

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Concept of Vocabulary

Vocabulary is one of language elements that important in English. Vyogotsky in Thornbury (2002:1) says that a word is a microcosm of human consciousness. It means that if the vocabulary is assumed like the cells that make up the organs in the human body, so it is a component of language that we must learn first before the four skills in English. Hornby says that vocabulary is the total number of word in a language, vocabulary is a list of words with their meanings.

It means Jack (2002:255) that vocabulary is items of word which has different meanings and vocabulary is a listing of all words that are thought and learned in the foreign language. Richard and Renandya say that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. It means that vocabulary is a centre of all language, it is used by every skill in english. Vocabulary has important role in developing another skill.

Based on theories above it can be concluded that vocabulary is collection of words in one language that have different meanings. Vocabulary is centre of language, because it is used when we learn the four skills in english andthey are used by all people from all countries and

profession as a communication tool. Vocabulary is the most important things in studying English. Students' will be easy to understand the meaning of words when they listen, speak, read, and write in English, by mastering vocabulary. We must learn vocabulary, because it is the fundamental of us to express ourself and as a tool to understand the meaning of everyone expression. Without vocabulary it is impossible to learn language.

2. Kinds of Vocabulary

Vocabulary has some kinds that needs to be learnt. There are types of vocabulary that are explained by the experts. One of explanations is explained by Thornbury. He explained that there are at least eight kinds of vocabulary.⁴ there are noun, pronoun, verb, adjective, adverb, preposition, conjunction, determiner. Those can be described as follows: In learning vocabulary there are classifications of word. According Thornburry some the words class. The classification of word share:

a. Nouns

Noun is a word that is the name of person, a place, a thing, or activity or a quality idea. Noun can be used as the subject or object of a verb. Noun can be divided into some classes:

1. Proper noun is a noun that indicates the specific name of thing. It begins with a capital letter. Examples: Robin, Alice, London, and Civil War.

2. Common noun is a noun that names of general thing, not a specific thing. Examples: country, company, boy and girl.
3. Countable nouns is noun that indicates something you could actually count. For example, you could count pig: one pig, two pigs, three pigs.
4. Uncountable noun is a noun that indicates something you cannot count. For examples: furniture, advise, information, and news.
5. Abstrack noun is a noun that names of idea, not a physical thing. Examples: hope, knowledge, trouble, ability, and success.
6. Concrete noun is a noun that names of physical thing. For examples: table, floor, beach, coffee and children.

b. Pronouns

A pronoun is a word which is considered equivalent to a noun that is replaced.

1. Subjective Pronoun

Subjective pronouns act as the subjects of a sentence. The subjective pronouns are she, he, it, I, you.

2. Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you.

3. Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, ourselves, themselves, and yourself.

4. Possessive pronouns

A possessive pronoun tells you who own something. The possessive are hers, his, its, mine, ours theirs, and yours.

5. Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

6. Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in "ever", such as whatever, whichever, whoever, whomever.

7. Indefinite pronouns

An indefinite pronouns refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some, and somebody.

c. Verbs

Verbs are a word which is used in describing an action, experience, or state. In activities (run, walk, look, for), accomplishment (build,

kill), achievement (recognize, find), and states (know, love, have). For example in sentence: We walked to the store yesterday.

d. Adjective

Adjective is a modifier that used to highlight quantities or attributes. The types of adjective are:

1) Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third) and adjectives of indefinite quantity (some, few, all).

2) Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, and yellow) size or age.

e. Adverbs

Adverbs is a word that describe or modify verbs, adjectives, and other adverbs. Adverbs express ideas of time, place, cause, degree. (Carefully, politely, much).

f. Preposition H. Douglas Brown (2000:8)

Preposition is a word which is used to show the way in which other connected. For example: in, on, beside, at, between.

g. Conjunction

Conjunction is a word that connects sentences, phrase or clause. For example: and, but, and etc.

h. Determiner

Are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- 1) Definite and indefinite articles: a, an, the.
- 2) Demonstratives: this, that, those.
- 3) Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough.
- 4) Possessive: my, your, his, her, its, our, their.
- 5) Numbers: cardinal, ordinal number.

3. Concept of Teaching Vocabulary

Bayu Nurbaeti said vocabulary is important in learning language because without vocabulary the learners cannot communicate to other people. The quality of students' language depends on to the extent of their vocabulary knowledge. According to Brown in Nurbaeti teaching is a process having or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know to understand. Brown offers some techniques for teaching vocabulary, among other are:

- a. **To determine the goal of teaching, such as:**
- b. **To improve the reading vocabulary skills of ESL students**
- c. **To teach ESL students word-building skills**
- d. **To teach ESL students to guess word a meaning from context clues.**
- e. **To get students to make word building; that is derived from suffixes, prefixes and roots.**
- f. **To definition clues, which comprises the parentheses and footnotes, and synonyms and antonyms.**
- g. **To inference clues; these clues have three types, such as example, summary, and experiences.**

Based on the explanation above, it can be said that the English teacher should be able to choose and use appropriate technique that is suitable to attract student's attention and encourage them to know the form and the meaning of the words simultaneously.

4. Concept of Learning Vocabulary

Learning is Malcolm Knowles, Elwood F. Holton Iii, Richard A. Swanson (2005:17) activity to gain knowledge or skill by studying. Learning is the process of gaining knowledge and expertise. It means that learning is treat or action that do by the students, to get new knowledge and skill. Learning as the transformative process of taking in information that when internalized and mixed with what we have experienced changes what we know and builds on what we do. Tony Bingham, Marcia Comer (2010:19) It's based on input, process, and reflection. It is what changes us. Susan ambrose (2010:23) It means that learning is an action or process from learners to get new knowledge from some information and mixed with experience from tutor, teacher, or from another source. Learning is a process that leads to change, which occurs as a result of experience and

increases the potential of improved performance and future learning. It means that learning is process that guided us to the next level of study, it is caused as the result of impression and increases the skill that had to learn.

Based on the theories above it can be concluded that learning is an activity, or a process to get knowledge from any sources. Learning also as a guided for learners to continue to the next steps, or levels. In learning English, students should be able to understand words being used because by understanding the vocabulary of the target language, it will be easier for them to get the idea of what they have learnt. Based on theories above, it can be concluded that learning vocabulary is extremely large. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. With learning vocabulary the students can help in many ways at reading and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school.

5. Students' Problem in Learning Vocabulary

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. However in the practice of learning vocabulary in the classroom, there are some problems which often happen in process of learning vocabulary. Huyen and Nga say that even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors.

They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher.

- a. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.
- b. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages.

Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (2003: 3) Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

Thornbury states that some factors that make some words more difficult than others are:

- a. Pronunciation: research shows that difficult to pronounce are more difficult to learn potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. Spelling: sound spelling mismatches are likely to be the cause of errors. Either of pronunciation or spelling, and can contribute to a

word's difficulty. Words that contain silent letters are particularly problematic.

- c. Length and Complexity, long words seem to be more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d. Grammar, also problematic is grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. Scoot Thornbury Meaning, when two words overlap in meaning, students are likely to confuse them. Words with multiple meanings can also be troublesome for students. Range connotation, and idiomatically, words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too.

Based on theories above, it can be concluded that in learning vocabulary, the students may have some problems. Some of those problems are:

- 1) They are confused about what the teacher's explanation for meaning.
- 2) Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.

- 3) Students usually only acquire new vocabulary through new words in their textbook or when given by teacher during classroom lessons.
- 4) Many learners do not want to take risks in applying what they have learn.
- 5) Lack of understanding of words construction make some word are difficult (pronunciation, spelling, grammar, and meaning).

From the explanation above its show that they did not confidence to use their vocab. their motivation in learning vocabulary still low, they just learn in the classroom, and only know new words if their teacher give some text or new words.

B. Game

1. Concept of Game

Game is effective and efficient in improving student's communicative ability. III hadfield (1999:4) Game is very simple way to make students interest in English classroom. Students want to sit and listen to the teacher explanation and try their best to remember vocabulary. Hadfield says that a game is activity with rules, a goal and an element of fun. A S Homby It means that games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term. Game is a form of competitive play or sport with rules. It means that game is a fun activity that has many steps.

Games should not be as an activity that do in the end of learning process or to filling the void of time when the material has been completed and the time has not run out, but games must be as an alternative activity to replace the boring learning process.

Games can make the student more feel comfortable in the classroom, they will become brave to elaborate and explore their knowledge about vocabulary. Besides as a technique to develop student's vocabulary, with games students will be more active, help each other, and interest to try the new things. Finding an effective way to motivate learners is always the interest of teachers, researchers, and linguists. By game the students will be more motivated, and more interested to know much vocabulary, moreover the students were silent will begin to dare express the curiosity.

Based on theories above, it can be concluded that games are the important thing that can help students in learning English vocabulary, games should not be used as an entertaining activity, but it can also be a good learning techniques to replace the boring learning activities. Games can increase the students' knowledge about vocabulary and can develop their ability to remember words. Games can make student more confidence, help each other, and students can be more sociable.

2. Kinds of Game

As stated above, the main purpose of using games in English classes is to practice student's different skills, especially their communicative ability. A variety of techniques in using games is an important part of involving games into lessons. Lewis and Bedson in Kupečková classify the game as follows:

- a) **Movement games:** the type of game when learners are physically active (Find your partner). All children can be involved and the teacher usually just monitors the game. Movement games have clearly given rules and they can be either competitive or cooperative; it depends on the concrete game or how the teacher designs it.
- b) **Board games:** games played on the board in this case. Teacher needs whatever kind of boards (black, white or interactive board). They can be played in all types of grouping and teacher needs to prepare some material in most of board games. This type of the game can be either competitive or cooperative; it deals with the type of grouping. Teacher can operate as a controller, organizer, participant and facilitator.
- c) **Matching games:** games involve matching correct pairs (e.g. Vocabulary Scramble). They need to have material prepared. Learners cooperate to reach the goal of the game. The goal of the game and the type of grouping can make the game cooperative (learner in pair, learners of one group, whole class) or competitive (pair/group vs. pair/group).
- d) **Card games:** familiar game with board game. The cards have an important value in the Game (What is that card?) so material is required in this case.
- e) **Desk games:** these games can be played as an individual work game or pair and group game. Desk games need material and they can work both competitively and cooperatively. For example scrabble or memory game are competitive games whereas puzzle is cooperative game.
- f) **Role-play games:** it can be either the game itself or an element of other games. It needs active performing of the learner cooperating in pairs or smaller groups. Material is not necessary but can be useful.
- g) **Task-based games:** belongs to popular games nowadays, especially because of its connection with cooperative schooling. Usually pairs or groups work on meaningful task in the way they enjoy. Learners obey clear rules and they have got a chance to practice all language skills.
- h) **Computer games:** are a very popular type of the games nowadays. It can be played either at school or at home. It requires individual or pair work and learners practice their reading and writing skills.
- i) **Guessing games:** based on the principle when one holds the information and another tries to guess it. There exists a wide variety of guessing games with teacher as a participant or facilitator. Teacher needs to prepare none or some material and learners practice their speaking and listening skills while cooperating. Learners follow given instruction and rules which do not have to be strict.

Based on theories above, it can be concluded that there are many kind of games that can help students' to memorized vocabulary, not just depend on textbook or teacher explanation, game can be an alternative way, to increasing their motivation to learn vocabulary.

3. Card Match Game

Junior high school student difficult to understand materials even English, so an English teacher who teaches English as foreign language they must be creative and imaginative in order the students enjoy the class and interested in study and learning process. When children enter our class room, they should enter a world of English. It should not be a word where they do required practice in English but carry out genuine communicative among them selves or with us in their native language.

Making English be fun in learning, the teacher should use a media. Media is carries of messages. Using Media can make the students easy to get materials.

Media can serve various purposes. According to Kasihani (2007: 101) they are: (1) Helping to simplified in learning language (2) Giving new concept to make the students can understand well. 3) Improving motivation of students (4) Minimizing the use of mother tongue (5) Helping the students to have same perception, (6) Increasing the quality of instructional in learning language.

A game is an activity rules, a goal an element for fun. There are two kinds of games: competitive games and cooperative games.

Competitive game are games in which the players or teams race to be the first to reach the goal, while cooperative games are the ones in which players or teams work together towards a common goal.

According to Hadfield (2001:4) language games and communicative games. In linguistic games the goal of the game is linguistic accuracy: in the case of these grammar games, it uses the correct grammatical forms. Communicative games have goal or aim that is not linguistic; successful completion of the game involves carrying out task success exchanging information, filling in a picture or chart, or finding two matching card, rather than correct production of language. However, in order to carry out the task, it will be necessary for the learners to use language and by careful construction of the task; it is possible to specify in advance what language will be required.

Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill, and as a means to an end rather than an end itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

Game is one of media can be used in the class in teaching process. The students will be more active in the class if the teacher asks them to play game. A game is an activity with rule, a goal and element of fun. According to Hadfield, (1984:4) there are two kind of games, competitive games, in which player of teams race to be the first to reach to goal, and

cooperative games. In which players or times work together to wards a common goal.

One of the fun games is index card match game. In this game usually the teacher uses cards. There are two forms of card they are question cards and answer cards. The teacher divides the class to be two parts. A half of class get question cards and a half other get answer cards. The game involves matching question and answers cards and may be played as whole class activities, where everyone must circulate until they find their partner. After found their partner, they can ask each other.

4. Advantages and Disadvantages of Index Card Match Game

Most of young learners like to play game. The junior high school English teacher should use games in teaching English. Using games make the young learner interest to join the class and they do not bore with a monotone technique during teaching process. One of the first thinks when they have a new game, they look for new words or language involve inside the game. They like to take risk for making mistake without having feeling. According to David Paul (2003: 49) Children are having fun, they are more likely to take a risk, make mistakes without having feeling or failure and try to overcome their initial feelings of confusion when they encounter new words and pattern.

Using games in language class gives many advantages. First, games make the class fun. As stated above, young learners learn a foreign language because of external motivation. They do not know the goal of

learning the language. By giving fun experience, it will attract and motivate them to know more about the new language they learn. In other words, games make learning more fun so the class and children are willing participants and they are there not just because they have to be.

Second, playing a game has a purpose to it, an outcome. In order to play students have to say things. By playing a game children have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.

Furthermore, young learners get to use the language all the time during the games. They involve a lot of repetition. In fact, repetition is the basic skill, but it can be boring. However, using games will give the opportunity for children to do repetitive activity in a fun way.

Naturally young learners have a lot of energy and are not good at sitting for long periods. Moreover, they have a short attention span. Injecting lively varied games into the classes to practice the language will keep the children alert and enjoying themselves. Therefore, games will prevent them from getting restless and bored. (Cahyono and Mukminatien, 2011, 40-41)

There are many kinds of game. One of the most interesting games is index card match game. This game uses slash of cards and divides to be two kinds of card they are question cards and answer cards. Index card match game can be used for repeating last materials furthermore for new materials. Although this game is interesting but there are advantages and

disadvantages. According to Kurniawati(2009) There are many advantages of index card match game, (1) The students get a question card or answer card but through presentation with their partner, they can study the topic well. (2) Process of discussion and presentation make them struggle to speak English well. (3) Giving the point to the partner who finds each other before the time, it will be more interesting to improve students' strength of mind. And there are disadvantages of index card match game. They are: (1) the game is only played in one round so it will be monotonous. (2) Need much time to take part in the game. If the teacher can't handle and hold the class well, it will be crowded.