CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature used in this study. Those are: definition of vocabulary, kinds of vocabulary, types of vocabulary, teaching vocabulary, learning vocabulary, definition of media, kind of media, game, Born to the Shop Game (Pictures) and previous study.

A. VOCABULARY

1. The Definition of Vocabulary

Vocabulary is essential part of language learning. To communicate with others using a language, everyone must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that is becomes easier for the learners to remember the words and they can use those in their communications. According to Harmer (2008, cited in Laili, 2011:123) states vocabulary is the art of the language teacher themselves. Students need to know the words in context to see how they are used in the process of communication.

According to Longman (1998:1177) vocabulary is the knowing of words which individual adult or child can attach one or more meanings. It

means that vocabulary is important to know, learn and use. Without having a good vocabulary, the learners cannot meaningful sentences in communication. A person's vocabulary is the set of words which he/she is familiar with in a language. A vocabulary usually grows and evolves with age, and serves as useful and fundamental tool for communication and acquiring knowledge.

According to Nunan (1999:101) vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into "grammatical words" such as prepositions, articles, adverbs, and so on, and the context words. The "grammaticality" of vocabulary also manifests itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

According to Richard (2001:4) in language component there are vocabulary, pronunciation and grammar. As language component, vocabulary has important role in teaching and learning English because to communicate effectively someone should has good vocabulary. Vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. So, vocabulary becomes one of basic components to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing

without vocabulary. The older master vocabulary the better they perform their language.

According to Wahyunengsih (2011:186) the students have to be able to conduct their learning process independently. This condition means that all of the teachers, more particularly English teachers, have to able to gives ideas to the students so that they can study more independently during the classroom session or beyond the classroom or school activity.

Astya (2011:129) states vocabulary as the core of language proficiency should be learned by students. This is because if the students have much vocabulary, they will find it easy to learn other components of English.

2. Kinds of Vocabulary

According to Harmer (1998) in the language test, there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make clearly the writer explains both of them as follows:

a. Active Vocabulary

The active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression by students.

b. Passive Vocabulary

The passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need some on to say something that help them recall the words meanings. The students usually find passive vocabulary in listening or reading materials. They will find meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

Vocabulary means study of words. The amount of words in English is not limited. There are words that are used frequently. Nevertheless, there are words that are seldom used. Instead, there are words that can be very seldom found in written and spoken English. Because the vocabulary development is complex, the expert of language vocabulary divided in to some kids. According to Nation (2001:11) vocabulary in English are distinguished in four kinds. Those are:

a. High-Frequency Word (HFW)

High- Frequency Word is vocabulary which has mostly appearance in text. The appearance is about 80% up to 90% from overall the text. For the example are do, make, say, live words that can be ensured appear in the text. Almost 80% of the running words in the text are high-frequently words. For the implication, more and more the learner master in HFW vocabulary, they will understand the text easier. In short, High-Frequently

Word can be found in written and spoken English text easily. Students are familiar with words that include in this word kind.

b. Academic Word (AW)

Academic Word is vocabularies which generally appear in scientific or academic text. Nation (2001:12) revealed "The text is from academic text: policy, phase, adjusted, sustained". This group includes word such as perceive, role, available, etc. There are 570 vocabulary which is 8% up to 10% are vocabularies in academic text. For the implication, if the learner wants to come in academic word, such as lecturer or researcher. Academic word mastery can help the students to understand the scientific texts. Then, these vocabularies are very important to be studied for anyone using English for academic purpose.

c. Technical Word (TW)

Technical Word is vocabulary which has special meaning that are very close related to topic and subject area that are studied. Nation (2001:198) stated "A technical word is one that is recognizably specific to particular topic, field, or discipline". Thus, technical words can be found in particular area such as law, applied linguistics, electronics, and computing. This group includes word such as agree and concordance grammatical, or subpoena, decree in law. People who know these words are people who have knowledge of that field well then others. The amount of this word is not more than 1000 words in dictionary.

d. Low-Frequency Word (LFW)

Low-Frequency Word is vocabularies which are rarely used in English. Nation (2001:199) also explained "Low-frequency word includes all the words that are not high-frequency words, academic words, and not technical words for a particular subject". The words such as jettison, zoned, pioneering, aired, pastoral include in this category. The amount of the words is estimated 126.000 vocabularies. But, the usage of these words are limited, it's only 5% of the overall vocabularies in the text. In other words, low-frequency words is group of words that we rarely meet in our use of the language because do not include in high-frequency words, academic words, and technical words.

It shows that now day, the role of vocabulary has been considered its effectiveness to give many contributions in learning process.

3. Teaching Vocabulary

Vocabulary is very important for second language learners, only with sufficient vocabulary learners can effectively express their idea both in oral and written form. To make good conversation in English not only the learners but also the teacher should have good idea of how to expand their vocabulary in teaching learning process so that they can provide a vocabulary that is inserted all of the material being taught. The teacher should possess

considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Vocabulary is one of the language components that need to be mastered when students are learning English. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication. As Fachrurrazy (2011) states, "The targets of teaching vocabulary should be product (i.e., the mastery of vocabulary items by students) and process (i.e., the students' ability to find the meaning unfamiliar words, and to expand vocabulary)".

According to Allen and Virginia (1983:8) in teaching vocabulary, teacher must notice about learning vocabulary in and out of class:

"In some years ago, students were learning words for familiar objects such as words in the mother tongue. Quite probably, each word came to the child's attention as part of an experience that had special importance for him. Perhaps the words for window and door were learned when he heard an adult said (in the home language), "Grandma's gone, but we'll go to the window and wave goodbye, 'and "Daddy's here! Let's go to door and let him in. "Of course we don't know what really occurred on the day when the child learned those words in his language, but one thing is sure. We do know what he was told, for example, here are some words to learn. You will need someday. The

first word is window. Windows means......" Yet that is how vocabulary is often presented in language class".

According to Finochiaro (1974:38) states that teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help student to master all the language skill; speaking, reading, writing and listening. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language.

4. Learning Vocabulary

In learning English, one of the language components that should be acquired by learner is vocabulary. It is the element that connects the four English skills which are speaking, listening, writing and reading.

Vocabulary learning should not only focus on enlarging the learners' vocabulary but also on leading them how to gain the familiarity with the words, especially the high frequency ones and collocations. According to Nation (2001:63-71) suggests three important general processes that might make words retain longer: noticing, retrieval, as well as creative and generative use.

Noticing. Noticing is the first step that the learners must go through in gaining the familiarity with new words. This is an activity where by the

learners give serious attention to the new words. Noticing takes place in various activities, such as looking up the meaning of a word in a dictionary, explaining the meaning of a word in a small discussion with friends, highlighting words in the text by underlining or using italics and bold letters, glossing words, and other materials.

Retrieval. The subsequent process after noticing is retrieval. It is concerned with recalling the storage of word. Receptive retrieval involves perceiving the form and meaning of a word when one is listening or reading a text. On other hand, productive retrieval is retrieving the storage of information for expressing meaning in the form of spoken or written text. Reading a story for several times and serializing a long story are the examples of activities which could retrieve the learners' memory.

Creative and Generative use. Generative processing occurs when previously-met words are subsequently met or used in ways that differ from the previous meeting with the word. For example, if a student has met the word demand functioning as a noun in a sentence "*there are new demands for innovations in language teaching,*" he or she should create new sentences using demand as a verb.

B. **MEDIA**

1. **Definition of Media**

According to Henrich, Mollenda and Russell (1982:7) *medium* is channel of communication. Derived from the Latin word for "between", the term refers "to anything that carries information between a source and receiver". Examples of media are film, television, diagrams, printed materials, computers, and instructors. These are considered instructional media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication. Besides that, they are also states *media* (medium, singular) are carriers of information between a source and a receiver.

Teaching media is a learning instrument used by the teacher in the teaching and learning process in the classroom. According to Arsyad (2009:3) media is an aid which is needed to support some of activities in the world. Media includes graphic, photographic, or electro aid to absorb process and rearrange visual or verbal information. The use of media is important to arouse the intrinsic motivations of the learners. In order to keep teaching and learning process running effectively and efficiently, the teacher often uses teaching media. It is expected that the teacher can deliver the instructional material easily. The use of media can help the teacher reach the instructional aims.

Media is tool that can be used to show something or objects to make the students become easily to know and to understand what the object means.

In this case there is a picture as media in teaching vocabulary. According to Homby (2007:953) media is the main ways that the large numbers of people receive information and entertainment, which is television, radio, newspaper, and the internet: the news/ broadcasting/ national media. Trial was fully reported in the media. The media was/were accused of influencing the final decision.

According to Asnawir and Usman (2002:13-15) using of media in teaching and learning process has simple values as follows:

1. Media can overcome the limitations of experience of the students. The experience of each individual as diverse because of family and community life largely determines the kind of experience of them. Two children who live in two different environments will have different experiences. In this case the media can overcome these differences.

2. The media can overcome the classroom. Many things are difficult experienced directly by the students in the classroom, such as; objects that are too big or too slow. Then the media will be able to overcome these difficulties.

3. Media enables to direct interaction between students and the environment. Physical symptoms and social able to communicate with it.

4. Media produces uniformity of observations. The observations made students can jointly directed to things that are considered essential in accordance with the objectives are achieved.

5. Media can instill basic concepts that are true, concrete and realistic. The use of media such as; pictures, films, models, graphs, and others can provide the basic concept is right.

6. The media can arouse desire and new interest. By using the media, will be widened horizon experience, perception more sharp, and concepts by itself fuller, so the desire and new interest to learn always arises.

7. Media can raise motivation and stimulate students to learn. Installation of the image on the bulletin board, film screenings and listen to audio programs may give rise to certain stimuli towards a desire to learn.

8. Media can provide an integral experience of something concrete to the abstract. A film about an object or event that cannot be seen directly by the students will be able to give a concrete picture about shape, size and location. In addition, it can also lead to a generalization of the meaning of a culture of trust and so on.

2. Kinds of Media

There are three kinds of media. According to Rosyada and Syaf (2008:55-56) they are:

Audio media is media which only involves the senses of hearing and only able to manipulate sound capabilities. The characteristic for this media is that they show one way communication for example: radio, tape recorder.

Visual media is media which involves the senses of view. There are two kinds message contained in media visual, they are verbal message and nonverbal. The examples of visual media are: picture, photos, real things, miniature charts and graphs.

The characteristics of media are: 1) text in read is visual manner, in other hand visual, is exceeded based on room, 2) texts and visual show one may communication and receptive, 3) texts and visual is shown in tactically, 4) in developing this media depend on the language principle and visual perception, 5) it is oriented to the students, 6) the information can be rearranged by the user.

Audio visual media is the function of two kinds of media; they are audio media and visual media. The audio visual media need mechanic electronic to show the message of audio visual media. For examples: film, television and video.

3. The Function of Teaching Media

According to Usman and Asnawir (2002:24), the media has some functions in teaching and learning process, those are:

a. To help students is easy in study and help the teacher in teaching process.

b. To give a real experience.

c. To make the teaching and learning more interesting.

d. To arouse the theory with reality.

e. To make all of students sensory active.

f. To make the students more interest in learning.

4. Game

To help the learners in learning process, the researcher must use a method. According to Henrich, Mollenda and Russell (1982:7) methods are the procedures of instruction that are selected to help learners achieve the objectives or to internalize the content or message. There are eight methods described here are applicable to learners of all ages. They are presentation, demonstration, drill and practice, tutorial, gaming, simulation, discovery, and problem solving.

Based on the eight methods above, the researcher is using gaming method. According to Henrich, Mollenda and Russell (1982:9) gaming provides a "playful" environment in which the learners follow prescribed rules as they strive to attain a challenging goal. It is a highly motivating method, tedious and repetitive content. The game may involve one learner or a group of learners. Gaming often requires learners to use problem solving skills and/ or demonstrate mastery of specific content demanding a high degree of accuracy and efficiency.

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. According to Hadfield in Cahyono & Mukminatien (2011:40) a game is an

activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game functions to interest the learning process. By using Born to the Shop Game (Pictures), the researcher hopes it can make students interesting and enjoy the learning process.

5. Born to the Shop Game (Pictures)

There are many kinds game that can apply in learning process to make students interested and enjoy in learning process. In this research, researcher using Born to the Shop Game (Pictures) to make students interested and enjoy in vocabulary learning process.

a. Definition of Born to the Shop Game (Pictures)

Born to the Shop Game is a game which is done by selecting (purchase) of items which is necessary to match the needs. The "Shop" here means to buy the necessary items to be matched to the needs so; this game requires a basket for shopping. The "Pictures" here as the necessary tools that will be purchased by students. The researcher using pictures to make students interested and enjoy learning process. The shopping list which must be purchased in accordance with the instructions provided.

b. Steps of Teaching Using Born to the Shop Game (Pictures)

Firstly, the researcher is grouping the class into 5 groups. Then, researcher gives some sentences to every group. Besides the researcher prepare pictures and basket on the table that in front of class, researcher

asks to the students to discuss the sentences with their group. After that researcher ask to the students to take basket and then choose or buy some pictures on the table that they need to match with the sentences. The last, every group must presentation their task.

c. Advantage of Born to the Shop Game (Pictures)

There are some advantages of learning vocabulary by using Born to the Shop Game (Pictures) it is can help the students to remember vocabulary, make students enjoy learning process because of this game. It is very easy to apply this game, inexpensive, many even be free, and fairly easy to locate. It is can be used by individual or in groups. It is can be displayed for as long as necessary so students can work at their own rate.

d. Disadvantage of Born to the Shop Game (Pictures)

Disadvantages of using Born to the Shop Game (Pictures) are if teacher can't condition the students or makes this game seem unique, it is can seem uninteresting to students.

C. Previous Study

There is a previous study conducted to observe the teaching and learning vocabulary. From this previous study, the researcher can make the comparison among the learning vocabulary used and the result of each method for the students in the different school and also the researcher can make the conclusion of which method or strategy being effective to teach students.

The first previous study conducted by Diah Arum Pujiastuti (2013) form Islamic University of IAIN Tulungagung entitle "The effectiveness of using Word Square Game towards the students' mastery of vocabulary of the second grade at SMP Negeri 2 Pakel year 2012/2013". It was found that after they got treated, the student's mastery of vocabulary was better. It based on the mean of posttest was better from the mean of pretest. Then, the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected.

The second previous study conducted by Amik Rotul Chasanah (2013) from Islamic University of IAIN Tulungagung entitle "The effectiveness of using Born to Shop Game (Pictures) in teaching writing short descriptive paragraph at first grade of MTs Negeri Bandung". It was found that the student's vocabulary after being taught by using Born to Shop Game (Pictures) was better than before and the students got good improvement in vocabulary after being taught by using Born to Shop Game (Pictures). It based on the mean of posttest was better from the mean of pretest. The mean of pretest was 61.32 and the mean of posttest was 76.61. Then, showed on the table 4.6 Paired Sample Correlations the significance value is lower than significant level. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected.

The difference between first previous study and this research is the previous study using Word Square Game towards the students' mastery of vocabulary of the second grade at SMP Negeri 2 Pakel year 2012/2013, while this research using Born to the Shop Game (Pictures) toward student's vocabulary of seventh grade at SMP Negeri 2 Sumbergempol Tulungagung. The researcher is

using different Game from the previous study. The same is both researchers using Game to know the effectiveness of using game toward students' vocabulary.

The difference between second previous study and this research is the previous study using Born to the Shop Game (Pictures) in teaching writing short descriptive paragraph at first grade of MTs Negeri Bandung, while this research using Born to the Shop Game (Pictures) toward student's vocabulary of seventh grade at SMP Negeri 2 Sumbergempol Tulungagung.