

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the review of some references used by the researcher as a guide to conduct the research. Those are vocabulary including definition of vocabulary, types of vocabulary, the teaching vocabulary and principles for teaching vocabulary, vocabulary test; game for vocabulary learning contains of the reason of using game, the teacher's role, the benefit of games and the advantage of using games in classroom, Secret Message Game, and previous study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one component of language must be mastered by students to learn a new language.

Based on Cambridge Advanced Learner's Dictionary (2008), vocabulary is:

- a. All the words known and used by a particular person.
- b. All the words which exist in a particular language or subject.

Based on Collins COBUILD Advanced Learner's English Dictionary (2006):

- a. Your vocabulary is the total number of words you know in a particular language.
- b. The vocabulary in language is all the words in it.
- c. The vocabulary of subject is the group of words that are typically used when discussing it.

Based on an English Dictionary, vocabulary is:

- a. The stock of words used by or known to a particular people or group of persons.
- b. A list or collection of the words or phrases of a language, technical field, etc., usually arranged in alphabetical order and defined.
- c. The words of a language.
- d. Any collection of signs or symbols constituting a means or system of nonverbal communication.
- e. Any more or less specific group of forms characteristic of an artist, a style of art, architecture, or the like.

According to Linse (2005) "vocabulary is the collection of words that an individual knows." Pollard (2008) states that "vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced." In addition, Hiebert and Kamil (2005) state that, "generically, vocabulary is the knowledge of meaning of words." Hence,

vocabulary is the things that is included in language and used by people to communicate each others in their daily activity.

2. Types of Vocabulary

According to Harmer (1991:109), “in the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary.” The researcher explains both of them as follows:

a. Active Vocabulary

Active vocabulary means the stock of words that a person actually uses in his own speech or writing. It refers to items the learners can use appropriately in speaking or writing, and it also called as productive vocabulary. In fact, it is more difficult to practice. Active vocabulary can be active by other words, because it has many incoming and outgoing links with other words. It means that students are supposed to understand how to pronounce it well and they also have to be able to use grammar of the language target. It is used in oral or written expressions by students.

b. Passive Vocabulary

Passive vocabulary refers to a language item that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary consist of items which can be active only by external stimuli, since the word comprehended by people when they read and listen. It means that passive vocabulary is

words know by students but they use the words rarely in their daily communication. Thus, students can recognize and understand passive vocabulary when they occur in a context or students need someone to say something that help them recall the word meaning. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of a word when they read the words in a text and know the meaning of the unknown word on the text.

3. Teaching Vocabulary

Teaching vocabulary is not an easy way. Teacher should have some techniques and strategies appropriate with the students and the material to make them pay attention in learning activities.

When designing a language course and planning our own course of study, it is useful to be able to set learning goals that will allow us to use the language in the ways we want to. When we plan the vocabulary goals of a long term course of study, we can look at three kinds of information to help decide how much vocabulary needs to be learned – the number of words in the language, the number of words known by native speakers, and the number of words needed to use the language (Nation, 1982:9).

McCarten (2007:20) states that materials which can help teacher to teach vocabulary are:

- a. Providing clearly marked vocabulary lessons.

- b. Making the target vocabulary set stand out, including focused practice and regular review.
- c. Giving lists of vocabulary to be learned for the lesson.

According to Schmitt (2000) and Sokmen (1997) surveys explicit vocabulary teaching and highlights a number of key principles, they are; first, build a large sight vocabulary. For the second, integrate new words with old. Then, provide a number of encounters with a word. Next, promote a deep level of processing. Later, facilitate imaging. For the next, make new words “real” by connecting to the student’s world in some way. Then, use a variety of techniques. The last, encourage independent learning strategies.

Milton (2009) states that a foreign language word is thought likely to be easier to learn if: first, it is like its first language translation. Second, it is relatively short. Third, it is concrete and imagable. The last, it is different in sound and appearance from other new words.

According to Linse (2005), vocabulary development is an important aspect of language development. A variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners. Having different learning opportunities will help improve learners’ overall language ability by improving their vocabulary. Teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own (Nation, 2003).

Learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. The strategies should be useful within the classroom as well as when learners are in a situation where they encounter new and unfamiliar words in their own. The strategies should also help children acquire new vocabulary words that they hear and see.

4. Principles for teaching vocabulary

In teaching vocabulary in a class, a teacher has to have some principles to make students enjoy and focus on the lesson. If the students get enjoyable atmosphere, they can improve their knowledge more easily.

According to Linse (2005) a number of principles can be helpful when focusing on vocabulary development as part of an ESL or EFL program. The principles are:

- a. Emphasize both direct and indirect teaching.

Direct instruction refers to teaching the words their meaning. Indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning of words in their own.

- b. Teach vocabulary words before a new activity.

When vocabulary words are taught before a new activity, students benefit in two ways. First, they are able to comprehend the activity. Second, teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words (Nation Institute of Child Health and Human Development, 2000).

- c. Teach how to use context clues appropriate.

Students can benefit from learning how to use context clues and guessing the meaning from the context (Decarrico, 2001). This is strategy that learners can use when they encounter unfamiliar words.

- d. Present multiple exposures to new vocabulary items.

Remember that a new word should reappear many times and in different situations for the next several weeks of instruction. Learners also benefit when there us multi-sensory vocabulary input.

- e. Give opportunities for deep processing of vocabulary items.

Deep processing means working with information at high cognitive and/or personal level. Deep processing makes it more likely that information will be remembered. Part of deep processing is having students establish connections between new words and their prior knowledge.

- f. Teach students to use dictionaries.

The use of dictionaries as a tool for EFL or ESL instruction has come back into style (Thornbury, 2002). Young learners can benefit from using dictionaries. Very young children, under the age of six, can use a picture dictionary where words are grouped into different categories. Learners with English-language literacy skills can also use dictionaries where the words are placed in alphabetical order.

- g. Have students keep vocabulary notebooks.

Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning (Fowles, 2002).

B. Vocabulary Test

In teaching, usually teacher measure students' capability by administering test whether it is ongoing test or after the lessons have done. Also in teaching vocabulary, teacher usually administers a test to know the students' vocabulary mastery after they learn vocabulary in the class.

Madsen (1983) stated that, the purpose of vocabulary tests is to measure the comprehension and production of words used in speaking or writing. Four general kinds of vocabulary tests are presented:

1. Limited Response

In testing children and beginning-level adults, teacher often uses directed physical responses and visuals. That is to avoid language skills that have not been mastered yet. For these tests, students don't have to know how to read or write. In fact, they don't even have to know how to speak. The tests included in limited response are as follow:

a. Individual testing

Individual interaction can also be very productive when testing language skills of beginning students. Teacher may gather the information or may test the students in just two to three minutes. The test can be tested to the beginning students by asking for only a very short answer. For example: “Is the book green?”

b. Group Testing

Teacher can use nonverbal physical responses as well to test the whole class at the same time. A good way is to draw or duplicate a sketch such as the one on the opposite page and give one to each person in the class.

2. Multiple-Choice Completion

It is a test in which a sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence. It makes the student depend on context clues and sentence meaning. This kind of items is constructed by deleting a word from a sentence, for example:

She.....in the kitchen.

- a. Sleeps b. cooks c. drive d. study

The steps in writing multiple-choice completion items are: the first, select the words to be tested. Second, get the right kind of sentence that will be put. The third choose several distractors. Finally, prepare clear and simple instructions. The explanation are as follow:

a. Vocabulary choice

Sentence-completion items give a chance to test passive vocabulary. Since students have to recognize these words but not necessarily produce them, this is a good way to test more difficult vocabulary items.

b. Context preparation

Sometimes, especially for beginning students-more than sentences is needed to help clarify meaning. Teacher can prepare a two line mini-dialog like those in the students' book, to check the meaning of a word such as (paint) brush:

"I want to paint, too."

"All right. Use that.....over there."

- a. Brush b. pencil c. broom d. spoon

c. Distracter preparation

Teachers who create their own distracters should follow certain guidelines: First, make sure the distracters are the same form of word as the correct answer. Then, also be sure you don't give away the right answer through grammatical cues. Third, multiple choice items for any questions should be about the same level of difficulty, and ideally, the sentence context should not be difficult for students to read. The last, also be sure not to include more than one correct answer.

d. Instruction Preparation

The instructions for your test should be brief, students shouldn't have to spend a lot of time reading them. And they should be clear, anxiety can come from poorly worded questions, and resentment from misunderstood directions.

3. Multiple-Choice Paraphrase

It is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item. Understanding is checked by the student's having to choose the best synonym or paraphrase of the vocabulary item. This test is similar with multiple-choice completion.

a. Vocabulary Choice and Context Preparation

In writing paraphrase items, we follow the same steps that we took to prepare completion items: select the words to be tested, prepare a sentence context, choose distracters, and write instructions.

b. Distracter Preparation

In preparing one-word distracters, keep in mind the suggestions made in the sections on multiple choice. There are some guidelines that apply particularly to paraphrase items:

c. Instruction preparation

Instructions for multiple-choice paraphrase items can be prepared by following the guidelines for multiple-choice completion instructions in the previous section of this chapter.

4. Simple Completion (words)

The items require students to fulfill missing parts of words that appear in sentences. The steps in preparing a simple-completion vocabulary test are similar to multiple-choice completion and multiple-choice paraphrase, but the difference is the distractors are not needed.

C. Game for Vocabulary Learning

Game is a fun activity that can make the gamer or people who playing game feel enjoy and happy. According to Hadfield (1996), a game is an activity with rules, a goal and an element of fun. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the game is on successful communication rather than on correctness of language. Games, therefore, are to be found at the fluency end of the fluency-accuracy spectrum. Games should be regarded as an integral part of language syllabus, not as an amusing activity for Friday afternoon or for the end of term. They provide, in many cases, as much concentrated practice as a

traditional drill and more importantly, they provide an opportunity for real communication. This suggest that the most useful place for these games is at the free stage of the traditional progression from presentation through practice to free communication; to be used as a culmination of the lesson, as a chance for students to use the language they have learnt freely and as a means to an end rather than an end itself.

Wright et al (2006) state game to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. In selecting and describing games teacher has to tried to minimize competition, with winners and losers, and to maximize challenge, where everyone feels inspired to 'have a go' and do their best.

1. The reason of using game:

According to Wright et al (2006) there are several reasons why teach using games, the reasons are:

a. Language learning is hard work

Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

b. Experiencing language

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it.

c. Repeated use of language items

Many games cause as much use of particular language items as more conventional drill exercises; some games do not. What matters, however, is the quality of practice. The contribution of drill exercises lies in the concentration on a language form and its frequent occurrence during a limited period of time. Many games similarly provide repeated occurrence and use of a particular language form. By making language convey information and opinion, games provide the key features of 'drill' with the added opportunity to sense the working of language as living communication. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

d. Central to learning

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of passing the time.

2. Teacher's role

According to Wright et al (2006) the teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing and correcting. If teachers have not organized group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to games in which rows of learners (if that is how they are seated) play against the teacher and among students. Finally, after perhaps several weeks, ask the rows of learners to group themselves together to play a game between them. To minimize difficulties, it is essential that the learners are very familiar with the games they are asked to play. (It is helpful if they are familiar with the game in their own language.) Once the learners are familiar with group work, new games are normally introduced in the following way:

- a. Explanation by the teacher to the class.
- b. Demonstration of parts of the game by the teacher and one or two learners.
- c. Trial by a group in front of the class.
- d. Any key language and/or instructions written on the board.
- e. First 'try out' of the game, by groups.

- f. Key language, etc., removed from the board.
- g. The game continues.

The role of the teacher in classroom during the games is teacher as the guidance. The teacher has to explain about the games to students and how to play it. The teacher controls their students while they are playing the game, whether the students active or not.

3. The benefit of using games

Lengeling and Malarcher (1997) classify the benefits of using game as follows:

- a. Affective

The benefits of using games are; games lower the affective filter, they encourage creative and spontaneous use of language, they also promote communicative competence, and games are both motivating and fun.

- b. Cognitive

Games reinforce learning, they both review and extend learning, and games focus on grammar in a communicative manner.

c. Class Dynamics

Games are extremely student centered, the teacher acts only as facilitator, games build class cohesion, they can foster whole class participation, and games promote healthy competition.

d. Adaptability

Games can be easily adjusted for age, level, and interests, they utilize all four skills, and games require minimum preparation after the initial development stage.

Through the games, students may more active in learning activity. They also can be fun and motivated in studying English without any burden. During the games, the students may more communicative and creative.

4. The advantage of using games in classroom

According to Kim (1995) there are many advantages of using games in the classroom, they are:

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

- d. Games provide language practice in the various skills- speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

So, the advantages if teacher using game to teach in class are: the games can motivate students to be more active in class because game is challenging activity. By using the games also, it can be minimize the students' burden and boring in learning English. When teacher uses games to teach, the teacher can gather information about all students' skills, they are listening, speaking, reading and writing. And students can communicate with their classmates during the games.

D. Secret Message Game

According to Wahyuni and Herawati (2012) "message secret is one of the games to teach vocabulary." The student study vocabulary in group with a card from teacher which have some clues or questions. This game is appropriate for student to learn vocabulary because by playing this game students get new vocabulary and enrich their knowledge.

Thiagarajan (in Wahyuni and Herawati 2012) states that message secret game is a game which ensures that players understand the principles presented in

a handout. This game taps into the players' visual intelligence. The procedures of using secret message game are as follows:

- a. Teachers divide students into some groups each group consists of 4-5 students.
- b. Teacher gives a card with some clues or question.
- c. Students solve the clues by discussing in group.
- d. Group who has done their discussion may write down their problem solving on white board.

The game is secret message game, so the students can imagine that they are detectives who will solve a problem or clues in the card with their group. The clues can be a direction or question and they have to do it and write down the answer on answer paper.

E. Previous Studies

The previous studies about finding the effectiveness of media or strategy in teaching English vocabulary have been conducted by three researchers. From those previous studies, the researchers can learn how to write a thesis.

The first study was conducted Aditama (2014) from IAIN Tulungagung entitled "The Effectiveness of Secret Message Game toward Students' Vocabulary Achievement of Second Grade at SMPN 3 Kedungwaru Tulungagung". It was found that the students' vocabulary achievement after being taught by using Secret Message Game was better than before. It proved by students' got better

score after they are taught by using Secret Message Game than before. This research used pre-experimental research design. Meanwhile, the researcher wants to conduct the similar research using Secret Message Game in improving students' vocabulary mastery although the research uses the different grade of students.

The second study was conducted by Ningtyas (2015) from IAIN Tulungagung under the title "The Effectiveness of Scrabble Game toward Students' Vocabulary Mastery of The Fifth Grade at SDN 1 Prigi Watulimo Trenggalek". This research has proved that there is different in students' vocabulary achievement before and after being taught by using scrabble game. It was found that students' vocabulary achievement rise up after they are taught by using scrabble game. This research used pre-experimental research design. Meanwhile the research wants to conduct a research with different strategy in improving vocabulary and in the different grade of students.

Third study was conducted by Jannah (2011) from UIN Jakarta with the title "Using Game in Improving Students' Vocabulary". This research used CAR (Classroom Action Research), and it had result that game can reinforce students' vocabulary mastery at Junior High School. It proven that using games could improve students' vocabulary achievement. Meanwhile, the research wants to conduct a research using game that is Secret Message Game, but using different research design that is use experimental research design.

Based on the explanation about the previous study above, it can be concluded that, the researcher is going to conduct the similar research. The

research uses pre-experimental research design with one group pre-test and post test. The researcher is going to conduct a research entitled “The Effectiveness of Secret Message Game toward Students’ Vocabulary Achievement of First Grade Students at MTs Al Huda Bandung”.