle sticks or tongue depressors and puts them in a jar or other container. For every five words, add a stick with “KABOOM” or “SORRY” on it. If there are 20 words, there would be 4 extra Kaboom sticks. Each student picks a stick without looking and hands it to the teacher. The teacher reads the word and if the student spells it correctly, they keep the stick. If they spell it wrong, the stick goes back. When a student picks the Kaboom stick, they have to put all their sticks that they have collected back into the pile. The game is over when there are no sticks left in the jar.

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 the 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.
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 plays games. The terms *role play*, *drama*, and *simulation* are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). 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.

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

2.7 Teaching Vocabulary through Spelling Games

According to Robert Marzano, there are six steps of teaching vocabulary. These steps are used to teaching vocabulary. They are:

1. Teacher provides description, explanation or example of new term
2. Students restate the explanation in their own words
3. Students create non – linguistic representation of the term

4. Students are periodically give activities that help them add to their knowledge of vocabulary terms
5. Students are periodically asked to discuss the terms with one another
6. Students are periodically give opportunities to play with the terms.

Referring to the statement above, the researcher uses the steps consist of pre-activities, while activity and post activity.

1. Pre Activity

- a. Teacher greets the students and checks the attendance list.
- b. Teacher asks the condition of the students and the class.
- c. Teacher brainstorms the idea of the students.
- d. Teacher conveys the objective of the lesson.

2. While Activity

- a. Teacher shows the picture to the students.
- b. Teacher asks students “what is the picture?”
- c. Teacher gives the meaning of the words to the students.
- d. Teacher asks the students to spell the word.
- e. Teacher gives the correct spell of the words to the students.

3. Post Activity

- a. Teacher summarizes the lesson.
- b. Teacher gives reflection.
- c. Teacher closes the meeting.

2.8 Advantages and Disadvantages of Using Spelling Game in Teaching

Vocabulary

The advantages and disadvantages of using Spelling Game in teaching vocabulary are as follows:

1. The advantages

The first advantage of using Spelling games in teaching learning process was the students could be more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.

The second advantage of using Spelling games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. The spelling games could give the students more chance to understand the materials given because through playing they can learned something without realized that.

2. The Disadvantages:

The first disadvantage of using spelling games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

The second advantage of using spelling games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.