

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter shows the review of several theories and previous research. The theoretical framework consists of the concept of vocabulary, the general concept of the Hangman game, and Previous Studies.

#### **A. CONCEPT OF VOCABULARY**

The first theoretical framework is the concept of vocabulary. This subchapter has consisted of the definition of vocabulary, types of vocabulary, kinds of vocabulary, aspects of vocabulary, and the importance of vocabulary.

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

Vocabulary is the component of language that can be found in any aspect. Not only that but also vocabulary is used as the key to mastery of English four skills. Bintz (2011) agrees that vocabulary is employed in both speaking (expressive vocabulary) and listening (receptive vocabulary) to communicate effectively. Moreover, vocabulary is central in a teaching-learning learning activity of a second language as it affords students to access both oral and written communication (Moeller, Kramer, Ketsman, and Masmaliyeva, 2009). It is also important for language and critical to the typical in studying the language. Simply, vocabulary is crucial in helping to be succeeding in English.

Legitimately, vocabulary can be considered a word for any language. Napa (1991: 5) said that there is no language exists without a

word. It has a similar meaning with there is no word that exists without vocabulary. Furthermore, vocabulary refers to any term in a language that is understood between persons (Morris: 1984). Longhurst (2013) adds that Vocabulary may also a form of phrases along with the meanings in a given language. After reviewing those definitions, it can be stated that vocabulary means all words both in the phrase and single form to be used in any language. Consequently, we have to mastery those words in a language.

## **2. Types of Vocabulary**

Four theories divide the types of vocabulary. The first is from Hiebert and Kamil (2005: 3) who divide types of vocabulary into two, they are productive vocabulary and receptive or recognition vocabulary. In theory from Jackson (2002: 28) and Abersold (2004) as cited in Chintiami (2015), productive vocabulary is called active vocabulary, meanwhile, receptive or recognition vocabulary is called passive vocabulary.

- a. Productive Vocabulary: This type of vocabulary is also known as active vocabulary in another theory. Active vocabulary means that someone uses English by sentence or language that able to speak and write. Writing and speaking are usually the words that are common, well-known, and frequent in use where it understands the exact vocabulary to use. Sometimes it is used by the students to

show their expressions in oral or written text understandable.

- b. Receptive or Recognition Vocabulary: This type of vocabulary is also known as passive vocabulary in another theory. That's all the words that the meaning can get through listening and reading activity where usually the words are unfamiliar and rare in use. It means that people do not use this word automatically. It means that the words can be recognized by an individual, but it is rarely used when speaking and writing.

The second is the types of vocabulary that are divided by Jurasni (2019: 7). He divides vocabulary into four parts, they are:

- a. Reading Vocabulary: every word that able to identify through reading activity.
- b. Writing Vocabulary: from writing essays to Twitter feeds, words are utilized in a variety of ways.
- c. Listening Vocabulary: every word that able to understand while listening for communicating.
- d. Speaking Vocabulary: all the words that are used by someone in communication.

In conclusion, all of those divide into types of vocabulary based on English four skills: listening, speaking, reading, and writing. However, Hiebert and Kamil (2005: 3), on the other hand, make it easier to

understand by categorizing it into receptive (listening and reading) and productive (speaking and writing) capabilities.

### **3. Aspect of Vocabulary**

Many vocabulary aspects must be understood by students. Pronunciation and spelling, grammar, and meaning are several aspects of vocabulary that students should be mastered (Ur: 1996). They are explained briefly as follows:

- a. Pronunciation and Spelling: students must understand how a word sounds like (pronunciation) and how it looks (spelling).
- b. Grammar: when the students learn a new set of words, they have to understand the grammatical practices.
- c. Meaning: the denotation of words is essentially what the meaning of words relates to the actual world. A less visible aspect of the meaning of an item is connotation: the association, or positive or negative feeling it evokes, which may not be symbolized in a dictionary meaning. Another meaningful aspect that frequently needs to be taught is whether or not a specific object is acceptable to use in a certain context or given situation.

Not only that, but students have to mastery word classes and word families. Napiah (2019: 17) divides aspects of the vocabulary into eight different parts of speech or word classes. The first is a noun or the name of a

person, place, or thing. The noun itself has eight types, they are proper noun (Thailand, Harry Potter, and Jakarta), common noun (woman, bag, and mosque), material noun (gold, wood, and metal), abstract noun (expectation, belief, and sickness), countable noun (books, pens, and rulers), uncountable noun (weather, milk, and salt), collective noun (army), compound noun (boyfriend, toothpaste, and bedroom). The second is a pronoun, a substitute for a noun. The pronoun is divided into personal pronoun (I – me, you, she – her), reflexive pronoun (myself, itself, ourselves), possessive pronoun (ours, hers, mine), and relative pronoun (who, whose, which).

The third is adjectives such as handsome, clever, and kind. The adjective can be in the form of comparative (bigger, more beautiful, and easier) and superlative (the biggest, the most beautiful, and the easiest). The fourth is the verb, a word that is used to tell an action or a state. The verb has some types such as auxiliary (be, do, and have), main (put, watched, driven, and washing), and phrasal (look after, turn on, and set out). The fifth is an adverb, a word that modifies a verb, adjective, or another word. Some kinds of adverbs are adverb of time (today, tomorrow, and yesterday), adverb of place (at the school, in the bathroom, and at home), and adverb of manner (slowly, quickly, and carefully).

The sixth is the preposition. A preposition is a word placed before a noun or pronoun to show its correlation to other words in a sentence such as for, on, at, in, etc. Some words can only be followed by specific prepositions, e.g. angry at, dream about/ of, worry about, etc. The seventh is the

conjunction. The conjunction is a word to connect words, sentences, and clauses, such as: because, and, although, etc. The eighth is a determiner. Determiner includes definite (the) and indefinite (a/an) article, quantifiers, possessives, and demonstratives pronouns.

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

As the basic components that have the main role for English four skills, vocabulary is very important to be mastery. It is not only important for daily communication (Lewis, 1998: 3), but it is also necessary to teach vocabulary and vocabulary learning strategies because all language skills are conditioned upon vocabulary (Nation, 1990 and Pehna, 2006 as cited in Kaya, 2014). Without grammar, very little can be communicated; without vocabulary, nothing can be communicated (Wilkins in Ling, 2013). Furthermore, the important role of vocabulary by noting that when students tour, they bring dictionaries rather than grammar books (Wilkins, 1972 in Bintz, 2011). It means that the students need a vocabulary to able to communicate during their vacation. Moreover, Tarigan (1984: 82) points out that the more vocabulary, the greater the chance that individuals would be able to use language effectively.

The value of vocabulary is expressed inhabit and out of the school. The high achieving of learners in the classroom has the most extensive vocabulary in any skills such as listening, speaking, reading, and writing (Nation, 2011 as cited in Al Qahtani, 2015). Therefore, Rivers and Nunan (in Demir, 2013) believe that acquiring a sufficient vocabulary is important to

reach the learning goal in second language use successfully because it will be unable to apply the structures and functions without a sufficient vocabulary for intelligible communication. In other words, large vocabularies provide students with appropriate words to use in appropriate moments, as well as the ability to communicate their true feeling, ideas and thought.

## **B. GENERAL CONCEPT OF HANGMAN GAME**

The second theoretical framework is the general concept of Hangman Game. This subchapter consists of the definition of Hangman games, the procedure of Hangman games, advantages, and disadvantages of Hangman games.

### **a. Definition of Hangman Game**

Hangman game is a kind of guessing game that the students played in groups. Students must memorize the words about everything because they have to conceive a word or a phrase by guessing letter by letter. Moreover, according to Greenala (1988), one player must predict one letter at the moment to anticipate the opponent's word which involves the progressive drawing of a stick character hanging from gallows. It means that to do Hangman games need a tool such as paper and pencil (Chalmers, 2009). However, in a teaching-learning activity, a teacher can change the paper into a whiteboard and the pencil into a board marker. Simply, this game can help students to learn about vocabulary.

Since 1978, Hangman game has developed on Speak and Spell video game named "Mystery Word" with the design looked like a man

hanged himself. The design is caused by the player attempts to build a stage and hang a wicked villain (McIntyre in Wirawan, 2013). On the other hand, McIntyre says that this game is a throwback to the 19<sup>th</sup> century when criminals faced the ultimate penalty for doing their ultimate crime. However, currently, there is an alteration where Hangman is used to be a game which is to learn words more fun to help students in getting holds with a new language.

The alteration of the Hangman game as the game to increase students' vocabulary is a good deal. Coles (2012) this game is an entertaining game that students can play on the chalkboard, at their desk, or even on the smart-board in the classroom to enrich and improve their vocabulary. In addition, Parkin adds that Hangman Game is a game where the members are given a hidden word and a certain number to figure out what it is (Parkin, 2005: 37). A row of dashes showed each word must be guessed, drawing each letter of the word. Proper nouns such as the name of the person, the places, the name of brands, and slang words are sometimes not allowed in most variations. Then, the procedure to play this game will be explained letter.

**b. The Procedures of Playing Hangman Game**

The hangman game is started when the teacher gives clues to the students and draws the dash on the board. The teacher should think of familiar words for the learners to answer easily. Sometimes, the teacher also has to give new words to improve learners' vocabulary. In this case,



the Hangman game is also used to increase learners' motivation since the students are trying to get a hidden word before the man is hanged. Hangman game is suitable for seventh-grade Junior High School students because at this level they still like to play. Therefore, they might follow the teacher's instructions. Rauschenberg (2005: 34) made several steps and rules to play the Hangman game, they are:

- a. Drawing some rows representing the amount of the letters in vocabulary words
- b. Asking students for guessing the letters
- c. If the letter is correct, write on the appropriate row
- d. If the letter is incorrect, draw the hanged man (1-torso, 2-arm, 3-arm, 4-leg, 5-leg).
- e. If learners can guess the word before the hanged man has completed the draw, they win.

Meanwhile, the steps of the hangman game to exercise in spelling word according to Wright et al (2006: 111) are described as follows:

- a. Thinking of a word that should be recognizable for students, then draw a dash of every single letter.
- b. Allowing students to call out letter by letter that they believe could be in the word.
- c. Writing the letter above the proper dash for each letter that is guessed correctly by the students. Then, draw one component of the 'hanged man' if the students answer incorrectly.

- d. The game progresses in this behavior either until the students guess correctly, or until thirteen incorrect words have guessed, the complete drawing and the students have been ‘hanged’. Then, teachers have to show the correct answer.

Based on both steps to do Hangman game before, it can be concluded that Hangman game must be done by following several steps such as: (1) thinking about the vocabulary, (2) drawing some rows that showed the number of vocabulary, (3) asking students to guess letter by letter, (4) if the letter is correct, write the letter; meanwhile, if the letter is incorrect, just draw one part of “hanged man”, (5) if students can guess the vocabulary before the complete “hanged man”, they win; and vice versa, they lose.

**c. Advantages and Disadvantages of Hangman Game**

Hangman Game is a fun game. It may be used in the classroom to assist students in enhancing their vocabulary abilities. However, this game has several advantages and disadvantages. Furthermore, the advantages of using Hangman game in teaching vocabulary are:

- a. Creating fun and enjoyable learning of vocabulary for students by using Hangman Game (McIntyre, 2007).
- b. Bringing a good atmosphere in the class during teaching-learning activity (Napiah, 2019: 30).
- c. Engaging students to recall the old vocabulary and also learning new vocabulary (Napiah, 2019: 30).

- d. Making students easier to understand the new words because they enjoy the learning process (Wiratania, 2018: 6).
- e. Useful for teaching and revising spelling words (McIntyre, 2007).
- f. Increasing students' motivation in learning English (Manan, 2016: 148).

On the other hand, there was also a disadvantage found, such as:

- a. Hangman games are based on chance and do not use to measure real ability (Hung and Young, 2007: 348).
- b. Not all students will active follow the activities (Napiah, 2019: 30).
- c. A teacher has to pay attention to each group and make sure that all members of the group join the learning activities (Napiah, 2019: 30).
- d. The activities will be noisy since the students compete to complete the word (Napiah, 2019: 30).

It can be concluded that even Hangman game has some disadvantages in the application, it still being a good game to teach vocabulary fun and enjoyable.

### **C. PREVIOUS STUDIES**

Some similar previous studies are used to support this recent research. The first is a thesis from Mustafidah (2015) for Walisongo State Islamic University Semarang entitled "*Increasing Students' Vocabulary Achievement*

*through Hangman Game ( A Classroom Action Research at the Eleventh Grade of MA Husnul Khotimah Semarang in the Academic Year 2015/2016)*". The result revealed that the mean of students' achievement has differed significantly from pre-cycle (50.36), cycle 1 (69.76), to cycle 2 (74.73). It indicated that Hangman game is recommended to use for increasing students' vocabulary achievement. This research and the recent research have similarities in using Hangman game to teach vocabulary. However, there are two distinctions between previous and recent research. The first is the distinction in the setting of research. The research setting in previous research was senior high school; meanwhile in the recent research is English course. The second is the distinction in the design. The design in previous research is Classroom Action Research (CAR), meanwhile, the recent research uses Quasi-Experimental.

The second previous research is a thesis by Jurasni (2019) for Muhammadiyah University of Makassar with the title "*The Use of Hangman Game to Increase Students' Vocabulary (A Pre Experimental Research at The First Grade of MTs Aisyiyah Sungguminasa)*". The result revealed that students' vocabulary differed significantly within the mean score of pre-test (67.2) and post-test (83.6). It implies that the t-test was higher than the t-table,  $9.7 > 2.045$ . Both the previous and recent research using Hangman games to improve students' mastery of vocabulary. On the other side, the previous researches take place in school (especially junior high school), meanwhile the future research takes place in the course named ATI. The

second difference is the kind of method. Both of them are using experimental, but the previously used pre-experimental then the recent research used quasi.

The third previous research is a thesis by Nada Nabilah (2019) for State Islamic University of North Sumatera Medan entitled “*Improving the Students’ Vocabulary Mastery through Hangman Game at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai*”. The result revealed that students’ mean score in pre-cycle was 55.00 with 3 of 20 students passing the required standard minimum score or KKM. The mean score in cycle I was 67.45 and cycle II was 81.45. It showed that the Hangman game could develop students’ vocabulary. This research has similarities with the recent research by using Hangman as the game for students in teaching vocabulary. The difference is the previous takes place in school (especially senior high school), meanwhile the future research takes place in the course named ATI. The second difference is this previous research used CAR research design; meanwhile, the recent research used a quasi-experimental design.

The last previous research is a thesis by Nur Napiyah (2019) for Syarif Hidayatullah State Islamic University Jakarta entitled “*Improving Students’ Motivation and Vocabulary Knowledge through Hangman Game (A Classroom Action Research at Seventh Grade of MTs Negeri 2 Jakarta in Academic Year 2019/2020)*”. The result showed that students’ scores who passed KKM in vocabulary were increased from the first cycle to the second cycle (from 21 students become 29 students / 80.56%). It showed that the Hangman game is suitable to support learners’ motivation in studying

vocabulary and grow their interaction within a group. For the similarity, the research uses the Hangman game for learners' vocabulary.

Meanwhile, there are three distinctions between the previous and recent research. The first difference is the recent research was done in English courses and without motivation as the variable. The second is dealing with students' level that is elementary students. The third is the research design. The previous research used pre-experimental and Classroom Action Research (CAR); meanwhile, the recent research uses Quasi-Experimental.