CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, presents some reviews related literature, such definition about vocabulary, Kinds of Vocabulary, Teaching Vocabulary, technique of vocabulary, vocabulary teaching procedure game for vocabulary learning, the advantages of using game, Alphabet Race Game Technique and previous study.

A. Vocabulary

Vocabulary is one of the components that need to be mastered when students learning English .Wilkins (1972) wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" it means that vocabulary is important roles for the students to convey the idea, opinion and without vocabulary students will have difficult to understand the meaning of words when we read or listen or to communicate with other people when we didn't know about what they say. According to Widaningsih in njoroge et al (2013:1) Vocabulary is of primary importance to language teaching and learning because it plays a pivotal role in mold the four language skills: reading, writing, speaking and listening.

According to Huckin (1997:5) "the vocabulary is central to language and critical importance to the typical language learner". It means the learner should be vocabulary master, students' must study and understand the language. According to Gardener in Adger (2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people

use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Actually students' can learn new vocabulary, when hear the music, hear conversation, but didn't know what the meaning of the words.

Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). Vocabulary should be mastered to learners so that they will be easy to understand the language. According to Hatch and Brown (1995:1) the term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Meanwhile Richek (2006:2) states that the students will have difficulty in learning English at school without having adequate vocabulary.

From the definition above, it can be conclude that vocabulary is the collection of words which is processed by language and gives the meaning if we use that language. When the students have a great vocabulary, they can communicate with good language and understand with the meaning.

B. The Kinds of Vocabulary

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. According to Nation (2001), there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make it clear the researcher explains both of them as follows:

a. Active/productive vocabulary

The active vocabulary means the words that are used in oral or written expression by the students. Meanwhile, macounova (2007:12) productive /active vocabulary it is the set of all words that are not only understood, but also used meaningfully when creating new sentences.

b. Passive/receptive vocabulary

The passive vocabulary means the words that the students recognize and understand them when they occur in a context. The students usually find passive vocabulary in listening or reading. In macounova (2007:12) receptive / passive vocabulary – it is defined as the set of all words that are understood at reading or listening but not used in the spoken or written expressions.

C. Teaching Vocabulary

The elements of teaching and learning English are concerned with the Student abilities to use the four language skills. In using language skills they need lot of vocabularies, because without having a lot of vocabularies it is impossible to build communication using words. To make good conversation in English not only the learners but also the teacher should have a good idea of how to expand their vocabulary in teaching learning process.

In teaching vocabulary teacher should know general knowledge of vocabulary words and also the meaning. Cameron (2001: 81) that in the development of children's vocabulary for teaching, the children need to meet words again and again in new contexts that help increase what they know about words. In teaching vocabulary, it is important to make the learner interested and must make an effort to understand. It is the teacher's responsibility to provide a variety of activities that will make the learners interested and will help them understand.

There are some techniques for teaching vocabulary. Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a) Demonstration
The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b) Explanation
The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c) Discovery
The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

d) Check Questions
The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e) Presentation
The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

According gairns and redman (1986) several techniques in teaching vocabulary, they are: Visual techniques, includes:Flash cards, photographs, blackboard drawing, wall charts an real. (i.e object themselves) , Mime and gesture. Verbal techniques, includes:Use of illustrative situation ,Use of synonym and definition, Contrast and opposites, Scale, Example of type.

D. Vocabulary Teaching Procedures

Teachers apply procedures to make sure that learners cover what needs to be covered in a task. From a vocabulary learning perspective, procedures can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered. Here are some examples of such procedures.

1. Recycled words

Blake and Majors (1995) describe five steps procedure involving (1) pre teaching of vocabulary, (2) oral reading of a text containing the vocabulary with discussion of the meaning of the text, (3) deliberate word study, (4) vocabulary puzzles, quizzes, or tests, and finally (5) writing making use of the vocabulary. This procedure moves from receptive use to productive use with a focus on deliberate learning.

2. The second-hand cloze

This activity involves three steps. (1) The learners read texts containingthe target vocabulary. (2) They deliberately study the vocabulary. (3) The learners are

then given cloze passages which are summaries of the ones they originally read. In this step the learners are helped to recall the target words by being given a list of L1 equivalents of the target words that they have to translate into L2, and then use to fill the gaps in the cloze text. Laufer and Osimo (1991) tested the procedure experimentally and found superior learning for the words practiced using the secondhand cloze procedure compared to the study of list translations. The second-hand cloze seems to have added a generative element to learning.

3. The vocabulary interview

If the learners interview each other, learners should be aware of the nine aspects of knowing a word that the questions are based on and should have a chance to research their word. One of the goals of the interview procedure is to make learners aware of the aspects of knowing a word. Another goal is for them to learn new words. Rich instruction involves knowing what the learning burden of a word is so that the variety of activities used can focus on useful aspects of knowledge.

A teaching strategy is a purposefully conceived and determined plan and action. Strategy are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information (brown 2000:113). In other word, strategy is needed in teaching process. it can adapted to any teaching style and situation.

Harmer (1991:161) suggest the strategies that teachers can use to help their students practice vocabulary:

a. **Thumbs-up**, The teacher says a definition of a vocabulary word. if the students know the word, they raise their hands in a thumbs-up position. The teacher then count to three, and the students quietly say word.

b. **Find the word,** teacher says a sentence but omits a vocabulary word. each students has a pile of cards with a vocabulary word on each and puts the card with the missing word face down on his or her desk. On the count of three, the students turn their cards over.

c. **Act it out**, Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One students is chosen to act out the word on his or her card while classmate try to guess what the word is. Whoever answer correctly gets to act out his or her word next.

d. **Bingo**, each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words is random order so that all of the csrds are different. The teacher reads a definition, and students mark the attendant word on their cards. The first student to mark all of the words in a line on the card calls "bingo" an becomes the next caller.

e. **Beach ball vocabulary,** the teacher writes the vocabulary words on a beach ball and ask the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

f. **Word search vocabulary**, the teacher has students create a word search game on graph on grap paper using their vocabulary words. Instead of providing a list of the word to be found, the students list the words definitions as clues. When they are done, the students solve each other's puzzles.

g. **Find the transition word!,** The teacher asks students to find the transition words (e,g. because, however, so, and, if) that link, break, or contrast classes in a discussion.

h. **Presentation,** not all vocabulary can be learning through interaction and discovery techniques are possible, however, they are now always the most cost effective. There are many occasion when some form of presentation and explanation is the best way to new word into the classroom. In this techniques, the teacher can use media such as: realia and picture**.**

i. **Mime**, action and gesture, it is often to explain the meaning of word and grammar either through the use of realia or in picture. Action in particular are probably better explained by mine. Gesture is useful or explaining words like form or indicating that the past is being talked about (the teacher gesture backward over his shoulder)**.**

j. **Contrast** ,we saw how relations exist because of their sense and thus can be used to teach meaning. We can present the meaning "empty" by contrasting it will "full", "col" by contrasting with "hot", "big" by contrasting it with "small". We may present these concept with pictures or meaning we ensure out student's understanding. This technique gives solution to make easy to get the meaning of the word. contrast is the same with antonym word.

k. **Explanation**, explanation the meaning vocabulary item can be very difficult the teacher grammatical explanation can be, especially at beginner middle level. It will be important, if giving with explanation includes information about when the items can be used.

l. **Translation**, translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, it may make it a bit too easy for student by discouraging them from interacting with the words.

There are many Strategies that teachers can use to help their students practice vocabulary to mastery English vocabulary. Teacher must choose the strategy that appropriate for the students. Strategy for teaching vocabulary that determine to mastery English vocabulary.

A. Game for Vocabulary Learning

Games are associated with fun. While it is true that games are usually fun. Games help the teacher to create contexts in which the language is useful and meaningful. Hadfield (2013:4) A game is an activity with rules, a goal and an element of fun further. Rixon in Kupeckova (2010:14) interprets the games like activities that involve play and enjoyment. Using game in teaching and learning vocabulary make students relax and. Hadfield (2010:4) define the kinds of games: *first,* Competitive games, in which players or teams race to be the first to reach the goal, *Second,* Cooperative games, in which players or teams work together towards a common goal. Games are also helpful students because they can make feel that certain words are important and necessary, because without these words, the object of the game cannot be achieved. The learners want to

take part and in order to do so must understand what others are saying or have written. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

B. The Advantages of Using Games

Using games in teaching learning make students fun and have advantages in learning vocabulary. Student' high motivation, because they are usually involve friendly competition and have opportunity to hard work. Handayani (2014) Game often used in learning English to improve vocabulary because games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities.

Huyen and Nga (2003) 'Games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

> First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

According to Mubaslat (2011:6) define the advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skill-speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language uses.

C. Definition and Procedure of Alphabet Race Games technique.

Alphabet Race game is games to practice spell exact, help the students' learning alphabet letters with fun and Students' can learning about team work to attain the purpose. Jons (2001:21) in vocabulary games and activities book, the Step of alphabet race games is:

- Divide class into pairs.
- Go through the alphabet orally to check the students can pronounce the various letters.
- When everyone is ready, tell them to begin. After 10 minutes tell them to stop, get the pairs to change papers and to mark each other's answer.
- Check orally, by asking different pairs for their answer. Award 1 point for each correct answer.
- The students hand their papers back to each other. Which pair scored the most?

In this study, the researcher adoption the procedure of alphabet race game technique from JohS (2001:21) and modify the procedure of alphabet race game suitable with the condition in the class. The procedure of the alphabet race game technique in this study is:

- Divide class into pairs.
- teacher give the copy of handout
- teacher ask students to answer the question from the teacher, (Which letter comes after s, how many vowels, how many consonant).
- Teacher ask students to change the paper with each pairs
- The last step is, teacher give 1 point for correct answer.

D. Previous Study

There are some studies related to the use of Alphabet Race Games technique in teaching and learning process. The researcher will summarize some previous studies which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones. There are following explanation of some previous studies that related to the use of Alphabet Race Games Technique.

The first research was done by the researcher Annisa thatsa rahardjo (2013) entitled "The effectiveness of using alphabet race game technique in improving mastery of Japanese vocabulary. This study uses quasi experiment with one group pre-test and post-test design for the experimental design. The subject of study is grade XI students of SMAN 2 Bandung totally to 25 students. The instrument in this study is a test as much as 40 questions and questionnaire as much as 12 questions. From the data analysis in this study, students before using Alphabet race games technique is 38.9, but after using the Alphabet race games technique on learning process, the score was change into 85.3.

The Second Research Was Done by the Researcher Damayanti et.al (2014) Entitled "The *Effectiveness of using Alphabet Race Games technique in learning Germany vocabulary*". The subject of the study was grade XI students of SMA PASUNDAN 1 BANDUNG totally to 32 students. The instrument of this study is multiple choice tests with 30 questions. From the data analysis in this study, students before using Alphabet race games technique is 53.47, but after

using the Alphabet race games technique on learning process, the score was change into 75.57.

Based on some previous studies above that are related to the use of Alphabet race games technique indicating that it has been effective to be applied, the researcher conducted a further research on the use of Alphabet race games toward students' vocabulary achievement. As reviewed before that the first research focused on the use of Alphabet race games technique in improving mastery of Japanese vocabulary. While, the second research focused on the use of Alphabet race games technique in learning Germany vocabulary. In this study, the researcher used the different level, location, purpose of the research. Differently was designed and level more specifically on the effectiveness of Alphabet race games toward students' students vocabulary achievement at Mts Wahid Hasyim Setinggil. Thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research.