

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter is devoted to review some relevant theories underlying this study. It consists of topics, namely definition of vocabulary, learning strategies, Pictionary game, and previous study.

#### **A. Vocabulary**

Vocabulary is a core component of listening, speaking, reading and writing (Richard, 2005.). There are four skills in teaching languages, namely listening, speaking, reading, and writing. These skills will be difficult to achieve if vocabulary cannot be mastered, because vocabulary is a supporting element for mastering the four learning skills. Mastery of vocabulary can help students in reading, speaking, and writing well, which is true, students cannot master the four skills in English.

Vocabulary is knowledge of knowing the meaning of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each words with a synonym, a dictionary – tape definition or an equivalent word in their own language (Read, 2000, p. 16).

Vocabulary is all words in a specific language (Hornby, 2000). Vocabulary growth is such a prime part of language acquisition that deserves to be planned for, deliberately controlled and monitored (Nation, 2022). Vocabulary plays an important part in their academic achievement (Constantinescu, 2007)

Vocabulary mastery refers to the number of words someone knows. Moreover, the term “mastery” means having great skillfulness and knowledge of

some activities or subject. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

Having a lot of vocabulary is a must. Students should have a lot of vocabulary to help them in learning English. Thornbury (2002) states that without grammar very little can be delivered, without vocabulary nothing can be conveyed. This means that vocabulary is more important than grammar. Without grammar we can still speak even a little. However, if we do not have vocabulary, we will not be able to speak anything. So, vocabulary is the most important thing for students to learn English. “A large vocabulary improves achievement and students with larger vocabulary often score higher on achievement tests than students with smaller vocabularies” Webber (2012).

In fact survival measure communication or connection can take place totally intelligibly when individuals simply string words together-without applying grammatical rules at all (Brown, 2001). We can connect by using words that are not placed in the proper order, pronounced perfectly, or marked with proper grammatical morphemes, but communication often break down if we do not use correct word (Lightbown & Spada, 2006).

Vocabulary is a main element of language proficiency and provides much of the basic of how well learners speak, listen and write (Richard & A.Renandya, 2002). It explains that vocabulary has important part especially in supporting someone’s ability in all English skills (writing, listening, speaking, and reading).

#### **B. Type of vocabulary**

Brown state, there are two kinds of vocabulary, as follows:

- a) Active Vocabulary (Productive Vocabulary) is words which the students understand, can pronounce correctly and uses constructively in speaking and writing
- b) Passive Vocabulary (Receptive Vocabulary) is words that recognize and understand when they occur in a context, but he cannot produce correctly himself. It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

There are two variety of vocabulary (Olstain, 2000). They are usually called function words and content words.

The function words are previously mentioned vocabulary objects that refer to closed word classes (i.e. word classes that do not readily reveal new unit or lose old ones: pronouns, auxiliary, verb, preposition, determiners and adverbs). The content words are those vocabulary objects which refer to open word classes (word classes that readily accept new words and discard old ones).

The content words can be split up into three general classes; Words that mentions to a person, a place or thing that we might call them nouns. Words that demonstrate an action, an event or a state are called verbs. Words are worn to report the standards of thing or action are called adjectives and adverbs.

### **C. Teaching and Learning Vocabulary**

Vocabulary is a very important element in language learning. It's important consider both students and teaching strategies vocabulary. Using better strategies for teaching vocabulary useful and meaningful. Easy for children to understand words. As a result, students' vocabulary improves quickly.

Teaching vocabulary plays important aspect in language acquisition because the mastery of vocabulary can help students to master all language skills; writing, speaking, listening and reading easily (Elliot & Dwek, 2005).

Learning vocabulary, according to Schmitt (2000), aids kids in mastering language, because students are more likely to consult a dictionary than a grammar book. Learning vocabulary also aids students in making plans for what they wish to learn. It suggests that because vocabulary is at the heart of all parts of language, pupils will have difficulties if they do not expand their vocabulary. The more vocabulary students learn, the easier it will be for them to write or talk.

There are five steps in vocabulary learning based on research on learners' strategies (Hatch & Cherly, 1995) in (Cameron L., 2001, p. 84). They are; Having sources for encountering new words, getting a clear image, whether visual or auditory or both, for the form of new words, learning the meaning of the words, making a strong memory connection between the forms and meaning of the words

Those are several principles for teaching vocabulary (Cameron L., 2001, p. 81). They are; The type of words that children find possible to learn will shift, vocabulary development is not just learning more words but is also importantly about expanding and deepening word knowledge, words and word knowledge can be seen as being linked in networks of meaning, basic level words are likely to be more appropriate for younger children, or when learning vocabulary for new concept, and children change.

Principle is beliefs and theories that teacher holds concerning effective approaches to teaching and learning and which serve as the basic for someone of their decision-making (Richard 2002, p. 418).

Ruth Gaims and Stuard Redman (2003) mention two technique of teaching vocabulary:

a. Visual technique

There are two techniques of visual technique, as follows:

1. Visual Aids

In this technique, teacher use the picture, photographs, flash card and whiteboard. One of the visual aid that possibly use is whiteboard. Picture for vocabulary teaching come from many sources. It can be from magazine, newspaper or students handmade. Picture can be used to explain the meaning vocabulary items. The meaning of vocabulary is the students mind before he is give the English word because be an understand it from picture.

2. Mime and Gesture

In this technique, teacher can used real object and command. In real object, teacher can use something available in the classroom such as door, white board, clock, board maker. In using command, the teacher can give command such as open the window, open your book. Another example in teaching part of body. A teacher gives command such as raise your hand, put your right hand on your head.

b. Verbal Technique

There are six techniques of verbal technique, as follows;

1. Use illustrative situations (oral or written)

The technique can be useful when the word is abstract. In this technique the teacher just explain the word so the teacher use more than one situation or context to ensure that the student understand what they explain.

2. Use the synonym and definition

Synonym can be call the word that have similar meaning with other word. Teacher often use this technique to low level students, it would be justifiable at low levels to tell student that miserable mean very sad. Secondly it is commonly use with higher student and subsequently qualified, such as male means man.

3. Contrast and opposite

This technique, the teacher asks to students the opposite of something, for example, what is the opposite of sweet? What is the opposite of clever? Etc.

4. Scales

It can be useful way to get new vocabulary if students have learned contrast or related gradable items. If student know "hot" and "cold" teacher can ask student a framework for feeding in "warm" and "cool" and later "Freezing and "boiling"

5. Example of the type

The teacher can used illustration to get the meaning of subordinates, such as furniture, vegetable and fruits. It is a common produce to exemplify them.

## 6. Translation

Translation is changing some word or sentence from second language or other language to native language with similar meaning. It is one of traditional method. This technique is usually use by teacher when they are taught vocabulary or text in teaching process. Translations can very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a largely unsuccessful explanation in English and it can be very quick way to dispose of low frequency item that may worry the students but do not warrant significant attention.

### **D. Pictionary Game**

One of the vocabulary learning strategies that can be applied to vocabulary learning is the Pictionary game. The Pictionary game was invented by Robert Angel with graphic design by Gary Everson and was first published in 1985. Pictionary game is a game that involves students guessing the words of a picture and students working in a team, each team member taking turns drawing the vocabulary given by the teacher. The rest of the team will try to guess the vocabulary depicted using English.

#### **1. Procedure of Pictionary Game**

As other games in common, a Pictionary game has a set of procedure; The students are divided into several groups. Each member of each group consecutively comes to the front. The teacher flashes a word to the representative of each group. The representative has to draw pictorial clues of the word on the blackboard. Written words, verbal clues and

gestures are forbidden. The group members make guesses of the word in English in a certain amount of time.

The variation of this game is that the teacher can ask each team to review their notes from prior lessons, and collectively come up with a list of items the other team will have to draw. In this way, students will find it more interesting and challenging. Teacher also needs to integrate learning vocabulary through this game with one or two of the four language skills, for instance, writing skill, so that vocabulary will not be assumed as a free component. The outcome of the learning is not a mere vocabulary but also expression which they produce in writing.

## **2. Strength and Weakness of Pictionary Game**

In playing Pictionary game, the students have to make their own picture or drawings based on the English vocabulary which is showed on card. According to Jeffrey P. Hinebaugh, the playing pictionary game has several strengths, such as; Pictionary game can be used excellent teaching tool for developing communication and creative thinking skills, it is suited to reinforce ideas in others subject matters for those students who are visual learners, it can develop and reinforce any numbers of fact, figures or concepts, pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate to the rest of their team, it is well suited for developing specific grammar and vocabulary skills.

Based on explanation above, we can make the conclude that the weakness of the implementation of Pictionary game is might make the



students become too noisy in the classroom and teaching learning activity might not give any conducive atmosphere at all. Before starting to play Pictionary game, the teacher should remind the students that the team which makes loud noises or being rude during the game will get minus one point. The reminder will help the teacher in making less noisy classroom.

### **3. Learning Strategies Vocabulary using Pictionary Game**

In teaching vocabulary, teacher must be creative. The teacher can use picture, or play games. Then, what the researcher wants to emphasize is the teacher use game in learning strategies. One way to makes students enjoy in teaching vocabulary is by using game.

There are so many games to learning strategies. In this research the writers used Pictionary game to teach vocabulary. Pictionary game is a game that involves students guessing words or phrase from drawings. The students work in teams, each member of the team taking turns to be a picture of a vocabulary word given by the teacher. This game also functions as an alternative way to introduce new vocabulary based on pictures through peer teaching.

### **E. Vocabulary Learning with Memorization Method**

Memorization means that lessons that have been learned enter the memory or can pronounce fluently without looking at notes. In *Kamus Besar Bahasa Indonesia (KBBI)*, the definition of memorization is trying to sink into the mind so that it always remembers. Memorization is generally based on sounds produced orally by looking at text. The way to memorize is to repeat the words heard or seen or read.

The purpose of memorization methods is to quickly recall the data that has been given, as well as to strengthen the broad cognitive structure, the formation of new relationships and understandings, and to form a concept necessary to receive new, more meaningful information.

#### 1. Memorization Method Activities

Activities that students can do in vocabulary learning are as follows; The first thing that must be done by students is to listen to the words delivered by the teacher which are then memorized repeatedly, pronounce the word This technique begins with a teacher who utters a vocabulary that is then followed or imitated by students so that students can memorize, Reading the words written by the teacher on the blackboard also greatly helps students in memorizing vocabulary, Writing vocabulary also greatly supports the memorization of student vocabulary because by writing the brain can store memory so that it is easy to memorize.

#### 2. The Learning Steps with Memorization Method

There are four steps that need to be considered in using this method, including; prepare what will be learned starting from the material, vocabulary to be used and so on, reading together repeatedly so that students become memorized, repeating individually to show the acquisition of learning results about what has been learned.

#### 3. The advantages and disadvantages of memorization methods

The advantages of this Memorization Method are that it can pull information that has been learned by students quickly from memory and

students can learn by looking for ways to memorize to make it easier and simpler to remember.

While the disadvantages of this memorization method include; Students cannot express opinions according to their own understanding because sometimes students only convey according to what is memorized from the subject matter. Sometimes memorization is temporary, since students usually remember only to face a test, after which it is ignored. This memorization method is not appropriate given to students with different backgrounds and requires more attention

#### **F. Previous Studies**

Researchers found several studies that correlated with this study. The first previous study was conducted by Novi (2018), this study uses of Pictionary game to increase the students' vocabulary mastery at the eighth graders of MTs DARUL A'MAL METRO. Researcher provide lessons for students to know the value of their vocabulary. Then, the researcher gives action to the students. In addition, changes in students' vocabulary scores can be known through post-test I that has been given in each cycle. This test consists of 20 questions in the form of an essay. The results of the study illustrated that the average student score in the pre-test was 53.25 (20%), the post-test I was 67 (40%), and the post-test II was 81 (85%). This shows that the success of the indicators that have been achieved by at least 80% of students have passed the minimum standard criteria (MSC) of at least 70 and it is clear that using Pictionary games can improve students' vocabulary mastery.

The second study was previously conducted by Tiwa (2021). This study aims to find out how the effect in teaching vocabulary. The design of the study is quasi experimental which is using two classes as an experimental group and a control group. The population is taken from the seventh graders at MTS Ma'arif Klego Ponorogo in the 2021/2022 school year. The number of samples in this study was 19 students in the control group and 20 students in the experimental group. The data collection procedure is a test and documentation, while in analyzing the data, it uses the t-test formula to find out whether there are significant differences in the vocabulary mastery of students who are taught using Pictionary game techniques and students who are not taught by Pictionary games. The t-value result is 1,094 and the t-table at the 5% signification rate is 2.00. This means that the t-value is higher than the t-table. So,  $H_0$  was rejected and  $H_a$  was accepted it meant the Pictionary technique was an effective strategy to improve the student's vocabulary to the seventh grader of MTS Ma'arif Klego Ponorogo.

The third study was previously conducted by Rina (2017) that focused on Improving Students' Voabulary Mastery. The residents are class V students of SDN 2 Ukir Rembang for the 2016/2017 school year. The sample consisted of 40 students who were classes V-A as the control group and V-B as the experimental group. Each group consists of 20 students. The study began by providing pre-test, treatment and post-test to both groups. In providing treatment, the control group was taught using conventional methods, while the experimental group was taught using Pictionary games. The test results were analyzed using the t-test formula to determine the

difference in student achievement in vocabulary mastery between the two groups. In the pre-test results, the average score of the experimental group was 65 and the control group was 64.25. This means that both groups have the same vocabulary mastery before getting treatment. However, in the post-test results, the average score in the experimental group was 84 while the control group was 73.25. This shows that the vocabulary improvement of the students of the experimental group is higher than that of the control group. This proves that Pictionary games can improve students' vocabulary mastery. Furthermore, the results of the analysis using the t-test showed that the t-value is 2.97 and the t-table is 2.03. This means that the t-value is higher than the t-table ( $2.97 > 2.03$ ). It can be concluded that there are significant differences between the experimental and control groups. This means that Pictionary games are effective in improving students' vocabulary mastery in grade VIII students of SD N 2 Ukir Rembang.

The fourth study was previously conducted by Mutmainah (2020). The Purpose of this study was to investigate whether the use of Pictionary game has a positive effect on students' vocabulary or not. The scope of the study only focuses on noun in teaching vocabulary and analyze the significant different in students' score between students who are taught using Pictionary game and without using Pictionary game. The total population of this study involved 66 students and the sample of this study were 22 students in experimental class and 22 students for control class. The instrument of this study used matching tests which consist of 20 items. The data was collected by using pre-test and post-test, then followed by analyzing the data used

SPSS 21.0. The result shows that the average of the experimental class and the control class in the pre-test were 38.86 and 32.05, then the result of post-test from the experimental class is 53.41. which is higher than the result of the control class that is 40.91. Based the paired test, test of 0,000 < 0,005, then from Independent Test above if sig. (2-tailed) of 0,000 < 0,005, it means that the use of Pictionary game has significant different in students' score between students who are taught using Pictionary game than without Pictionary game. It means the use of Pictionary game has effective in teaching vocabulary at seventh grade students of SMPN 4 Monta in Academic Year 2020/2011.

The fifth study was previously conducted by Lestari (2018). This research was aimed to get the empirical evidence of the effectiveness of Pictionary Game on students' vocabulary retention. The method that was used was a quantitative method. The design of this research was quasi-experimental. This research was conducted in SMPU AL-Anwari Banyuwangi. The number of the sample of the research was 50 students of eighth grade. The instrument of this research was tests. The tests were divided into two, there were pre-test and post-test. The purpose of this research was to measure there is an effectiveness of Pictionary game on the vocabulary mastery of the eighth grade students" of SMPU Al-Anwari Banyuwangi in the 2018 academic year. The area of this research was SMPU Al-Anwari Banyuwangi. It was chosen purposively because they have never been taught by using "Pictionary Game" at this school. The primary data from the result of the students pre-test and post-test scores were analyzed by using independent sample t-test to know whether there was a significant means

difference between the experimental group and the control group. With the result of t-test is 2,464, while t-critical value of t-test with significant level of 5%, it indicates that the statistical value of t-test is higher than the t-critical ( $2,464 > 2,013$ ).

From some theoretical background mentioned above. The difference from the previous study with this research is object of the study. So in this study, the authors decided to take a study entitled "The effectiveness of Pictionary game on teaching vocabulary mastery at seventh grade students of MTsN 1 Kediri". The researcher also takes a different research place. The study was conducted in MTsN 1 Model Pare.