CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related to the research. In the review related theories. The researcher discusses some important theories used to support this research. This research consists of definition of vocabulary, kinds of vocabulary, the goals of vocabulary, the important of vocabulary, teaching vocabulary, definition of media, kinds of media, function of media, analyzing function based on media, definition of game, kinds of game, categories of language games, the advantages of game, definition of Chinese Whispers game, the rules to play Chinese Whispers game, previous study.

A.   Vocabulary

1.   Definition of Vocabulary

Word always develops time to time, it influences the language of the people. Vocabulary is all the words in language (Oxford Dictionary 2003: 482). One the function of language is for communication, so people will communicate fluently if they have many vocabularies.

To complete a sentence needs some words, so it will be clearly to communicate. Vocabulary is more than lists of target language words (Nunan 1999: 101). Society uses more word that unlimited to communicate with other, so rich vocabulary is the great choice in uses language.

As the learner especially for the beginner vocabulary is to learn. Vocabulary as the core of language proficiency should be learned by the students. If the students have much vocabulary, they will be easy to learn the other components of English (Astya in Cahyono and Kusumaningrum 2011: 129). Thus, the students will be easy to learn other component and four skills because they have many vocabularies.

Vocabulary is the one of component that makes the learning fluent. English because influence in four of skills. In learning, one of the language components that should be acquired by learners is vocabulary. It is the element that connects the four English skills which are speaking, listening, reading and writing (Tasaufi in Cahyono and Kusumaningrum 2011: 153). Learning language, need vocabularies to become the learner fluent and clear communicate with other.

2.   **Kinds of Vocabulary**

We need to know how to choose the word that we use like kinds of Indonesian language, there are "active sentence" and "passive sentence". According to Jackson (2002: 28) states that 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 speech and written. 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.

3. **The Goals of Vocabulary**

Learning vocabulary has some goals that will achieve the students, they are to enrich their vocabulary so that easy speak with other, know and understand every word that say from people, when they chatting will fluent and misunderstanding, etc. In general, the goals of the vocabulary component of a course will to be increase learners' usable vocabulary size and to help learners gain effective control of a range of a vocabulary learning and coping strategies (Nation, 2001: 380). There are eight principles by Nation (2001: 395):

Principle 1: Learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put it to use and how to see how well it has been learned and used.

Principle 2: Learners should know continue to increase their vocabulary size and enrich the words they already know.

Principle 3: Learners should use word frequency and personal need to determine what vocabulary should be learned.

Principle 4: Learners should be aware of what is involved in knowing a word and should be able to find that information about particular words.

Principle 5: Learners should be familiar with the generalisable language systems that lie behind vocabulary use.

Principle 6: Learners should know how to make the most effective use of direct, decontextualised learning procedures.

Principle 7: Vocabulary learning needs to operate across the four strands of meaning-focused input, language-focused learning, meaning-focused output and fluency development.

Principle 8: Learners should be aware of, and excited by, their progress in vocabulary learning.

4.   The Important of Vocabulary

Vocabulary is very important component in language especially for English. Learners should enrich their vocabulary to make their study of Esl will fluently. According to Oxford Dictionary (2003:482) vocabulary is all the words that a person knows or uses. Word is a component that is important for language. Person always need language to communicate with other, for this situation person should enrich their knowledge about vocabulary so they will not confuse to speak.

Vocabulary is component to complete skill of English that will be able to the learners. Vocabulary is needed to obtain better understanding in all of these four skills. (Laili in Cahyono and Kusumaningrum, 2011: 123). There are four skills of English, they are speaking, reading, listening and writing really need vocabulary. For example, we need vocabulary to speak what we want to say so they will be clear when we communicate with other in speaking skill. For reading

book or other we need vocabulary to verify what thing that we read in reading skill. It is impossible we listen something that is not clear and understandable, vocabulary is thing that real to listen so the listener know the speaker say and purpose in listening skill. For the last, writing skill is used to make someone show the purpose and express by writing they should know which vocabularies used to write so it will be achieve the purpose.

5. Teaching Vocabulary

Sometimes learner feel difficult to understand and remembering unfamiliar words, by teaching vocabulary the teacher help them to be easier in learning process. Nunan (1999: 103) stated the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. Thus, the learner can develop their language from vocabularies that their get.

A. Media

1. Definition of Media

Munadi (2008:6) stated media means 'wasail'(middle) or 'wasilah (intermediatery), because it connects one side to other. That statement means media as thing for connect teacher and students to get the material. Through media, teacher will be easy to deliver the material that also easy understands to the students. Sometimes communication between teacher and student are less, the teacher work hard to make the communication well like choosing the appropriate media.

The general media means that ability to record, save, conserve, reconstruct, and transport event or object. The prior purpose of media is effectiveness the instructional communication process, so it will be achieve the purpose what the teacher want.

2.   Kinds of Media

There 7 groups media classified by Susilana and Riyana (2008: 23) as follows:

1.   Group One: Graphics Media, Materials Print Media and Image Media.

   a.   Graphics Media

   Graphics media is visual media that present the fact, idea with showing words, phrases, numbers and symbol or picture. It usually uses to attract attention, distinct the idea and illustrate the fact to be interesting and easy to remember. Some media included in graphics media are graphic, diagram, chart, sketches, poster, flannel board and bulletin board.

   b.   Materials Print Media

   Materials print media is visual media that made from printing process. The materials print media shows message following with picture as illustrate to convey the information. This media included text book, modules and programmed instructional materials.

    c.   Image media

Image media is visual media getting from photography. This media is shown almost the same with real object. Sometimes the size is different, because usually object that take from camera (image) is small than the real object.

2.   Group Two: Silent Projection Media

Silent projection media is visual media where the projection that shows the messages do not move. This media included OHP/OHT, Opaque Projector, Slide Media and Film Strip.

    a.   OHP and OHT Media

OHT (Overhead Transparency) is visual media that is projecting through a projection tool called OHP (Overhead Projector). This media not needed darkening room and completed with colorful.

    b.   Opaque Projector Media

Opaque projector media uses for projecting the materials, film, slide and needed tape recorder to complete the good sound. This media needed darkening room to illustrate the good picture.

    c.   Slide Media

Slide media is visual media projecting through tool called projector slide. Slide is made of positive film then given frame made of carton board or plastic. How many a slide program needed, consider the materials. This media need darkening room to projecting.

d. Film Strip

Film strip is almost same with slide media but this media consists of several films that constitute in a unity (easy to fold it because this media not need frame).

3. Group Three: Audio Media

Audio media is media that only listening to receive it. The messages will presents from this media usually by words, music and sound effect. This media audio type included radio and magnetic tape media recording devices.

a. Radio

Radio is the audio media that receiving the messages through signal of electromagnetic. The sender of message communicates the message through microphone then processing to convey the listener by electromagnetic signal.

b. Magnetic Tape Recording Devices

Magnetic tape recording devices or tape recorder is media that presenting the messages through recording cassette. This media not used electromagnetic signal.

4. Group Four: Silence Audio Visual Media

Silence Audio Visual Media is media that convey the message by the sense of listening and sense of sight, but the image that produce cannot move. The kinds of this media included sound slide media, silent film strip and voiced pages.

5. Group Five: Film (Motion Pictures)

Film is the live images (motion pictures) that glides quickly and projected, so it will be look live and move. Film is media that shown audiovisual message. Types of film included silent film, silent movie, and bracelet film (film that have continued story). Projection of film is not needed darkening room.

6. Group Six: Television

Television is media that shown the message through audiovisual and move (same with film). The types of television are open board cast television, cole circuit television and video-cassette recorder.

a. Board Cast Television

Board cast television is the audiovisual media that needed electromagnetic signal in a studio television to convey to the messages through television extension.

b. Cole Circuit Television

Cole circuit television is the audiovisual media where the conveyed messages through cable. In other ways, the television camera get a object in a studio television, then the cable that connected with the camera distribution to the television extension in some rooms. This capacity of signal is limited.

c. Video-Cassette Recorder

Video-cassette recorder is media presented by projection and uses positive film celluloid. The recorded using video cassette and shown

through television extension. This capacity of signal same with Cole circuit recorder is limited.

7. Group Seven: Multimedia

Multimedia is a system use unit or package for materials in learning process. In the other hand, teacher has a module as reference to teach, for example the module included printing material, audio material and audiovisual material.

3. Function of Media

Media has many functions, Munadi (2008:6) stated the function of media focuses in two stages that are analyzing function base on media and base on usefulness. Analyzing function base on media is divided into three functions, (1) instructional media as source of learning; (2) semantic function, and (3) manipulative function. For the second function base on usefulness is divided into two functions, (4) psychological function, and (5) socio-cultural function.

4. Analyzing Function based on Media

a. Instructional media as source of learning.

When the instructional media can replace the teacher position, so that function of the instructional media is as learning source. It's effective because students more enthusiasm and understand.

b. Semantic function.

In general, symbol is as representative something in certain area. Students sometime more interest with colorful symbol or eye catching symbol, for example the "tiger picture" uses the society in Bandung as braveness symbol. So the teacher is not too difficult to explain the materials. Like the teacher show the picture then students can imagine what the teacher explain.

c. Manipulative function

Manipulative functions are for overcoming the limitation of time and the limitation people sense. Instructional media can show the difficult object or event to show in the classroom, like disaster event, born, or etc.

d. Psychological function.

There are five stages in psychological function, they are;

- Attention function, the instructional media should be interest and students can focus to the materials.

- Affective function, the instructional media should exact with the students emotion or feeling. They can receive the materials delivered by teacher and they focus to the materials happen.

- Cognitive function, this stage includes perception, remembering, and thinking. If the student is shown to many object, exactly they have much idea and cognitive thinking.

- Imaginative function, instructional media can improve the student imaginations.

- Motivate function, the teacher motivate the student to intrigue the students to study.

    e. Socio-cultural function.

    In the classroom, each student has different characteristic and culture. It is difficult for the teacher to understand each student. Beside in the curriculum that uses in a school, the material is should appropriate with the curriculum without differentiate or compared the characteristics or student's culture. Instructional media is appropriate with that situation, because it gives the same stimulation for each student, experience, and perception.

B. Game

1. Definition of Game

Games are used in all ages. In kids' arena, sometimes it used not only for fun but also for adult and for fun also competition. In general, it makes people's feeling happy and enjoys doing that. It can be formal form, like there are rules that should following by participant or informal form like 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 participant to be a winner.

To attain a pupose needs rules to be a good purpose. A game is an activity in which participants follow prescribed rules that differ from those of reality as

they strive to attain a challenging goal (Heinich, Molenda and Russell 1990: 330). Actually some of games have rules that should be followed by participants and makes happy when play it.

2. Kinds of Game

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

1. Competitive game is game in which the players or teams race to be the first to reach the goal. In this kind of game, the players focus on how to be the winner.

2. 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 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).

1. The goal of linguistic game is linguistic accuracy. It means that this game uses the correct grammatical forms. To play this games the

players should really consider to use the correct grammar, jury will score it.

2. Communicative games have the goal is 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.

4. The Advantages of Game

There are many effective methods for learning process, one of them is game. In the below, the researcher try to shows some the advantages of game.

According to Tasaufi in Cahyono and Kusumaningrum (2011: 155):

- Game is a way to make the lessons more interesting.
- The students will enjoy to plays game.
- It is the effective way to get the materials.

According to Nurhajati and Wicaksono in Cahyono and Mukminatien (2011: 41):

- Games make the class fun.
- Playing a game has a purpose to it, an outcome. The students have a reason to communicate rather than just repeat things back mindlessly.
- The students get to use the language all the time during the games.

According to Heinich, Molenda, Russell (1990: 332):

- Play is a natural and essential element of human development.

- A game format can be used to motivate children and adults to practice intellectual skills.

According to Huyen in Cahyono and Kusumaningrum (2003:121):

- The students are highly motivated by the variations of games.

C.   Chinese Whispers Game

1.   Definition of Chinese Whispers Game

Chinese Whispers game has some explanation and names or called in some of countries. According to www.chinese-whispers.com Chinese Whispers game is a game that is played all over the world using different names. In Britain the game called Chinese Whispers game, whereas other English-speaking countries called The Broken Telephone or The Telephone Game. Some countries also have the other name, The Gossip Game or The Grapevine Game. In France, sometimes called The Arab Game and was previously referred to as The Russian Scandal Game.

Chinese Whispers game has history that different in some countries. http://www.phrases.org.uk/meanings/chinese-whispers.html stated the name of Chinese Whispers game was adopted in the UK in the mid 20th century, the people famous this game called Russian Scandal or Russian Gossip. In the USA this game famous with name telephone or gossip, why the name changes to be Chinese Whispers isn't clear. It maybe the Chinese languages being more

incomprehensible to English ears than Russian, phrase of Chinese language are inscrutable. From the explanation above, we know if this game familiar in the world but with the different names.

2.   The Rules to Play Chinese Whispers Game

Chinese Whispers game is game that has large teams. According to Marsland (2012:59) Chinese whispers also known as 'The broken telephone', this is an old party game that is well suited to lines, rows or circle of students working as teams. Groups of about ten are ideal, so it is particularly good for large classes. The researcher thinks this game is interesting, because they can learn without only follow the instruction of English book. It's including to learn vocabulary, from the teacher whisper to first student, she/he can follow what the teacher say then whisper to other.

> According to Marsland (2012:59) the steps divide are find a text that suitable for students, make some of groups consist of ten member are ideal, make a lines, rows or circle, the first line in a group is representative from each group to receive the first whisper from informant, the last member that receive the whispers write the message in a piece of paper. If the exercise is to be competitive, deduct the point if any student moves in other place.

The researcher little changes the rules of Marsland. To make the game more interesting, the researcher used picture card that related to the theme whisper, it used to help the whisper receiver to get the whisper message.

Other differentiate, the point of game not only get from student moves in other group or place, but also which groups have little fault they are the winner. Rules to play it are the teacher whisper to the leader group with showing the picture clue, the leader whisper to the second group same with what she/he heard

and showing the picture clue (same with the teacher rules), the second group whisper to the third group same with the leader rules and etc until the tail of group. After the tail group gets the whisper message, she/he should write in the piece of paper what she/he heard then adhere to the whiteboard. The fault of each group known from discussion together after the game is finish.

D.   Review of Previous Study

There are two previous studies about teaching vocabulary to know the technique is effective or not. From those, the researcher can take the lesson and consider this research building the previous study.

The first study was conducted by Sintung (2014) from Gorontalo State University entitled "The influence of playing whispering game to the students' vocabulary increasing of third grade in SDN 96 Sipatana Gorontalo in academic year 2013-2014". The researcher found that the students' achievement in vocabulary after using Chinese Whispers game better than before using Chinese Whispers game. Sintung used quantitative approach for experimental research. She used say aloud for the last receiver (tail of group), for every whispers used word and focuses on noun and used missing letter for pretest and posttest.

The second study was conducted by Yulianti (2010) from Gorontalo State University with the title "The influence of Chinese Whispers game toward students' vocabulary of B2 eleventh grade in MAN Gorontalo in academic year 2009-2010". After the researcher has done, the researcher concludes Chinese

Whispers game is better toward students' vocabulary. He used all pert of speech, even verb, noun, adjective etc.

Based on the explanation above, the researcher tried to conduct an experimental research in teaching vocabulary by using Chinese Whispers game. The title of this research is "THE EFFECTIVENESS OF CHINESE WHISPERS GAME TOWARD STUDENTS' VOCABULARY MASTERY OF SEVENTH GRADE AT SMPN SUMBERGEMPOL 2 TULUNGAGUNG". The researcher used quantitative approach for experimental research. The researcher tries to compare pre-test and post-test for one group. The method of collecting data by using administering test with the instrument is vocabulary test. The present study was different from Sintung (previous one) there are for the last receiver massage Sintung used say aloud and the writer used paper note. The second Sintung not used mediator to whispers and the researcher used picture help to deliver the message. The third Sintung focuses on noun in a word and the researcher focuses on verb in a sentence for every whisper. Differentiate from Yulianti (previous two) is he used all pert of speech, even verb, noun, adjective etc and the researcher used verb in a sentence for every whisper.