

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents review of related literature to the research. In the review of related literature, the researcher explains some important theories used to support this research. This research consists of definition of vocabulary, kinds of vocabulary, presenting new vocabulary, the importance of vocabulary, principal for teaching vocabulary, vocabulary mastery, definition of game, kinds of game, categories of language game, definition of hangman game, the use of hangman game in teaching vocabulary, the advantages and disadvantages of hangman game, and previous study.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary**

Vocabulary is one of the basic components of language and there are no languages exist without words (Napa, 1990:5). In order to communicate well in English, children should get a sufficient number of words and know how to use them accurately. Vocabulary becomes an important aspect in learning English as a target language, because it is the first basic important aspect in learning English. Besides that, it is impossible to be successful in study a language without mastering the vocabulary. In this case, Kridalaksana (1993:127) states that vocabulary is one of language components that maintain all of information about meaning and using word in a language.

Vocabulary is the first step which should be learned by the students before learning the other parts of language. Tarigan (1984:2) argues that language skill mostly depends on the mastery of vocabulary. Furthermore, students' vocabulary mastery is very important to support their communication process.

From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a main aspect in developing English for students. Vocabulary is important in learning language because vocabulary carries meaning which is use in communication.

## **2. Kinds of Vocabulary**

According to Jackson (2002: 28), there are two kinds of vocabularies: active vocabulary and passive vocabulary.

### **a. Active vocabulary**

The active vocabulary means that someone uses English by sentence or language that able to speak and write. They really understand what the exact vocabulary to use. Sometimes it is used by the students to show their expressions in oral or written text understandable.

### **b. Passive vocabulary**

The passive vocabulary means words that can be recognized by an individual but it is rarely used when speaking and writing.

Based on quotations above, we can know that these kinds of vocabulary need to learn to limit the vocabulary that is introduced because if too much is introduced, students will be impeded by the need to absorb too many words.

### **3. Presenting New Vocabulary**

Vocabulary need to be present to the students in the class. The students get new vocabulary from teaching and learning in the class. Before presenting vocabulary in class, it is helpful to remember some things. Based on Haycraft (1978: 47) some steps in the following:

- a. Whenever possible, teach the words in spoken form first, and only when the students can pronounce well, introduce the written form. Otherwise, the students will always try and pronounce English words as if they were written in their own language, and it will be difficult for teacher to break this.
- b. Try to present new words in context.
- c. Revision is essential. Blend words that have presented into later practice.

These steps can be used to teach new vocabulary to the students and can be applied in the class. Besides these steps, there are many ways of presenting new vocabulary. Here are some of them:

#### **1) In context**

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known:

e.g. ... fall from the trees in autumn. A young cow is a...

This deductive process applies particularly to the use of reading passage or stories, whether taped, read or told.

2) Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can deduce the meaning. Introduce the new word from the context and the original situation of the new word. It makes the students think what the meaning of the new word is easily.

3) Descriptions or definition

Describe and define objects, although drawing is often more effective. For example: 'you steer a ship with a rudder' 'You put luggage into the boot of a car', 'A lawn is an area of grass in a garden'.

4) Outside the classroom

Learning vocabulary can be from something around the classroom. Take the class out and introduce words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in a living context.

5) Objects

From object around the students, they can learn from it. There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others which can be

brought in when needed. These can be simple or complicated, from forks and spoons to using things. Like machinery, which can be taken to pieces and assembled again for specialized classes.

#### 6) Drawing

Teacher can be drawing something in the blackboard. Even a teacher without too much skill can represent simple objects on the board. If the teacher draws badly, a guessing game ensues to determine what he actually has drawn.

#### 7) Mime

Mime is make action to show the meaning of the word. This is particularly useful for actions: eating, drinking, jumping, tripping up, etc. It can also involve the objects connected with these verbs: drinking coffee, eating a sandwich, etc. Revise by getting your students to mime when you say a word.

#### 8) Opposites

Opposite is the contrary meaning of a word. It can be used to teach new vocabulary. For example, a word can often be defined if the students know its opposite: A brave man isn't afraid, an ugly girl isn't pretty, a plain girl isn't pretty or ugly, etc.

#### 9) Synonyms

Synonym is the similar meaning of the word. As words of Latin origin in English are often paralleled by those of Anglo-Saxon origin and vice versa, synonyms can be useful for students from Latin

countries, or for Germans or Scandinavians. A French student may understand 'brave' if you say it is the same as 'courageous'. A German student may understand 'commence' if in your definition you bring in the word 'begin'.

#### 10) Translation

The quest for the meaning of a word through situations makes it more memorable when the student does eventually discover what it is. If teacher do translate vocabulary, make sure then exemplify the word in context, or the students will forget is easily. As equivalent words are not always used in exactly the same way in different languages, setting them in context also brings out their exact meaning.

#### 11) Pictures/flash cards

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchens, clothes, cars, interiors and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flash-card.

#### 12) Wall charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible. One way of presenting vocabulary through them is as follows:

- a) Take an area of the wall chart and identify some objects – ten at most – without writing up anything. Get students to repeat and familiarize themselves with the pronunciation.
- b) Point at the objects, and get students to tell you what they are.
- c) Once students are familiar with the vocabulary and can pronounce it, write up the words on the board.
- d) Point at objects again and get students to read the corresponding word from the board.
- e) Rub out the words. Point at the objects and get students to spell them orally, or on the board.
- f) Get the students to use the vocabulary they have learnt, to describe part of the wall chart.

In this way, the students repeat the vocabulary and yet sustain their interest by approaching it from different teaching angles. Finally, the students are able to integrate the words through description. To revise, a few days later, just put the wall chart up again, and go through a similar process quickly. This approach can of course be varied with questions, descriptions of the objects themselves, with contradictions, etc.

### 13) Word games

There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. These are a number of word games that approximate more to exercise. Most of

these games, revise vocabulary that the students already know. However, they also point out areas of ignorance which students then want to fill.

Based on explanations above, there are some ways to present new vocabulary to the students in the class. It can be used to teaching vocabulary to learn some new vocabulary for students. As a teacher, it is important to ask yourself 'why' you are using these games and then fulfil the teaching objective, as efficiently as possible.

#### **4. The Importance of Vocabulary**

Lewis (1993: 3) views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by other language learners, they will be unable to participate in the conversation. According to Nurhayati (2016: 52), for instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. It means that grammar and vocabulary plays important role to conduct communication or in other words the lack of practicing this skill arises some problems to the students.

In addition, Tarigan (1984: 82) points out the importance of vocabulary in language learning, he states that language skill mostly depends on the mastery of vocabulary. So, the more vocabulary that people got there will be the bigger possibility that people can use the language skillfully.



In short, by a rich vocabulary it gives the right words to be used at the right time by the learners, and also enables them to express their real feeling, ideas, and thought.

## **5. Principle for Teaching Vocabulary**

Principles has important thing in teaching process. It can avoid of planning the vocabulary component of a course that it does not over when other essential parts of the course. The teacher has guide principles that can be applied in variety of teaching and learning situation. These can be applied in courses where there are parts of the course deliberately set aside for vocabulary development, or in courses where vocabulary is dealt with as it occurs in skill-focused or content-focused lessons.

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course (Nunan, 2003:135).

- a. Focus on the most useful vocabulary first.
- b. Focus on the vocabulary in the most appropriate way.
- c. Give attention to the high frequency words across the four stands of a course.
- d. Encouraging learners to reflect on and take responsibility for learning.

## **6. The Benefits of Teaching Vocabulary**

Vocabulary is necessary to be increase. Building up vocabulary is the most important part of a language learning process. According to Allen (2006:11) there are some benefits in learning vocabulary:

- a. Increase reading comprehension.
- b. Develop knowledge of new concepts.
- c. Improve range and specificity in writing.
- d. Help students communicate more effectively.
- e. Develop deeper understanding of words and concepts of which they were partially aware.

## **7. Vocabulary Mastery**

Vocabulary mastery allows people to receive and transfer the information they got. Moreover, vocabulary will be a capital for students to learn other language skills in the next step learning such as grammar, writing, speaking, reading, and listening. Nunan (1991:117) states that the acquisition of an adequate vocabulary is essential for successful language use, because without having lots of vocabulary, the structures and functions that have been learned for comprehensible communication will not be able to use.

Vocabulary has important role of teaching learning process. There are some advantages when students can master the English vocabulary. According to Diana (1991) mastering English vocabulary has some advantages as follows:

- a. Students will be better improving their reading, writing, speaking, and listening of vocabulary.
- b. Students will think more clearly. Thoughts are limited by vocabulary.
- c. Students will experience personal growth and greater confidence.
- d. Students will understand other people idea and explanation easily.
- e. Students will gain important survival tolls for the new millennium.
- f. Students' friend will think they are getting very smart.

It shows that how vocabulary determines on how students learn language and their capability to communicate with others in teaching learning process. If the students" have a little vocabulary, they will be unable understand the questions in the text of English. In addition, if the learners have a less vocabulary, they cannot have much information or knowledge. Moreover, without the words the learner cannot really understand fact or ideas.

In short, vocabulary is one of the important language aspects which should be learned by students in order to able to communicate. Besides that, the more vocabulary will be easier for them to develop and learn English as the foreign language.

## **B. Game**

### **1. Definition of Game**

Games are used in all ages. In general, it makes people's feeling happy and enjoys doing that. It can be formal form if there are rules that should following by participant, and informal form if nothing rules just for

fun and nothing punishment. Game is the activity that has some rules to be enjoyed by the people. A game is an activity with rules, a goal, and an element for fun (Nurhajati and Wicaksono in Cahyono and Mukminatien, 2011: 40). Some of the games have rules to achieve the goal or how the people to be a winner.

According to Wright (2006: 1), game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It means that games are commonly related with the enjoyable condition and pleasure.

Based on statements above, game is an activity usually involving skill, knowledge, or chance, in which follow fixed rules and try to win against. It means that game can make the learners fun and happy, so the teacher can combine their strategy in teaching by applying the game.

## **2. Kinds of Game**

There are two kinds of game: competitive game and cooperative game (Nurhajati and Agung in Cahyono and Mukminatien, 2011: 40).

- a. Competitive game, is the game in which the players or teams race to be the first to reach goal. This kind of game, the players or teams focus on how to be the winner.
- b. Cooperative game, is the game in which the players or teams can work together towards a common goal. This kind of game make the players or teams think about how to reach the goal by setting out the cooperation teams.

Based on the explanation above, it is important to know what the kinds of game that necessary to the learners. So that the teacher know what should to achieve the students.

### **3. Categories of Language Game**

Language games can be divided into two categories: linguistic games and communicative games (Hadfield in Cahyono and Mukminatien, 2011: 41).

- a. The goal of linguistic game is linguistic accuracy. It means that this game uses the correct grammatical forms. To play this game, the players or teams should really consider to use the correct grammar.
- b. Communicative games have the goal to completion the game. One of the examples is match what the word that necessary with the picture.

From those, categories of language game are important to construction the game. The teacher should consider that categories to be a good and effective game for the student.

## **C. Hangman Game**

### **1. Definition of Hangman Game**

Hangman Game is one of guessing games that can be used as a method in teaching vocabulary. Chalmers (2009) asserts that Hangman Game is a paper and pencil guessing game for two or more players. One player thinks of a word, phrase or sentence and the other (s) tries to guess it by suggesting letters. Hangman Game can make students focus on vocabulary section, because this game creates condition in which the use

of the target language is necessary for leading the players to the correct guess of the word. Related to vocabulary teaching learning, this game is suitable because students probably have fun and enjoyable in learning English.

Furthermore, Coles (2012) states that Hangman Game is a fun game that students can play in the classroom in order to help them build their vocabulary skills, because they can play on blackboard, at their desk or even on the smart board. Hangman Game is a game where the players are given a hidden word and a set number of guesses (Parkin, 2005: 37). The word to guess is showed by a row of dashes, representing each letter of the word. In most variants, proper nouns, such as names, places, and brands, are not allowed. Slang words, sometimes referred to as informal or shortened words, are also not allowed. If the guessing player suggests a letter which occurs in the word, the other (s) player writes it in all its correct positions. If the suggested letter or number does not occur in the word, the other player draws one element of a hanged man stick figure as a tally mark.

Suriani (2004: 2) asserts that by using game like Hangman, there will be some clues which are given to answer hidden word given so that the players can more readily come to the answer, and then the hangman process will be started if the guesser failed to add the correct letter. The player guessing the word may, at any time, attempt to guess the whole word. If the word is correct, the game is over and the guesser wins.

Whereas, the other (s) player may choose to penalize the guesser by adding an element to the diagram. On the other hand, if the other player makes enough incorrect guesses to allow his opponent to complete the diagram, the game is also over, this time with the guesser losing. However, the guesser can also win by guessing all the letters or numbers that appears in the word, thereby completing the word, before the diagram is completed.

## **2. The Use of Hangman Game in Teaching Vocabulary**

Wright et al (2006: 111) explains the procedure hangman game to exercise spelling some words, as follows:

- a. Think of a word that should be familiar to the learners, and draw a dash for each letter.
- b. Invite the learners to call out letters which they think may be in the word.
- c. If a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the 'hanged man'.
- d. The game proceeds in this manner either until the learners guess the word, or until thirteen mistakes have been made, the drawing has been completed, and the learners have been 'hanged'. You may then reveal the answer.

## **3. The Advantages and Disadvantages of Hangman Game**

Hangman Game is a fun game. Students can play it in the classroom and it can help them to improve their vocabulary skill. Furthermore, Mcintrye (2007) states that Hangman Game gives some advantages as follows:

- a. Teachers can make vocabulary fun to learn for their students by using Hangman Game.
- b. Hangman can be adapted by the people in all ages and can be used in a variety of settings.
- c. Hangman is not only far more interactive than some spelling 'rote learning' methods, but also it is far more enjoyable.
- d. Hangman is useful for teaching and revising spelling words.

On the other hand, there was also a disadvantage found. Hung and Young (2007: 348) state that Hangman Game may depend on luck and it is not measure the actual ability.

#### **D. Previous Studies**

To prove Hangman Game is the effective to be used can be seen from the previous studies. The first study was conducted by Ifa Fauziyyah (2015) from State Islamic University of Sunan Gunung Djati Bandung entitled "*The Effectiveness of Using Hangman Game in Increasing Students' Vocabulary Mastery (An Quasi Experimental Study at the Second Grade of MTs Yapin Kertasemaya, Indramayu)*". She wants to know the students' vocabulary mastery before using Hangman Game, to know students' vocabulary mastery after using Hangman Game, and to know the significant improvement of students' vocabulary mastery by using Hangman Game in the junior high school and used quasi experimental method of times series design of one group. It means that the research used one group without control group. The result of the study found that



Hangman Game can increase students' vocabulary mastery. It is suggested to use Hangman Game in teaching vocabulary.

Then, the study was conducted by Ashartini Evi (2016) from Untan Pontianak entitled "*Teaching Vocabulary by Using Hangman Game to Eighth Grade Students SMP DDI SSA Pontianak in Academic Year 2016/2017*". She wants to investigate whether or not teaching vocabulary by using hangman game was effective to increase students' vocabulary in the junior high school and used a pre-experimental research with one group pre-test post-test design. The result of the study found that teaching vocabulary by using Hangman Game to eighth grade students SMP DDI SSA Pontianak in Academic Year 2016/2017 is effective.

In addition, the study was conducted by Bramantyo Sandhi Wirawan (2013) from Muhammadiyah University of Purwokerto entitled "*The Effectiveness of Hangman Game for Teaching English Vocabulary*". He wants to find out the effectiveness of Hangman Game for teaching English vocabulary in the Elementary School and used a quasi-experimental research. The result of the study found that Hangman Game was effective for teaching English vocabulary at fourth grade students of SDN 1 Sokanandi, Banjarnegara in academic year 2012/2013.

This research is different from the previous study, the researcher uses Hangman Game on students' vocabulary achievement in junior high school on eighth grade students by using quasi-experimental design with experimental group and control group. In other hand, the items of pre-test and post-test questions were verbs of simple present tense form with 10 multiple choices and 10 matching. The

researcher took two classes as the sample of the research. In the process of collecting data, the researcher took the result of students' score in pre-test and post-test. Besides, the scoring achievement procedure of this research; the students were given pre-test early before the researcher gave the treatment by applying hangman game technique, and the last they given post-test. The procedure of pre-test is the students must answer the questions that have prepared by the researcher. So, the procedure of post-test is same with pre-test.