CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature concerning to the vocabulary (definition of vocabulary, kind of vocabulary, the importance of vocabulary, teaching vocabulary, and the technique of teaching vocabulary), game for language learning (definition of game, purpose of using game in vocabulary, the variety technique of the game, the definition of guessing game, implementing guessing game technique).

A. Vocabulary

Vocabulary is the one of most obvious component in language that be basic to develop English skill. A learner will be easy to dig meaning if they have many vocabulary than the learner who have limit vocabulary. Thus, vocbulary very influential to learning language, because vocabulary as the bridge to be expert in learning language.

Developing vocbulary will help student to improve their ability in language learning. Many of vocabulary in the textbook have to be learned. Without it, no one people can speak or understand the language. It means that people can not make a sentece well, when they do not mastery in vocabulary first.

There are some advantages when students can master the English vocabulary. According to Diana Bonet here some advantages:

a. Students will be better imporving their reading, writing, speaking, and listening vocabulary.

b. Students will think more clearly. Thoughts are limited by vocabulary.

c. Students will experience personal growth and greater confidence.

d. Students will understand other people idea and explanation easily.

e. Students will gain important survival tools for the new milennium.

f. Students' friend will think they are getting very smart.

Those advantages show how vocabulary determines on how students can learn language and their capability to build communication with other.

B. The Kind of Vocabulary

According (Harmer: 1991) that there are two kinds of vocabulary, namely active vocabulary and passive vocabulary:

1. Active vocabulary:

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

2. 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 one to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will

find the meaning of the word when they real the words in a text and will know the meaning of the unknown word, on the text.

C. The Important of Vocabulary

According to Wallace (2002), "vocabulary the most important in communication". Without vocabulary, we can not express our idea or understand the message. Difficulty of communication means a big problem for everyone and need attention. The basis of teaching learning English is concerned with the student's abilities to use four language skills and language components. In using laanguage skills, the learners need many vocabularies because they have 12 important role in learning, without having many vocabularies, it is impossible to build communication. They will find difficulties to understand what other people say. Based on the explanation above, it is very important to improve the ability of vocabulary mastery as much as possible. Vocabulary is also important that teaching vocabulary must be the first priority in the English language teaching.

D. Teaching Vocabulary

Teaching is a complex process. According to Kimble and Garmazy as quated in Brown (1984;7) said that teaching is showing and helping someone to learn or to do something. It means, teaching is transfer the science from the teacher to learn.

According to Nasution, teaching divides into three definitions, such as:

1. Teaching is investing knowledge to someone

2. Teaching is conveying some culture to someone

3. Teaching is an activity to organized or managed a environment and to connect with someone so event process of study

In "In the Classroom" book, teaching is like from teachers' perspectives, the author of this text asked numerous practicing classroom teachers to write about what teaching means to them. Her definition includes self examination, guidance, sharing information, as well as drudgery and disappointment.

Talking about teaching foriegn language to vocational students' a teacher should know the characteristic of learners. According to Lamb the foerign language program, like any other are curriculum, must be planned according to basic principle motivation.

Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewis (1993) argue that vocabulary should be at the centre of language teaching, because 'language consists of grammaticalized lexis, not lexicalised grammar'.

E.   Technique of Teaching Vocabulary

Technique is a way that is used by the teacher in teaching learning process. According to Nation (2001:60) "Technique is a useful way of lean ing new vocabulary, in particular becoming familiar with spoken from of the world and linking it to its meaning". It means that to learn new vocabulary should use some technique in order to make the students are not bored in teaching learning English. Komalasari (2010:56) adds that technique is a way that used in implementing a method specifically. Technique is implementation of strategies and ways done by the teacher and students in classroom which is suitable with the method that is used. It is a strategy which is designed to help the teacher in tranferring their knowledge to their students so that they can achieve the goal of teaching. Technique of teaching vocabulary is variety and it can help the teacher to teach their student in teaching vocabulary. Hedge (2000:126) explains "although the teacher ultimate role may be to build independence in learners by teaching them good strategies for vocabulary learning, he or she will frequently need to explain the words. It is useful to have a repertoire of technique for this task and to use whichever combination is appropriate to the word and to the student. "it means that the teacher is not only teaching through general technique but also the teacher has to choose the other technique that it looks interesting, so the teaching learning process becomes more be alive Nation (2001:61) states "it is important that teachers are aware of the important features of technique so that they know how to use them and what to look for when they are being used". Based on the explanation above, the teachers have to familiar with the technique that they used.

The teacher is practiced to be a creative teacher with the implementation of those techniques.

F. Game for Language Learning

1. Definition of Game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. There are many kinds of game that can use teacher to help students improving vocabulary. Accroding to Whitton (2012), educational games have the potential to create active for learning and for supporting problem-solving, communication and group activities. Ersoz (2000) also holds that games are highly appreciated thanks to their feel and interest. Based on the those statements, it means that game can make the students fun and happy, so the teacher can combine their strategy in teaching by applying the game.

Teacher can use games to help their students practice more their skills. So, tecaher can use games as tool to support students in vocabulary learning. Domke (1991) assumed that games can make relax and it can build the creativity and imagination during teach in classroom, therefore they motivated to learn. Thus, game can apply in teaching vocabulary mastery to make students memorizing new vocabulary and to meassure how many vocabulary that they can remembered.

2. The Variety Techniques of Game

There are several kinds of game that can be used as technique of language teaching and learning. Hadfield (1997:4), states that the game make use of a variety of techniques. Techniques used include as follows:

a. Information Gap

In these activities Student A has access to some information which is not held by Student B. Student B must acquire this information to complete a task successfully. The game maybe played in pairs or in small groups, where all the members of the group have some information.

b. Guessing Games

In this game, the player with the information deliberately withholds it, while others guess what it might be.

c. Search Games

In these games everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in questionnare or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

d. Matching Games

These games involve matching identical pairs of cards or pictures, and maybe played as a whole class activity, where everyone must circulate until they find a partner with the same card or picture.

e. Matching-up Games

In this game, each player of a group has a list of opinions, preferences or a possibilities. Only one of these is shared by everyone in the group. Through

discussion the group must decide on a common preference, in order to agree on something such as a dinner date or choice of afternoon activity.

f. Exchanging and Collecting Games

In this activity, the players have a certain articles or cards which they are willing to exchange for others in order to complete a set. This maybe play as a whole class activity, where players circulate freely, exchanging cards or articles at random.

g. Combining Activities

In these activities, the players must act on certain information in order to arrange themselves in groups such as families or people living in the same flat.

h. Puzzle-Solving Activities

The game occurs when participants in the game share or pool information in order to solve a problem or a mistery.

i. Simulations

This game includes the imitation in the classroom of a total situations, where the classroom becomes a street, a hotel or a supermarket. These game practise interaction between the individual and services such as shops, banks, tourist offices, stations, and airports.

j. Card Games

The cards can have a meaning or value in a game, or simply serve as symbols for objects or actions. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and.

3. Definition of Guessing Game

Guessing game is one of some games in teaching technique and this game in which the students are to guess some kinds of information, such as a word, a phrase, a title, or the location of an object. According to Merriem Webster (1985), Guessing Game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades). Based on the definition, it can be concluded that Guessing Game is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. They can express their ideas freely because they do activities with their friends.

4. Implementing Guessing Game Technique

According to Allen (1983:51-52), there is instructional value in playing a guessing game that requires the use of English words. One such game is conducted as follows:

1. Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories.

2. The students who have drawn the slips show it to his three companions at the front of the room, but not to the other members of the class.

3. The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category, "Is it a word for food? For furniture? For transportation?" the four students

who have seen the slip take turns answering "No, it isn't" until the right category has been guessed.

4. After the right category has been discovered (transportation, for instance) members of the class continue to ask Yes/No questions: "Is the word bus? Is it taxi? Is it train?"

5. The one whose guess is correct may draw a slip from the box the next time the game is played.

In this study, the researcher apply the procedures of Guessing Game are modified of Allen (1983:51-52), they are as follows:

1. First teacher ask to students to open the application of their mobile phone, after that students make a group consist of 3-4 members. One of them of each group select categories of the game on mobile phone which contains words related to many different vocabulary. There are three categories in the game, first based on wise, level, and alphabet. In each categories there are different vocabulary.

2. The member who select picture ask their chief to guess picture based on the correct answer and the member know the correct answer is from listening before.

3. The chief of the group try to guess the word of the mobile phone which has been choosen by their friends. And try to guess what the meaning of this word is.

4. After the right category has been discovered, members of group do rolling, that is the chief become members and the members become the

chief and so on. And they choose other categories with different format. And they continue to guess what the word is and what the meaning of this word is until the game is over.

5. The last the students have to list how many new vocabularies that memorize. And students who can memorize many vocabularies as the winner.

G. Previsious Study

Game has been successfully implemented by Dwi Rahmawati at the eight grade students of MTs Negeri 1 Bandung Tulungagung in, with the title "The Effectiveness of Using Guessing Game Technique Toward the Eight Grade Students' Speaking Skill at MTs Negeri Bandung Tulungagung." In that research, Dwi used one group pretest-posttest design. For giving treatment, she taught speaking by using guessing game in the experimental class. Guessing Game game was effective technique and showed from score of pre-test is 15.38 and post-test is 21.52. The result of t_{count} is 22.57 and t_{table} is 2.020 where score of t_{count} is higher than t_{table}. It means this game is effective.

Game also has been successfully implemented by Hary Supriyatna at the second grade students of MTs Darusalam in academic year 2013/2014, with the title "The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTs Darussalam at Second." In that research,Hary used Quantitative approach with experimental design one group pretest-posttest design. The finding of that research state that there was a significance in the students' score learning

vocabulary using guessing game. It could be seen from the result of t_o ($t_{observation}$) is 5.48 and the result of t_{table} is 1.67 with the degree freedomis 64. It means $t_o > t_{table}$. It means this game is effective.