

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of literature related to the study. They are definition of vocabulary, word, word classes, game, definition *Stand Up and Sit Down* game, and advantages game.

A. Ddefinition of Vocabulary

Vocabulary is one of the five pillars of reading comprehension as set forth in *No Child Left Behind* legislation. Reading comprehension depends upon the meaning readers give words. The more vocabulary words students know, the better they are able to comprehend. A large vocabulary opens students up to a wider range of reading materials. A rich vocabulary also improves students' ability to communicate through speaking, listening, and writing.⁹

Vocabulary in the language is very important, especially for students in learning English. Vocabulary in English dictionaries is a vocabulary.¹⁰ Vocabulary is more than word. A person's vocabulary certainly consists of a words and meanings. The words in your vocabulary are those you understand and use.¹¹

⁹"Why teach vocabulary?", <https://www.vocabularya-z.com/vocabweb/research.do>, acces at 11 Mey 2015.

¹⁰ John, M. Echols. 2000. *Kamus Inggris-Indonesia*. (Translated by Hassan, S) New York: Cornell University Press 1975. 631.

¹¹Lee C Deighton, *Word and Meaning*, (New York: Harcourt Brace Javanovich),1.

Gorys Keraf that the vocabulary/vocabulary of a language is the whole word that is owned by a language.¹² The Djago Tarin vocabulary defines as follows: All the words contained in a language, wealth word possessed a speaker/author, the word is used in a field of science, glossary organized like a dictionary with a brief explanation and practical.¹³ From the definitions above, it can be concluded that the vocabulary is the set of words that have meaning in drafting a new sentence.

To master a language, need the ability to understand the vocabulary and preparation of a good sentence. These two things is the first step to be able to master a language. This is no exception also in the mastery of the English language.

Vocabulary is the most basic things that must be controlled by a person in learning English is a foreign language for all students and the people of Indonesia. How can one express a language if he does not understand the vocabulary of language. Especially if it is a learned foreign languages, so the vocabulary of the language is something that is absolutely needed by the language learners. If a student has a vocabulary of the English language that will automatically be adequate to support the achievement of four English language competence earlier. And vice versa without having an adequate vocabulary of a student will have difficulty in achieving language competence.

¹²Gorys Keraf. 2002. *Diksi & Gaya Bahasa*. Jakarta: Gramedia. 24.

¹³Djago Tarigan. 1991. *Pendidikan Bahasa Indonesia I*. Jakarta: Universitas Terbuka.447.

Therefore, a good vocabulary for speaking and reading is one of that permit us say quickly and accurately what we have n mind. We might also say that a good listening and reading vocabulary is one that permit us to understand quickly and accurately what we hear and read. But you can not possibly know all the meanings of all the words we likely to meet.

Science learning involves lots of new vocabulary words. When helping your child learn new science words, focus on words that allow you to teach more than just that one word. This can be done by considering a word's morphemes. A morpheme is a meaningful part or unit of a word that can't be divided into smaller parts. It isn't important that your child know the word morpheme itself, but it is helpful for your child to learn that words may be related if they share a morpheme. There are different types of morphemes, including root words, prefixes and suffixes. Below you'll find some science words, their morphemes, and some related words.¹⁴

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing. Vocabulary plays a fundamental role in the reading process,

¹⁴ Reading Rockets,"The Vocabulary of Science", <http://www.readingrockets.org/article/vocabulary-science>, access at 12 Mey 2015.

and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.¹⁵

B. Word

'A word is a microcosm of human consciousness.'(Vygotsky). All language have words. Languages emerges first as words, both historically, and in terms of way each of us learned our firs and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new word, and learning new meanings for old words.¹⁶

Learners of a second language experience a similiar bewiderment even with much with simpler texts. They may be confronted by word that are totally unfamiliar, or are being us in ways that for them are novel and possibly obscure. They may even meeting concepted that are simply not represented by words in their first language.¹⁷

Their problems are compounded when they need to produce language. Finding the right word to fit the intended meaning is frustrating when your

¹⁵"Vocabulary", <http://www.readingrockets.org/helping/target/vocabulary>, access at 12 Mey 2015.

¹⁶Harmer Jeremy, *How to Teach Vocabulary*, 1

¹⁷Ibid, 2

store of words list limited. And when words get confuse with each other, even within this limited store, the result can be disastrous.¹⁸

To sum up, learning the vocabulary of a second language presents the learner with the following challeges: making the correct connection, when understanding the second language, between the form and the meanings of closely related words (e.g *lush* and *push*), when producing languages, using the correct form of a word for the meaning intended(i.e *nose* and *noise*). To meet these challenges the learner need to: Acquice a critical mass of words for use in both understanding and producing language, remember word over time, and be able to recall them readily, develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.¹⁹

C. Word Classes

We can see form our example sentence that word play different roles in a text. They fall into one of eight different word classes:

Table 2.1
Sentence that word play different roles

Nouns	bit, pieces, record, player
Pronoun	I, them
Verb	like, looking, doing, to look
Adjective	old, second-hand, new
Adverb	Up
Prepositions	for, like
Conjunction	And

¹⁸Ibid, 2

¹⁹Ibid, 2

Like, like may words in English, can belong to two or more word classes. The unrepresented class are the determiner – word like *a, the, some, this, last*.

In term of the meanings associated with these word classes, we can make a crude devison into two groups. On the one hand, there are words like *for, and, them, to* that mainly contribute to grammatical structure of the sentence. These are called **grammatical word** (or function words) and are generally preposition, conjunction, determiners and pronouns. On the other hand, there are the **content words**, those that carry high information load.²⁰

D. Games

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun."²¹

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing,

²⁰Asra sumiati. *metode pembelajaran*. (Cv wacana prima. Bandung 2008), 1

²¹ "Games in the ESL and EFL Class" <http://iteslj.org/Techniques/Deesri-Games.html>, access 15 May 2015

learning topic, and the classroom settings are factors that should be taken into account.

E. Definition stand up and sit down game

Definition of stand up and sit down games stand up and sit down is a vocabulary game where students have to mention the meaning of the word. To interpret the word, all students must stand and teachers say the word in Indonesian and then students who know the meaning of pointing hand and mention the word in the English language, if students are allowed to sit right back. Students who sat was entitled to assign it to his friend and asked the question again, and etc.²²

F. Advantages games

There are many advantages to using games in the learning process. He could make the class fun. If students feel happy, they will find that learning English was interesting. Without realizing it, they absorb the lessons with easier.

According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. The main reason why games are considered effective learning aids is that "they spur motivation and students get very absorbed in the

²²Fenech J David, Warner and Game, (Mintiry of Education,2012), 7

competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971). Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar, knowledge and so on. As in the dictation game, students are so competitive that they want to finish first and win. It can be clearly seen th at games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.²³

²³ "Games in the ESL and EFL Class"<http://iteslj.org/Techniques/Deesri-Games.html>, access 12 May 2015